

# Lead Examiner Report 1901

January 2019

**BTEC Level 3 National in Children's  
Play, Learning and Development  
Unit 1: Children's Development  
(31597H)**

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:

<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>

You will need an Edexcel Online username and password to access this service.

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2019

Publications Code 31597\_1901\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

## Grade Boundaries

### What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

### Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

# Unit 1 – Children’s Development (31597)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	23	35	47	60

## Introduction

This was the second January series of the 2016 specification for Level 3 Children's Play Learning and Development. This unit is mandatory for all sizes of qualification within the CPLD suite.

This Lead Examiner report should be considered alongside the exam paper and mark scheme, which can be found on the Pearson website.

The focus of the paper was on children's development, it covered a range of theories of child development, together with selected factors which may affect children's development.

The paper had 2 sections with 6 questions overall. Section A contained 4 questions, each worth 16 marks; each question was based upon a separate case study. These questions were then separated into 4 sub-questions, which range from multiple-choice, short answer and extended questions, with a mark range of 1 to 8 marks.

Section B contained 2 questions which required an extended response, where learners had to analyse or evaluate; these questions were worth 12 and 14 marks.

Each of the extended response questions were marked using a 'levels based' approach to assessment. The overall quality of the response was considered rather than the specific number of points included. There was a focus on the accurate use of vocational terminology and the application of knowledge to the given situation within each response. Two of the questions on the paper were multiple choice. The 4 mark questions required the learners to make two responses, these needed to contain the theory and the application of that theory, selected from the case study. The remainder of the questions were assessed using a range of indicative content.

## Introduction to the Overall Performance of the Unit

The overall standard of learner responses was good, with a satisfying number of learners achieving at least a pass grade. The paper was considered to be similar to the January 1801 paper

In Section A the understanding of most of the theories was good at what is considered to be the basic level, however Bruner and Bronfenbrenner proved to be not as well understood by the learners. Learners are generally structuring the extended questions (d), by describing the theory and then relating it to the information contained in the case study. Learners were able to relate the theory to the areas of development requested in the question.

Learners are losing marks on the 4-mark questions because they are not able to write in the precise manner required. These questions require learners to state an aspect of the relevant theory and then link it to the child in the case study. This means learners must have a good grasp of the theory, as there is not the space or time allocated to write in-depth and this is not required of the question. Those learners who only achieve a borderline pass appear to find this the most challenging aspect and many marks are lost because they do not have the necessary skills or knowledge to do make the required links to theory.

In Section B, learners need to develop their skills to answer these extended answer questions. Responses are often a series of statements without a structure to them. However, there was generally a good awareness of the impact of a poor diet on physical development in question 5. Most learners were able to show some awareness of a least one benefit of early intervention when a child has delayed development for question 6.

Some learners appeared to find expressing their knowledge and understanding a challenge and they lost marks because their answers were not coherent, or the answer lacked clarity.

It was pleasing to see many learners were well prepared for the exam and there is obviously a lot of work going into teaching exam technique, to give the learners the opportunity to achieve their best possible grade.

## Individual Questions

The following section considers each question of the paper, providing examples of learner responses and a brief commentary on the rationale behind the marks given.

### SECTION A

#### **Question 1(a) - 1 mark**

This question was a multiple-choice question which required the learners to identify which literacy skill the children were using when they were sounding out words. The correct response was C: ‘Increasing their phonic awareness’  
The vast majority of learners were able to select the correct response, although some learners selected the incorrect response ‘understanding of grammar’.

#### **Question 1(b) - 3 marks**

This question required learners to list three fine motor skills, used in the case study, to show that Honey was meeting her developmental norms. This question was answered well and most learners were able to select the age appropriate norms shown.

#### **This response gained 3 marks**

- 1 holding crayons in a tripod grip
- 2 building towers and bridges with small bricks
- 3 drawing

The learner has used the information from the case study and clearly selected three appropriate fine motor skills being used.

**This response gained 2 marks**

- 1 Honey builds towers and bridges with small bricks
- 2 She is holding crayons which is using her fine motor skills.
- 3 Honey is reading a book as she uses her fine motor skills to turn pages.

Here the learner selected three fine motor skills, however, the third response was not included in the case study, as Honey was listening to a story rather than reading a book.

**Question 1(c) - 4 marks**

In this question, the learners had to describe two ways the early years practitioners were using Skinner's theory during story time to promote behaviour.

Learners were usually able to select the examples of rewarding with praise and stickers from the case study, linking it to positive reinforcement. Although some just stated the examples without linking it to the theory, which would have achieved limited marks.

Unfortunately, there were still instances where learners included negative reinforcement or punishment as a way of promoting positive behaviour, which is incorrect.

