

L3 Lead Examiner Report 1906

June 2019

BTEC L3 National in CPLD

Unit 1: Children's Development

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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:

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Unit 1 - Children's Development

Grade	Unclassified	Level 3			
		N	Pass	Merit	Distinction
Boundary Mark	0	21	34	47	61

Introduction

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

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 and 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, this enables a holistic approach to be taken. 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 of a similar difficulty to the June 2018 paper

In Section A, the understanding of most of the theories in this paper was good at the basic level, however Bruner and Bronfenbrenner proved to be not as well understood by the learners.

For the questions where the command verb is to identify or list, the majority of learners are making good use of these to acquire marks. However, sometimes marks are lost for simple errors and this can affect the overall grade. Learners are generally structuring the extended questions (d), by describing the theory and then relating it to the information contained in the case study and the areas of development shown 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 linked responses require learners to state the relevant theory and then link it to a related aspect from the case study.

In questions 5 and 6, there was a noticeable reduction in the number of learners who did not attempt a response, which is good to see. Learners are beginning to develop their skills in answering these longer extended questions however, there is still room for improvement to enable more learners to access the higher mark band.

It was pleasing to see the improvement in exam technique. Most learners were well prepared for the exam and were able to attempt a response to all the questions.

Individual Questions

The following section considers each activity on the paper, providing examples of common learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the June 2019 question paper and corresponding mark scheme.

Questions

Question 1(a) - 1 mark

The learner needed to identify which part of the body, babies gain control of first, from the list given. The correct answer was (B): 'Control of head'.

It is of concern that almost half of learners did not select the correct answer. This is a basic principle of development and it would be expected that learners at level 3 should know the principles and patterns of growth and development.

Question 1(b) - 3 marks

In this question, learner had to list three resources the childminder had provided, to encourage the 11 month old child (Albie) to learn about sound.

The vast majority of responses achieved full marks on this question. A common mistake was to include the stacking rings as a resource. These would promote cognitive development but not specific to learning about sound.

This response gained 3 marks

1 Xylophone

2 Treasure basket

3 plastic bottle containing rice

This response gained 2 marks

1 Has a treasure basket for Albie to explore

2 Stacking rings

3 Xylophone

Question 1(c) - 4 marks

For this question, learners had to describe two ways Bruner's modes of representation theory could be used to understand the child's (Albie) learning at the childminder's.

This was the (c) question which gained the lowest marks. Many learners only achieved 1 or 2 marks, this was usually for being able to identify the correct stage (enactive) and making the link to learning through physical movement. Some learners did not attempt a response. The spiral curriculum was not credited as this is not linked to Bruner's modes of representation theory.

This response gained 4 marks

1. Modes of representation start with enactive. This is learning through and thoughts through physical movements. This can explain why Albie is banging objects in order to explore their sounds.

2. After enactive is ~~the~~ iconic and symbolic. Albie may be moving into this stage. Iconic is learning and thinking by envisaging mental images and this could explain why Albie is upset with the student as he does not have a previous image and why he smiles when his mum is there.

The learner has correctly identified the child's current stage and made the link to physical movement. They have then made a very good link to information from the case study and explained how the child will be moving into the next stage and correctly identifying this stage. The last phrase is not relevant to the answer.

This response gained 2 marks

1. Identify which mode correlates to Albie's age this should be enactive therefore learning through play the childminder should prepare hands on activities to support learning.

2. The modes help the childminder to understand how Albie learns and when to change the way he learns.

In this response the learner has identified the correct stage and made a linked to active learning (learning through play)

Question 1(d) - 8 marks

In this question learners discussed how the childminder (Rosa) could use Ainsworth's theory of attachment to discuss Albie's emotional development.

Most learners were able to gain around the mid-range of 3-5 marks.

In the responses, a large number of learners confused Bowlby's theory of attachment with Ainsworth's theory. They mentioned secure attachment and then discussed separation anxiety but without developing this work into the 'strange situation' theory. A common mistake was to state which 'type' they thought the child was, but without giving any description of the type.