**This response gained 4 marks (full marks)**

1. Skinner discussed the importance of positive reinforcement, the early years practitioners promote this by ~~rewarding~~ praising Honey when she tries to sit still.
2. Skinner stated how the use of rewards can help children to repeat wanted behaviour, the early years practitioners promote this by giving stickers to children who sit well and are quiet.

In this response, the learner has correctly stated an aspect of the theory and then linked it appropriately to an example from the case study. This is an exemplar response.

**This response gained 2 marks**

1. Positive reinforcement which is what Skinner believed in. An example of this would be Honey is getting praise and during story time, the children get stickers.
2. Negative reinforcement which is what Skinner believed in. An example would be when Honey is rolling around and not listening, then her key person sits next to Honey and encourages Honey to look at the other children to copy.

In response one the learner has achieved 2 marks for stating positive reinforcement and adding two examples, although only one example would be sufficient.

In response two the learner has mentioned negative reinforcement, with an incorrect example and so no marks are awarded.



**Question 1(d) - 8 marks**

This was the first extended question and learners needed to discuss how Bandura's social learning theory could be used to improve Honey's behaviour.

The majority of learners were able to achieve some marks for giving a basic description of Bandura's theory stating children learn from observing and copying others. However, many learners confused Bandura's theory with Skinner's theory on reinforcement and so lost marks. Very few learners were able to achieve marks in the level 3 mark band for this reason.

**This response gained 7 marks (bottom of level 3 mark band)**

According to Bandura's theory, adults act as role models who children copy behaviour from, shown in the Bobo doll experiment. This means that Honey's key person can sit next to Honey during storytime and demonstrate sitting properly. Honey will want to please her key person and copy <sup>these actions</sup> ~~this behaviour~~, improving her behaviour at storytime. Children also copy other children's actions by remembering what they have seen and repeating it. ~~This~~ The key person prompts Honey to look at the other children displaying correct behaviour and this encourages her to copy and imitate these actions, improving her behaviour. The practitioners could also use Bruner's scaffolding theory to help Honey learn good behaviour and be able to do it independently once the scaffold has been taken away.

This response showed a good understanding of Bandura's theory and they have applied it well, using the relevant examples from the case study. They have included a link to Bruner's theory, but this is not relevant to the question. To achieve the full 8 marks, the learner could have developed the response a little more by either making a link to the impact on social development or the importance of Early Years Practitioners being aware they are role models and always acting in a positive way.

**This response gained 4 marks (bottom of level 2 mark band)**

Bandura's Social learning theory states that children copy the behaviours they have observed through ~~the~~ different stages: Attention, retention and motivation. This is why it is important that children ~~could~~ have the opportunity to interact with others. Bandura's theory could be used to improve Honey's behaviour by modelling the appropriate behaviour that they want to be repeated. Bandura said that children copy their role models so by Honey observing positive behaviour it will make her want to do the same. However, the practitioners should be aware that a child's behaviour isn't always to get attention so should work in partnership with Honey's parents to get a better understanding of why Honey misbehaves. The practitioners should also accept that different children have different development speeds so Honey might need support to promote her development. As well as this, the practitioners should explain to Honey as to why her behaviour is good or bad. By doing this, Honey will understand what she has done right/wrong which will affect whether she repeats the behaviour or not. This would also link to Skinner's operant conditioning with reinforcement as the outcome impacts the likelihood of repeated behaviour. With this, practitioners should also be aware that reinforcement may change the physical behaviour, but not the underlying behaviour because the child wants the reward.

This response started well and includes some information about Bandura's theory, but the application of the theory is missing. The learner has discussed the cause of the unwanted behaviour and then mentioned Skinner's theory both which are not relevant to the question.

**This response gained 2 marks (middle of level 1 mark band)**

Bandura's social learning theory can be used to improve Honey's behaviour. This can be done by negative/positive reinforcement. When Honey shows good behaviour Bandura believed that children should have positive reinforcement when they have shown good behaviour. The early years practitioners can show positive reinforcement to improve Honey's behaviour. This can be done by smiling and saying 'well-done' if her behaviour is good. This will encourage her good behaviours.

Bandura's theory can also be used to ~~promote~~ improve Honey's behaviour by motivation, reduction, reproduction and ~~reproduction~~ <sup>attention</sup>. If Honey is motivated, she may show good behaviour. Reduction can be used by allowing Honey to see good behaviour and retaining it and reproducing that behaviour.

Bandura's ~~Bobo~~ Bobo doll can be used to promote good behaviour. The experiment showed children copy role models. If Honey has an older role model ~~that~~ that shows good behaviour she will copy.

The 2 marks awarded were for the last paragraph. The first part of the response is about Skinner's theory and so is not relevant to this question.

**Question 2(a) - 1 mark**

This question was multiple-choice, and the learners had to select the correct action which related to Amira's development of self-concept. The majority of learners selected the correct response of 'wanting to be independent'. The most common incorrect response selected, was 'playing alone but near others.'

**Question 2(b) - 3 marks**

The command verb in this question was 'list' and the majority of learners were able to list three skills which show Amira is meeting the expected norms for her age. However, there were some common mistakes and these usually involved learners not writing in sufficient detail. For example, the learners would put that she has started to talk, which would be an earlier milestone rather than stating she can say 15 words.

**This response gained 3 marks**

1. Saying 15 words
2. Understand simple instructions
3. Telegraphic sentences used e.g. 'Me do'

The learner has given a precise response which demonstrates they understand the appropriate language development milestones.

**This response has gained 1 mark**

- 1 Saying 'me do!'
- 2 She has started to talk
- 3 She can now say 15 words.

The learner has achieved a mark for response 3 but has not received any marks for the other two responses. Response 1 does not contain enough detail, the milestone is saying two-word utterances, or linking two words and just writing the phrase the child says does not demonstrate the learner's knowledge.

**Question 2(c) - 4 marks**

This question required learners to describe two ways Chomsky's theory could be used to understand Amira's language development. Most learners were able to achieve two marks by identifying aspects of Chomsky's theory, however they were then not able to develop this response by providing an accurate linked explanation or example. Very few learners achieved full marks.

**This response gained 4 marks**

- 1 Chomsky theorised language acquisition device theory suggests children have an innate sense of language therefore her foster parents should talk to her in order to stimulate this.
- 2 Providing a language rich environment, such as giving her simple instructions will also support her language development and help understand her gain of language skills.

This learner has written two linked responses in a concise manner to achieve full marks. They have shown a good understanding by giving examples linked to the case study, which illustrate the point they are making about the theory.

**This response gained 2 marks**

- 1 Chomsky's LAD theory could be used as he said children have a critical period to acquire language. This could promote her language development by her foster parents talking to her as much as possible.
- 2 He also said that children have an innate ability to learn language. This could be used to help promote Amira's language development by providing her with plenty of opportunities to hear sounds such as her toys that make noise as she will learn from it.

This learner has achieved one mark for identifying there is a critical period to acquire language and another mark for children have an innate ability to learn

language. There are no further marks, as the learner has given examples which relate to a language rich environment, without stating this.

### **Question 2(d) - 8 marks**

This question requires a discussion of how the early years practitioner could use Bowlby's attachment theory to understand Amira's development as she starts nursery.

Most learners were able to achieve marks in the level 2 mark band. The learners were able to give a description of Bowlby's theory and some links were made to the case study. Learners appeared to find the inclusion of foster carers in the case study confusing and either ignored this aspect or did not realise the significance of Amira making an attachment with them. Those learners who did make the relevant links were able to access the level 3 mark band.

Many learners were able to write about the importance of Amira being allocated a key person and how the transition to nursery might be managed effectively. Some learners confused the theories of Bowlby and Ainsworth.



**This response gained 8 marks (top of level 3 mark band)**

Bowlby ~~came up with~~ had the idea that having a secure attachment can help children to feel secure and helps them to develop. This is what Amira has developed with her foster parents as they are her main attachments meaning that she will find it hard to go to nursery without them at first. He also believed that substitute attachments can be formed when children start to feel comfortable and get to know another person. This means that Amira will be able to form a substitute attachment at nursery with her key worker which also means she won't get upset when she is left. Having one to one or home visits will help Amira form this attachment as she will get to know her key worker and see her parents ~~not~~ talking and showing trust with them as well. Having a substitute attachment at nursery will give Amira confidence to go which will help her development as she will want to learn and socialise with other children at the nursery. Amira may show signs of separation anxiety which links to the theory of Ainsworth as she is at the age where this may be at its peak. It means that she won't want to leave her parents and may cry or show anger by kicking if she is left at nursery.

This response achieved full marks as they were able to demonstrate a good understanding of Bowlby's theory and used the case study effectively. They were also able to bring in the importance of the key worker and an appropriate link is made to Ainsworth, demonstrating the learner understood the different theories.

This response gained 7 marks (bottom of level 3 mark band)

Bowlby's theory states that children have an innate need to form secure attachments, especially a monotrophy attachment. Children have a critical period when making secure attachments is essential from the age of 0-2 years. Amira is in this critical period so needs to make a secure attachment. As Amira is in foster care she has been unable to make a secure <sup>monotrophy</sup> attachment to her mother, however she has made a secure attachments with her foster parents. This is shown when she plays alone but still looks to see if one of her foster parents is nearby. The early years practitioners (EYPs) could do a home visit so they can meet Amira before she starts nursery, this will help her to settle in as she is not surrounded by strangers. Amira could also be given a key worker at the setting that she can form an attachment with, this will decrease the risk of Amira suffering from separation anxiety. (Total for Question 2 = 16 marks)

This learner has covered a wider range of the different aspects of Bowlby's theory, but has not applied it in as much detail.