This response gained 7 marks – bottom of mark band 3

Ainsworth used the strange situation experiment in order to assess a child's attachment with their mother. Albie is demonstrating a secure attachment with his mother, this is conveyed by Albie's settling quickly when his mother leaves from the child minder. This reflects Albie's emotional attachment to be rather healthy, if not advanced. Equally Albie shows a healthy and dependent attachment with Rosa, Albie is showing how he feels secure when with Rosa, Albie is happy to settle down at drop of time, and continue playing with Rosa. When Albie's mother arrives, he smiles at her, this would be referred to as "the reunion" during Ainsworth's Strange Situation experiment. Ainsworth believed that a child with a secure attachment, will be happy when they are reunited – this is what Albie is demonstrating. However, Albie is 11 months old is likely to be fearful and wary of strangers, Ainsworth demonstrated this by observing each child's reaction to a stranger. Albie has not developed an attachment to the student and therefore does not feel secure. The student should approach and play with Albie with toys he enjoys such as a xylophone, Albie may require support from his key worker in order to develop an attachment with the student too.

This response contains a good discussion of Ainsworth theory, with points discussed in detail. The points are directly applied to the case study, with good understanding shown. For full marks the learner could have included brief detail about the different 'Types' Ainsworth categorised.

This response gained 4 marks – bottom of mark band 2

Ainsworth implemented an activity called in which to test the attachment between primary caregivers and children. For this the child's carer would play in a room and a stranger would enter, the child would be observed to see how they react. The parent would soon leave and the stranger would either attempt to play with or settle the child. As Albie is 11 months old I would say he is at the 'Attachment in the making' stage, with links to Bowlby. Meaning he is attached to one or more people, being his parent's/mother and Rosa. With links to Ainsworth's activity, Rosa being the Primary Caregiver and the student being the stranger. We can use this theory to understand that Albie starting to show signs of protest. This is seen by him becoming upset in the presence of a stranger and refusing to play with them. Protest can be a short term effect of not having or not having a healthy bond with your child, if it is directed at you.

In this response, the learner has confused Bowlby and Ainsworth. Credit was given for the accurate parts and this meant they were just able to gain marks in mark band 2

Question 2(a) - 1 mark

Learners needed to select the fine motor skill that was being developed when the child put objects into bags. The correct response was (B) Hand-eye co-ordination. Most learners were able to make the correct selection.

Question 2(b) - 3 marks

To achieve full marks in this question, the learners needed to list three ways the pre-school was promoting literacy in the case study. Most learners achieved three marks, however some learners lost marks by responding 'reading aloud to Harrison'. The case study stated that the key worker was encouraging the parents to read aloud to the child and so if the parents were not included in the answer, credit could not be given.

This response gained 3 marks

- 1 Getting children to look at items that start with the 'letter of the week'
- 2 creating a role-play post office with writing paper, pens, envelopes and a post box.
- 3 suggesting that harrisons parents read with him and take opportunities to have conversations with him.

This was a complete answer, which took all the information from the case study.

This response gained 1 mark

- 1 They have conversations with Harrison.
- 2 They read aloud to Harrison.
- 3 Create a role-play post office.

There was no reference to parents in answers 1 and 2, so no credit was given.

Question 2(c) - 4 marks

Learners had to describe two ways the key person (Emma) could use an understanding of Chomsky's theory to support Harrison's language development.

This question was either answered very well or very poorly. Learners needed to describe the theory and link to the case study. Often learners responded with how language could be promoted through the environment surrounding the child, but without making the link to the 'language rich' aspect of Bruner's theory. One positive aspect was there were less learners writing 'LAD', instead of writing 'Language Acquisition Device' in full, so this mark was gained.

This response gained 4 marks

1. Chomsky believes that children learn language through LAD (Language Acquisition device.) This means that Harrison ~~should be~~ has the innate ability to learn language, but Emma needs to help him bring it out.
2. Chomsky also believes that the critical period to learn language for children is 0-5 years old. Therefore Emma should make sure that she puts things in place to help him with his language e.g. language rich environment.

This response shows an understanding of different aspects of Bruner's theory.