**This response gained 2 marks (middle of level 1 mark band)**

Bowlby stated that children who have a secure attachment as children are more likely to be able to move through Society normally and form bonds and relationships with other people later in life or when they are open to Society. Amia's development will increase once she starts nursery. She doesn't have a secure ~~relati~~ attachment to the baby sitter & she only likes being around her foster parents this suggests she does not have a secure attachment because a baby or child has a secure attachment they don't cry when their primary care giver leaves, they are OK with strangers and don't mind when the care giver is gone because they know they will come back to them.

In this response the learner has started by giving an accurate statement regarding Bowlby's theory. However, the rest of the response is confused and contradictory.

**Q3(a) - 2 marks**

This question required the learners to identify two activities that the setting are providing to promote cognitive development through imaginative play. Most learners were able to achieve full marks on this question.

**This response gained 2 marks**

1 Role play kitchen

2 Small world toys

Both responses are correct.

**This response gained 1 mark**

1 Painting a picture at the easel

2 The police visits they get children get.

Response 1 is correct but response 2 is not. If the learner had mentioned there were police outfits in the dressing up clothes, then they could have been awarded for this.

**Q3(b) - 2 marks**

The learners had to identify two activities from the case study which promoted Neal's gross motor skills.

**This response gained 2 marks**

1. Playing on the slide
2. Large wooden building blocks.

**This response gained 1 mark**

1. playing on the slide
2. playing outside.

This is an example of how marks can be lost by not being precise in the responses. The learner should have given a specific example, such as playing with large building blocks. The learners could also have selected swimming lessons or putting on dressing up clothes as correct responses.

**Question 3(c) - 4 marks**

This question required learners to describe two ways the early years practitioners could use Bruner's modes of representation theory to understand Neal's cognitive development. This question was poorly answered, with most learners only achieving one mark. The learners did not appear to be able to select the correct stage, based upon the information in the case study, particularly Neal's age.

Often responses stated the enactive stage, because Neal was doing physical activities and symbolic stage because he had access to dressing up. Those learners that did select iconic stage then linked it by saying he could learn through painting images, which is an incorrect explanation of the iconic stage. Learners were credited for mentioning scaffolding and how this could support Neal's cognitive development.

### This response gained 4 marks

1. Neal is at the iconic mode of Bruner's theory meaning he stores information as images. The EYP's can use this to encourage children to look at images when they learn new words.
2. The EYP's should encourage lots of imaginative play as ~~the~~ Neal is at the iconic mode. Imaginative play allows Neal to use his imagination and create images in his head to remember information.

This response is precise and the learner has correctly identified the stage and applied it correctly. They have given an appropriate recommendation based upon the information in the case study.

### This response gained 1 mark

1. Bruner's modes of representation are: enactive, iconic and symbolic. ~~Pract~~ enactive describes how children learn through physical play. Practitioners could encourage this with role play activities.
2. Iconic is how children think through their mental image. Symbolic is learning and teaching using symbols and images. Teachers can use pictures when ~~so~~ <sup>learning</sup> teaching new ideas or matching ~~at~~ words with pictures.

No marks were awarded if the learners simply stated the three stages. This learner has earned one mark for stating 'Iconic is how children think through their mental image.'

**Q3(d) - 8 marks**

In this question learners had to discuss how the early years practitioners are using an understanding of Bronfenbrenner's theory to promote Neal's social development.

Learners continue to struggle with demonstrating knowledge and understanding of Bronfenbrenner's theory. Most learners were able to name some of the systems and mention briefly what they related to. There is a lot of confusion shown about the meso-system, which is the inter-relationship of micro-systems, but a good number of learners seem to think it is the nursery/school environment. There was several examples in the case study linking to different systems within the theory which were there to support learners, but these were not used effectively by the majority of learners. The micro-system is generally understood, but the learners are less secure with the other systems.

**This response gained 8 marks (top of level 3 mark band)**

Bronfenbrenner's bioecological system consists of 5 systems, which are: microsystem, mesosystem, exosystem, macrosystem and chronosystem. This theory explains how each system interrelates and impacts a child's learning and development. Practitioners can use this theory to promote Neal's social development by working with his parents and talking about his progress and any concerns. This would come under the mesosystem as it is the relationship between Neal's family and school. The macrosystem involves the wider society which the practitioners could use when the police officers come in to visit the children. This would help Neal's social development as he would be able to ask them questions and gain an understanding of the world around him; the practitioners would be involving him in the community. Practitioners could also know what Neal enjoys doing outside of school and develop his social skills by involving it in lessons. Neal uses the microsystem when going to swimming lessons as he will have a wider circle of friends. Microsystem would also promote his social development as Neal lives with his mother, father and older brother. This means he is able to learn from them and learn how to build friendships and attachments. It would also boost his emotional development as it would provide him with stability and would boost his self-esteem.

This is a good response with understanding shown across the range of Bronfenbrenner's different systems. There are strong links made to all the examples given in the case study and social development is referred to throughout.



**This response gained 5 marks (middle level 2 mark band)**

Bronfenbrenner's theory is where he came up with the bio-ecological systems of learning. He believed that a child's environment can affect their development and learning. For example, he divided a child's environment around them into five stages. The first stage is the microsystem which is everyone that is closest to Neal such as his parents and family. Bronfenbrenner believed that having a strong attachment ~~with~~ with the people in this stage will promote a child's social development. This means that if Neal is shown positivity from family members he will then give positivity to others at nursery and be happy. He will have the confidence to socialise and make friends. The second stage of his theory is the mesosystem which is Neal's key worker at nursery when he goes every day. In this system, ~~that is~~ there should be parent partnership for Neal to feel comfortable around his key worker at nursery. This is shown as his parents attend the open evening at the nursery where they discuss his progress and his development at home. If Neal sees the parent partnership it will promote his social development as he will ~~to~~ feel comfortable at nursery and will want to join in with activities with other children where he can make friends and join friend groups.

This response shows a typical response where the microsystem and the mesosystem have been discussed, but the other systems are missing.

This response gained 3 marks (top level 1 mark band)

Neal's microsystem includes his mother, father and older brother. Neal's mesosystem includes friends, family extended family and his key worker. His exosystem includes that he goes swimming at the local community centre on a Saturday. His macrosystem is that his parents are involved in his learning and attend open evenings at the nursery.

~~Broff~~

Bronfenbrenner's theory had five stages.

1. The microsystem, this includes the people who are most important to the individual e.g. parents and siblings.

2. Meso system.

3. The exosystem is the environment around them for example clubs they participate in, places they visit.

4. The macrosystem - doesn't have a direct impact on the child e.g. Dad loses job but does impact on family.

5. Chronosystem - This is to do with views of other people / culture the child lives in.

(Total for Question 3 = 16 marks)

In this response the learner has shown a basic understanding of some of the aspects of Bronfenbrenner's theory, but there is a lack of accuracy and most of the information is too generic. Some attempt has been made to include detail from the case study but this has not been developed.

#### **Question 4(a) - 2 marks**

Learners had to list two ways that Ezra's self-esteem was being promoted. This question was answered extremely well, with the vast majority of learners achieving full marks.

#### **This response gained 2 marks**

- 1 Teacher praising him for working hard.
- 2 The teacher listening carefully to Ezra.

The learner has identified two correct examples from the case study.

#### **This response gained 1 mark**

- 1 ezra's partner cheers when ezra catches the ball
- 2 do not want to take part in PE as he is not at it as the other children.

Response 1 is correct, however response 2 is not as it does not relate to promoting self-esteem.

#### **Question 4(b) - 2 marks**

In this question learners had to list two mathematical skills which Ezra uses in the case study. Most learners were able to do this successfully, although some confused adding to 20, with counting to 20 and so did not achieve full marks.

**This response gained 2 marks**

- 1 He likes to work on his own on problems solving tasks.
- 2 He uses weighing scales to check which objects heavier, and if he is right

The learner has provided two accurate examples from the case study.

**This response gained 0 marks**

- 1 weights
- 2 sites

Although these responses relate to mathematics, this response is not specific enough to achieve any marks.

**Question 4(c) - 4 marks**

Learners were required to describe two ways Piaget's universal stages theory could be used to understand Ezra's mathematical skills. This question was not answered as well as it has been in the past. The response should have included detail regarding the stage that Ezra was currently in according to his age, which was pre-operational. But the learners could also have noted that as Ezra was able to discuss the amount of water in the jugs and to problem solve, he was moving into the concrete operational stage. Some learners managed to pick up the link to conservation but were not able to describe it accurately.

Some learners described schemas, but the question was not related to this aspect of Piaget's theory, so they did not get any marks for this.

**This response gained 4 marks**

1. Piaget's ages and stages show 2-7 years as pre operational. This is when children understand questions and can think methodically like Ezra's problem-solving.
2. Conservation of weight and volume is understood at ages 7-11 years in concrete operational stages but Ezra is able to understand and explain measurements of water and sizes of containers to his teacher, meaning that he is a high performance student who could be considered as gifted.