This response gained 2 marks

- 1 Chomsky's theory is about the language acquisition device (which is an innate human capability). The language acquisition device ^{picks up language,} applies grammatical rules and picks out nouns and verbs which allows children to verbalise a response.
- 2 Emma should allow opportunity for Harrison to engage in conversation and interact ^{and promoting} using "grammatical correct sentences, minimising background noise." ^{Emma should} Repeat back sentences in the correct way, if said incorrectly by Harrison, instead of correcting him.

This response gained the two marks in answer 1, however the grammatical rules section was not relevant.

In the second response the learner has written about providing opportunities for language, however this gained no marks, as it must be linked to the theory.

Question 2(d) - 8 marks

For this question learners needed to discuss how the key person, Emma, was using Piaget's schema theory to promote Harrison's cognitive development.

Over a third of learners achieved no marks on this question, so Piaget's theories continue to be an issue for learners. The case study contained clear detail about the different stages of schematic development which should have supported the learners to achieve marks.

It was pleasing to see that most learners who attempted the question wrote about schema, rather than confusing it with Piaget's stages of cognitive development theory. These learners were usually able to name the four aspects of schematic development theory. Learners with marks in the level 3 mark band were able to use the information in the case study to illustrate the points of the theory effectively.

Centres do need to ensure learners understand and can apply both of Piaget's theories listed in the unit specification. Some learners confused Athey's schema theory with Piaget's theory. Athey is not listed in the unit content.

This response gained 8 marks – top of mark band 3

Emma uses Piaget's schema theory to promote Harrison's cognitive development. This can be seen when she observes Harrison putting objects into bags and a trolley and then sets up a post-office role play area. The first stage of schemas is 'Assimilation' which is where ~~the~~ child already knows information and uses it. This is shown when he has objects and can fit them in the bag or fitting the toys into the shopping trolley. The next stage is 'Equilibrium' which is where the child is introduced with an object that fits the knowledge that they already have. This is seen as Harrison finds the letter-box and puts objects and toys through the hole as he thinks it's the right thing to do because of what he knows. The next stage is 'dis-equilibrium' which is where the child is then faced with new information about the object that doesn't fit his knowledge at the time. This is seen when he sees the other children posting letters through the hole and not toys. The final stage is 'acceptance' which is when the child then adapts their knowledge to fit the new information that they have just learned. This can be seen when Harrison then starts to copy the children and post letters through

the letterbox ~~and~~ instead of toys. Emma used this to promote ~~his~~ ^{Harrison's} cognitive development by introducing him to a new object with a different purpose that he would have to learn by watching others and thinking about what to do and how to do it.

This response shows a thorough knowledge of the schematic development theory. The case study has been used effectively to demonstrate their understanding of the theory. There is a logical approach to the response.

This response gained 3 marks – top of mark band 1

When Emma was observing she saw that Harrison liked to 'shop' and put things in a trolley and putting objects into bags. ~~she~~ Accommodation, stimulation, equilibrium and pre-equilibrium.

Emma then saw his interests and what he already knew to provide him a learning experience. When she created the letter box, he tried out what he thought was right, doing what he knows, (putting toys into the letter box). He then notices other children putting letters into the box and not toys, he saw what was the correct thing and learned to do it. He ~~then~~ now has a concept and an understanding of how to properly use a letter box, not just putting toys into a box.

In this response the learner has used the case study effectively but has not linked it to Piaget's theory. They have listed the four stages of the theory, showing limited knowledge.

Question 3(a) - 2 marks

For this question the learners needed to identify two ways the key worker (Helen) was promoting number skills. There were several examples in the case study to choose from and the vast majority of learners were able to make a correct selection.

This response gained 2 marks

- 1 Helen sings number songs and helps children to count with their fingers.
- 2 Helen puts out number floor tiles and calls out the numbers

Two correct selections were made in this response.

This response gained 1 mark

- 1 Sings number songs with the children
- 2 does number related activities.

In this response, the learner has not been precise enough to gain a mark for answer 2. If they had included an example from the case study, they would have achieved the mark.