This was a good response which achieved full marks. The learner has shown an understanding of conservation, as well as demonstrating a good knowledge of Piaget's stages theory.

**This response gained 1 mark**

1. at the age of 6 Ezra will be in his pre-operational stage meaning he will start to develop abstract thoughts helping with problem solving.
2. Children at this age are also egocentric meaning he focuses on himself and not the others around him.

This learner gained one mark for stating Ezra was in the pre-operational stage, but the linked statement is not correct for this stage. Response 2 does not relate to mathematical skills and so is not rewardable.

#### **Question 4(d) - 8 marks**

To answer this question the learners needed to discuss how the teacher could use Vygotsky's theory to promote Ezra's physical development.

In general, learners showed a good understanding of the zones of development and were able to describe the zone of actual development and the zone of proximal development.

Some learners were able to make use of the case study to include examples of how the teacher had already been using the theory. Unfortunately, many learners only described the theory in general terms and did not apply this to the case study and so this restricted the amount of marks awarded. Some learners applied the theory to cognitive development, rather than physical development and so did not achieve high marks.

Those learners who achieved in level 3 mark band tended to be those who could describe the theory concisely and then develop this by adding examples from the case study together with their own justified recommendations.

**This response gained 8 marks (top level 3 mark band)**

Vygotsky created the 'zone of proximal development'. He believed that children had a current / actual zone. This includes things that they are able to do independently. Then, the 'zone of proximal development' This is what the child can achieve with support. The outer zone, involves things that the child cannot do. (Even with support.) For example, Ezra may be able to roll the ball to his partner. With support and encouragement from his teacher, he will be able to throw the ball to his partner. However, even with support and encouragement from his teacher, he will not be able to throw it across the room and into a basketball hoop (full size.) Ezra's teacher can promote his physical development through working with him, offering praise. Ezra could partner with his teacher during PE. As she has the ability to adapt the activity to support his needs without offending the other children.

This response shows a detailed understanding of Vygotsky's theory. The examples given are based on the case study, but are developed on from it, demonstrating the learner can apply the theory to a given situation.

This response gained 4 marks (bottom level 2 mark band)

(8)

Vygotsky is a social constructivist who came up with the Zone of proximal development (ZPD) and the zone of actual development (ZAD). This is where the child is unable to do something without support (ZPD) and the ZAD means the child is able to do something on their own. This also links to Bruner's spiral curriculum as it shows how the child is shown something and then uses adult support to repeat it and then is able to do it on their own once they've practised. This shows how the practitioner will need to demonstrate to show what to do and the support him with it until he is able to do it on his own and has the confidence to do so.

In this response the learner has briefly described Vygotsky's theory, but has not related it to the case study or to physical development.



**This response gained 2 marks (middle of level 1 mark band)**

The teacher can use Vygotsky's theory to promote Ezra's physical development by using zone of proximal development when a child can do things with the support of an adult so when the teacher helps Ezra during physical activities Ezra can get more good at it and his physical development can improve more and more because his parents are ~~help~~ cheering him up and his teacher is helping him.

In this response knowledge of only one aspect of Vygotsky's zones theory is shown and although an attempt to link it to physical development has been made, this is tenuous so it remained in the level 1 mark band.

## SECTION B

### Question 5 - 12 marks

Learners had to analyse the short-term effects of a poor diet on a five year old child's physical and cognitive development.

The majority of the marks for this question are at the bottom of the level 2 mark band. Learners were generally able to discuss the impact of a poor diet on physical development, although many mentioned growth as well. Learners often mentioned putting on weight and then discussed how this would affect Petra's development, rather than focusing on the effects of a poor diet. Learners would also focus on long term impacts, such as developing heart trouble or type 2 diabetes, when the question specifically asked for short term effects.

The impact on cognitive development was weaker and tended to relate to Petra feeling tired or lacking concentration, but then not being developed to discuss how this might impact on her achieving cognitive milestones or achieve at school.

There was some links to Maslow's Hierarchy of Need, although this tended to be at a basic level. Some learners made the link to Bandura and the mother being the role model for Petra.

It was disappointing to see the lack of understanding regarding the impact of a poor diet. Reference to sugar intake was minimal and there was little awareness shown of the need for young children to have a balanced diet.

**This response gained 9 marks (bottom of level 3 mark band)**

As Petra is only five years old, that means she is still developing in all areas. Petra's diet is very unhealthy and will affect her short-term physical and cognitive development. Petra needs vitamins and minerals, these usually come from fruit and vegetables. As she isn't eating these she will not have enough vitamins and minerals, causing her immune system to become weak and not protect her from illnesses. Also, Petra needs calcium to promote healthy development of her bones. This will affect her physical development significantly as her bones will be weaker and fragile and will not grow and develop at the average for her age. Children also need vitamins and minerals to promote the development of their brain, this is so they can

Learn new ~~the~~ informations and create neurons. If they do not eat fruit and vegetables they may not develop cognitively to the full potential.

Also food's that give you energy that is good for you promote physical and cognitive development. It affects you physically as it allows you to have the energy to do activities that promote the development of fine and gross motor skills and hand-eye coordination. Not being able to do activities due to lack of energy will also affect cognitive development as the activities may be about numbers, words or colours.

Cognitive development will also be affected as lack of energy would cause lack of concentration for the child, causing them to not be able to concentrate on their learning. All children need balanced meal's, this information is provided in the "eat well plate" that the NHS created to show what we should be eating to keep us healthy.

This response shows a detailed understanding of the need for young children to consume a balanced diet. They have shown an awareness of the need for a range of vitamins and minerals. They then developed this to state the result of not having these nutrients could have on Petra, then analysed the impact on Petra's short-term cognitive and physical development.

**This response gained 5 marks (bottom of level 2 mark band)**

Petra diet will effect her short term physical development because where her mum does not like to cook, they rely on takeaway or frozen processed food.

This will have a huge impact on her weight and over all growth because Petra is eating fat filled food and processed foods. ~~and~~ plus they do not eat many vegetables. This means Petra is not getting the Nutrients she needs.

~~This will re~~

This will result in her being unable to join in the physical activities carried out at her primary school because she will lack in energy and feel very weak at times. That will result to also not being able to socialise with her other classmates when taking part in activities.

Seeing how Petra's diet affects her physical development, other areas of development are affected such as cognitive development. This is affected because a bad diet will lead to lack of concentration and Petra may be unable to undergo instructions because she is malnourished.

This also suggests that she won't be able to take part in class activities and work such as problem solving.

This could link to Maslow's hierarchy because his hierarchy suggests children need their basic needs, and under factors diet is an important one because a healthy diet help support children development and a poor diet will affect all areas of development which is called interconnected.

This was a typical response seen from the majority of learners. It shows a basic knowledge of the need for a balanced diet, but there is little analysis of the impact. It is superficial and does not develop the response to show an in-depth understanding of the impact on the two areas of development. There is an attempt to link to Maslow's Hierarchy of Need, but this has not been fully explored.

**Question 6 - 14 marks**

In this question learners had to evaluate the benefits of the early intervention given to a four year old child, Drew, to support his delayed global development.

Most learners showed an understanding of delayed development, although not all were aware of global development delay. It was pleasing to see when the responses started with a definition of global developmental delay, as this immediately showed the learners knowledge.

Those learners achieving the highest marks were able to evaluate a range of benefits, linking to parent partnership, transition to school, referral to other services/professionals and improvements to Drew's areas of development. A common mistake was learners stating Drew would catch up with his peers, which would not happen with global delay.

Some learners focused on the intervention the setting could take to improve each area of Drew's development, without evaluating the benefits, which meant they remained at the lower end of the marks.

Other learners described how different theories could be applied to the intervention, but again without any evaluation of the benefits of doing this.

Very few learners were able to write coherent, accurate and logical arguments, those who did were able to achieve the level 3 mark band.

**This response gained 11 marks (bottom of level 3 mark band)**

One strength of providing early intervention for Drew is, it allows him to be given professional support from outside agencies that specialise within delayed development, such as a speech and language therapist, physiotherapist, educational psychologist etc. By providing professionals from outside agencies it allows help to be given with the correct professional help he needs.

A second strength of this is, Drew's parents can become involved to allow appropriate information to be shared and to allow a good understanding of communication to be done between staff, parents and professionals. Another strength

Another strength this has is it prevents Drew from delaying within development further and this also prevents withdrawal from occurring. By providing early intervention, staff have an awareness of Drew's individual needs and can find ways in which they can adapt activities to allow Drew to be involved. By providing the intervention, Drew's emotional needs will also be supported as he may become frustrated.



When he is completing activities that he may not understand and by supporting his emotions it enables Drew to feel involved within the classroom environment. By providing early intervention it allows the holistic development of the child to be supported and also ensures communication is clear between all individuals that are involved with supporting ~~the~~ the child and their individual needs. One way in which support can be given by staff is using verbal and non-verbal gestures to communicate with ~~the~~ Drew. Makaton or British Sign language could be used to help promote language development. A key worker system ~~could~~ could also be put in place to help support Drew within the classroom, home diaries and files can also be used to help assess and ~~observe~~ observe the progress of Drew ~~with~~ when support is given. Allowing communication to be thorough and ensuring the needs of Drew are met by all staff within the setting.