Question 3(b) - 2 marks

For this question the learners had to identify two examples from the case study which showed the child (Lexi) was meeting her fine motor skill milestones. Lexi was 2 years and 3 months old and there were various answers which could have been selected from the case study. However, responses included mark making which would have happened at an earlier age and so was not credited. Many learners were able to get full marks on this question.

This response gained 2 marks

1 She turns pages on her books.

2 She can draw circles and lines.

This response correctly identified two examples.

This response gained 1 mark.

1 counting using her fingers

2 Making marks on the paper using her left hand

Counting using her fingers did not receive any marks, as this is a cognitive skill not a fine motor one.

Question 3(c) - 4 marks

In this question, learners had to describe two ways the key person(Helen) could use Vygotsky's theory to promote a two year old child's,(Lexi), numeracy development.

There was an even spread of marks achieved for this question. The most common issue was not applying the theory to the case study. Learners were able to name the zones of actual development and proximal development, together with a brief description of what they were. Fewer learners were able to then find the relevant examples from the information given to them in the case study.

This response gained 4 marks

1 Helen could let Lexi count numbers on her fingers independently (Zone of actual development) to see what she can do, and then count them with her to support her with the numbers she is unsure of (Zone of proximal development)

2 Helen could let Lexi run to the number floor tiles on her own to see how developed her numeracy skills are (Zone of actual development) and then she could help/guide Lexi to the numbers she got wrong to help develop her numeracy skills further (Zone of proximal development)

In this response the learner has clearly used the case study information to show their understanding of Vygotsky's theory.

This response gained 2 marks

1 Vygotsky saw the importance of scaffolding or supporting children to learn new skills. Helen scaffolds Lexi into knowing her numbers, by doing it with her.

2 Vygotsky saw the importance of social language and interaction which is shown when all of the children sing together.

In this response the first answer is where both marks have been achieved. One mark was awarded for 'Vygotsky saw the importance of scaffolding' and a second mark for 'Helen scaffolds Lexi into knowing her numbers by doing it with her.'

The second answer is not relevant to this question.

Question 3(d) - 8 marks

Learners needed to discuss how the key person (Helen), could use Bandura's theory to support Lexi's cognitive development.

Most learners either achieved 3 or 4 marks, which is around the level 1 mark band. Learners were able to describe aspects of the theory although again learners were unable to apply this to the information in the case study. It can be beneficial to mention the 'Bobo Doll' experiment, but many learners wasted time writing in detail about this, when it is more important to write about the findings from the experiments.

There were two clear examples in the case study which could be used: Lexi copying Helen writing the menu, receiving the reward for it and being put on display, and then Lexi watching and copying the other children running to the number tiles.

This response gained 8 marks – top of mark band 3

Bandura's social learning theory is that children learn from those around them, especially role models such as older children or practitioners. Lexi watched the other children playing with the number floor tiles, and was learning ~~to~~ from what they were doing before she joined in herself. Helen could set up more activities or put her in a group of children who know slightly more numeracy than she does, ~~in the hope~~ Lexi should copy them or learn from what they are doing in activities. If she sees other children counting or using numbers in an activity, she should want to do it too, and this will encourage her. Another thing Lexi will do according to Bandura is copy practitioners, as they are role models. We see this ~~in~~ when Lexi tries to write when Helen is writing the lunch menu. Helen could sit down and possibly do some paperwork or writing for something, and Lexi may want to copy her. The more Lexi draws lines and circles, the more she will learn how to draw shapes. This knowledge then leads on to her being able to write letters. She will not be able write when Helen does this, but her just drawing lines and circles is helping to progress her ability towards writing and literacy.

In this example, the learner has shown a detailed understanding of Bandura's theory by using the case study as a starting point and then giving suggestions as to how the key worker could develop these activities further.

This response gained 8 marks – top of mark band 3

Bandura's theory is a bobo doll experiment showing children copy behaviour that has been modelled to them. Helen could use this to support Lexi's cognitive development by modelling writing or counting which will encourage Lexi to copy this, children have to be pay attention to retain the information and have to be motivated to replicate it so by including Lexi's interests in the activities that Helen wants her to copy will encourage this.

Vicarious reinforcement is watching others getting rewarded for behaviour so then children copy it, so by Helen rewarding Lexi's peers writing or drawing (pre writing activities can help cognitive development) it will encourage Lexi to copy this positive behaviour. Helen puts up Lexi's work on the board next to her writing this is encouragement and rewarding Lexi for doing a well, this will encourage Lexi to continue with this behaviour. Observational learning is a main part of Bandura's theory so by Helen ensuring other children are improving their cognitive development it could help Lexi to improve hers by copying them.

This is another example where the learner has achieved full marks. In this instance the learner has focused on different aspects of Bandura's theory but has still shown a thorough understanding with the examples given.

This response gained 4 marks - bottom of mark band 2

Helen could use Bandura's theory to support Lexi's cognitive development by using other older students or Lexi's family members to help her learn. Bandura believed in a social learning theory where people copy and imitate people that they watch and admire. Parents and older influenced will usually act as a role model for children. Therefore if Helen used Lexi's parents and older students to help try and help her learn, it would be extremely beneficial as Lexi would try and listen and then repeat or

In this example, the learner has shown knowledge of Bandura’s theory, however it has not been fully developed and they have not made use of the information provided in the case study.

Question 4(a) - 2 marks

In this question, the learners needed to identify two benefits to the children’s physical development, of attending the dance club.

Learners found this question challenging, which was unexpected as responses required only basic information about physical development. Most learners were able to state it would improve the child’s gross motor skills but were then unable to provide an accurate second response. Incorrect response tended to focus on benefits to health, such as ‘dancing would make them fitter’, but this does not relate to physical development. Other incorrect answers linked to social or emotional development.

It is important learners read questions carefully and not jump to a conclusion.

This response gained 2 marks

- 1 improving balance and coordination
- 2 developing her gross motor skills.

There were three accurate answers in this response: Improving balance (1), improving co-ordination (1) and developing gross motor skills (1).

This response gained 0 marks

- 1 Will keep them actively fit.
- 2 Decrease chances of obesity.

This is an example of how the learner focused on the benefits to health, rather than physical development.

Question 4(b) - 2 marks

In this question, learners were asked to identify two ways Bree's self-esteem was being boosted in the case study.

Most learners were able to achieve full marks on this question.

This response gained 2 marks

1. When Bree succeeds the other children all clap and cheer
2. When Bree tries to copy the move and the dance teacher praises her for this

These were the most two common accurate answers learners submitted.

Question 4(c) - 4 marks

To answer this question, learners needed to describe two ways Skinner's theory on operant conditioning was being used to support Bree's development as she learns a new dance move.

It was pleasing to see that many learners were able to achieve full marks for this question. Learners were able to apply the case study effectively to demonstrate knowledge about positive reinforcement. There was an example of primary and secondary reinforcement within the case study and some learners identified this in their responses. There were only a few learners who included negative reinforcement, which was a big improvement on previous exam series.

Learners need to be careful not to just write 'praise and reward' as this does not describe operant conditioning in enough detail.

This response gained 4 marks

1. Skinner's theory is being used when the dance teacher gives her praise when copying the dance move. This will support her development as she will feel confident and will want to practise more if she feels good about it.
2. Skinner's theory is being used when the teacher says that if she gets the move right she can dance in the show as it is giving her an secondary reinforcer which means a reward in time. This will support Bree's development as it'll give her the motivation to work hard.

Marks were awarded for the following.

First answer: 'the dance teacher gives her praise (1) She....will want to practice more (1).

Second answer: 'the teacher says that if she gets the move right she can dance in the show as it is giving her a secondary reinforcer (1) which means a reward in time (1)

This response gained 2 marks

- 1 Positive reinforcement is being used when the other children all clap and cheer for her when she succeeds. This makes Bree feel proud and confident, therefore having a positive impact on her emotional development.
- 2 By encouraging Bree to practice and master the skills and giving her praise for her good efforts, Bree's dance teacher is ~~encouraging~~ supporting her development of physical skills and encouraging her to develop these further by repeating skills.

The marks awarded in this response are:

First answer: 'Positive reinforcement is being used (1) when the other children all clap and cheer (1)

The second answer does not relate directly to Skinner's theory, as it has been linked to encouragement rather than positive reinforcement.

Question 4(d) - 8 marks

In this question, the learners discussed how the school teacher could use Bronfenbrenner's theory to promote Bree's social development.

Unfortunately, a third of learners gained no marks on this question. Centres need to ensure learners are familiar with this theory and can apply it to a range of situations. Some learners were able to name the bioecological systems but they found it challenging to then apply this to the case study. A common mistake is to write that a meso system is the school, as it is further away from the child than the family, rather than a meso system being two microsystems working together.

This response gained 8 marks - top of mark band 3

Profen Brenner came up with 3 systems called micro, meso, exo, macro, chrono and it was displayed in concentric circles. Bree's micro system is the people that have the most impact on her as well as the environment eg her friends and family. As Bree goes to her dance club it is a friend as she makes new friends. meso is the people in the micro system communicating, so when the dance teacher puts on a show she invites the parents to come and watch. the exo system is if your parents job goes, so it doesn't directly affect Bree but it still effects what her parents can do for example her mum may not be able to attend. macro is the government so the club is paid for by the local authorities meaning it's free for Bree to attend. chrono is changes

that are made over time for example if she's a Bree dancer when Bree goes to secondary school she may have to change dance schools because of the distance. he also said development doesn't happen in isolation

(Total for Question 4 = 16 marks)

This response gained full marks. The learner has demonstrated an in-depth knowledge of Bronfenbrenner's systems by linking an example from the case study to each one. The answer is well written and follows a logical approach throughout. Clear links have been made to social development, showing the learners understanding.

This response gained 5 marks – middle of mark band 2

Bronfenbrenner's theory of ~~the~~ social system is based on interactions within a child's life.

Bronfenbrenner's theory starts with the microsystem which is the things directly linked to the child, for example in Bree's case her friends, family, teachers, school.

Following the microsystem is the mesosystem this is the way that the individuals from the microsystems link together, in this instance, when the dance teacher is doing whole school ~~pre~~ performances, this is therefore taking 2 separate microsystems in Bree's life (school and dance) and linking them together. This is supporting Bree's social development. Bronfenbrenner also suggested that children surrounding can impact development, for example if Bree's teacher does not provide opportunities for the children to participate in group work this can then affect the children's social development, to support Bree's social development the school teacher could provide times in the week to allow all children (including Bree) to speak to the class about their achievements, participation and feelings towards what they have done.

This learner has shown a detailed understanding of the micro-system and the meso-system, linking well to the information given in the case study and social development. Unfortunately, the learner has not explained the other systems and so it remained in mark band 2. If they had included the funding of the dance club coming from the local authority and linking this to the appropriate system, then they would have moved up to the top mark band.

Question 5 - 12 marks

For this question, the learners needed to analyse how encouraging young children to consider the feelings of others would promote their emotional and social development

Learners were able to make good use of the examples of activities which were provided in the scenario. However, learners responses did not remain focused and often referred to the benefits of role play and circle time, rather than considering how the feelings of others would benefit social and emotional development.

Learners were able to describe how it would benefit social and emotional development, but very few were able to analyse this in depth. Those learners who achieved marks in mark band 3 were able to show a logical approach and to include a relevant theory. It is not a requirement to include a theory, however doing so can show an in-depth understanding of the topic and can support the analysis.

This response gained 11 marks - middle of level 3 mark band

Children up to the age of 7 according to Piaget are in the pre operational stage. This means that they are Egocentric and only see things from their own perspective. However, children learn to cooperatively play with others around the age of 3 and so it is important that they consider the feelings of others.

Understanding others feelings will promote children's emotional development as they will be compassionate and will have empathy for others. For example they will understand that people at the doctors may be sad or in pain. This will support children's social development.

as they will take into account their friends feelings. This will encourage skills such as sharing and turn taking as the children will not want others to feel sad.

This will support them in the future as they will become less egocentric and will start to support others when they are down.

The Nursery should talk to parents about this and should recommend that they also talk about feelings at home. The Parents can do this by naming the child's feelings or stating how they feel. A simple conversation with a child can encourage them to start to understand their own feelings. This will support them socially as they will be sensitive and may even try to cheer someone up who is crying.

This response shows a detailed understanding of emotional and social development, as they have written about the impact on different aspects of children learning, to understand the feelings of others. They have made an appropriate link to Piaget's theory and developed this in their response. For full marks the learner could have included a brief conclusion to complete their response, as the last paragraph is not that relevant to the question.

This response gained 7 marks – middle of mark band 2

For a child's emotional and social development to improve positively, children must consider the feelings of others. By doing this children are learning sympathy and empathy when someone else is upset which is improving their emotional development. As children begin to understand others feelings, they can learn how to react and support the other person with the correct communication. For example, giving them a hug if the person is sad. This will improve their social development as they become more experienced. The nursery has set up a role-play area of a doctors surgery. By children roleplaying as being a doctor to treat a sick patient, they will need to show understanding and sympathy. ~~This~~ By children taking part in this activity, they will begin to understand others feelings and give them more experience. The nursery is also having circle time everyday which allows children to talk about how they feel to the rest of the class. This is allowing children to understand the concept that ^{other} ~~children~~ people also have feelings.

This response shows a good understanding of emotional and social development. They have described how the role play and circle time will potentially benefit the children, however this has not been developed into an analysis.

This response gained 3 marks – top of mark band 1

Encouraging young children to consider the feelings of others promotes their emotional development as it begins to allow them to empathise with others around them. It also helps children realise the way they feel can also be felt by others. This will most likely promote positive behaviour between the children.

Similarly encouraging young children to consider the feelings of others promotes their social development. It promotes social development because it will help teach ~~skills~~ young children to be kind a positive towards one another.

Overall encouraging young children to consider the feelings of others would promote their emotional and social development positively.

This response shows a superficial knowledge of emotional and social development. The comments are generic and are not precise enough to gain any further marks.

Question 6 - 14 marks

For this final question, the learners had to evaluate the effect on a five-year-old child's (Luca) overall development of having a new baby in the family.

Learners found this question challenging, but most learners attempted a response and achieved some marks, although there were very few who made it into mark band 3. One common mistake was only to focus on the negative aspects of having a new baby in the family; this meant there was no evaluation and so the response had to remain in mark band 1 and could only achieve a maximum of five marks.

Some learners focused on the areas of development, which enabled them to structure their answer and provide positive and negatives for each area. Those learners who achieved the higher marks were able to discuss points in detail and make appropriate links to relevant theories. Learners need to be careful not to include theories without any supporting examples, as this does not achieve any marks. The theories must be stated and developed appropriately.

This response gained 12 marks – middle of mark band 3

There are many ways which Luca's overall development can be effected from having a new baby in the family. It can effect Luca positively in his development. Physically, Luca may pretend to play with the baby, therefore he is using fine motor skills and his gross motor skills; which can help him to develop these skills. Although the baby may not be playing back with Luca, he is still doing movements to try and cheer the baby up. Intellectually, Luca can develop because he may learn that babies cannot do anything when they are under a year old; for example, they have to be fed, their nappy needs changed, clothes need to be put on for them, they can't walk etc. Emotionally Luca may be really happy that he has somebody to play with and the baby will cheer Luca up if the baby was smiling/laughing. Socially, Luca may be very sociable with the baby which can help him to improve his language and communication skills with others. However, a new baby in the family can also effect Luca's

overall development negatively. Firstly, it can

Stop Luca from developing physically. This is because he will not be having much play with the adults in the family as they will be taking care of the baby all day long. Luca may have used to go out in the garden all of the time to play games, like tag, so that he could improve his physical development. Next, it may affect Luca's intellectual development as he may be distracted at school, he may keep thinking of the baby at home therefore he won't be learning. Another way it can affect Luca's intellectual development is because the adults are taking care of the baby, Luca may not get bed time stories or the help to do homework tasks from school. This will stop him from