This response shows a in depth understanding of the benefits of providing intervention to children who have a global developmental delay. There are good links to different areas of development and examples are age and stage appropriate. They have shown awareness of the importance of multi-discipline working and provided suggestions as to how Drew could be supported. The learner has written some evaluation however this could have been developed further to achieve higher marks.

**This response gained 6 marks (bottom of level 2 mark band)**

By early intervention Drew will be supported because practitioners can provide him with 1:1 support. By having 1:1 support Drew has the opportunity to take part in activities that are planned for his needs and interests. By planning activities based on his interests and needs, Drew may ~~the~~ enjoy the activity more and may learn more from just being by himself. Practitioners can decide whether Drew needs professional help, such as a speech and language therapist. By finding this out early Drew may have a chance to reach his expected milestones before it's too late. Drew will be provided his extra support which will help Drew because he will be given activities

that are benefit him and will have a support from a ~~teacher~~ teacher. By having extra support it could affect his self-esteem in a positive way because he may feel good about himself when he learns something new or if he's done something right. Practitioners will also use daily observations to support him in his learning because they can assess his development and what activities they will plan to improve and support his learning. By having early intervention Drew is now in less risk of being delayed long-term and maybe able to reach his expected milestones.

In this response the learner has shown an understanding of the effects of early intervention and there is some detail regarding the impact on his holistic development. There is a certain awareness of how the setting can support Drew, including referral to other professionals and the need for regular monitoring of his progress. The learner has attempted an evaluation, but this is limited. There is no link to parent partnership, which was mentioned in the case study and so this response remained at the lower end of level 2 mark band.

This response gained 6 marks (bottom of level 2 mark band)

Early intervention is very beneficial.<sup>(14)</sup>  
This is as, picking up on delay in development ~~and then~~ at an early stage and giving help to children at an early age is important. Drew will be able to receive the help he needs. Early intervention will mean that it will be easier to teach Drew and develop him. Drew is still young, so he will be able to pick up on things easily. ~~Vygotsky's~~ Vygotsky's theory could help Drew, as practitioners can find out what Drew can do and what he is capable of, with adult support. This will allow them to focus on Drew even more to make sure he is meeting development norms.

Another benefit of early intervention is that ~~because of this~~ Drew can be helped without him feeling like everyone else is better than him etc. If this was left undetected and ~~he found out~~ had extra help at a

different stage, he would have low self-esteem, as he would feel like everyone else is better than him. Early intervention would mean that Drew will be getting the help and support he needs at a young stage, so it will be easier to implement his development.

Another benefit of early intervention is that it will be easy to scaffold Drew's learning and development. Bruner's theory suggested that children learn through looking at others. Drew will learn and develop by looking at the way adults act. Children tend to scaffold at young ages, so <sup>scaffolding in</sup> early intervention will be very helpful.

This response shows some understanding of global developmental delay but it has not been fully developed. The learner has attempted to include theories, but these are not always accurate and not linked to the case study. There is very little evaluation and the comments tend to be superficial.

**This response gained 2 marks (middle of level 1 mark band)**

The Benefits of the early years practitioners Supporting Drew through his delayed global development is good as this will encourage drew to get better. If Drew feels like he is different to all his other friends because of this development this could have a big impact on his social and emotional development as he may feel to embarrassed to join in with the other children and not have confidence in himself because he may feel different this will affect his bonds and relationships forming with the other children in the nursery. Although with the support of the adults this will help and encourage Drew to become better and with extra support he may be learning alot of new things that gives him a wider understanding.

This response shows a very limited understanding of global developmental delay. The comments are not always relevant to Drew's age and the statements are vague.

## Summary

Based on their performance on this paper, learners should:

- take careful note of which aspect of development is being asked for in the question, as sometimes it will be specific.
- be encouraged to practice writing in a concise way and avoid repetition within their responses.
- be aware of the need to understand all the theories listed in the specification. Centres may want to encourage learners to develop their understanding of Bruner and Bronfenbrenner, as many learners are losing marks on these questions.
- indicate at the bottom of the appropriate question in the booklet, if their response continues onto an additional sheet. There should be sufficient space in the booklet for responses to be written.
- always use appropriate terminology, as this demonstrates an understanding. Do not use abbreviations, unless these have been written out once in full. For example: Language Acquisition Device – LAD
- practice writing linked statements for the 4 marks question in Section A of the paper. They should consist of a statement about the theory and then a linked response, taken from information given to them about a child.
- Learners should revise the theories so they have a solid understanding of them, they will then be able to write in sufficient detail and depth when interpreting and applying the theories.
- Endeavour to have a logical progression to their responses to the extended questions in Section B.

For more information on Pearson qualifications, please visit

<http://qualifications.pearson.com/en/home.html>

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE



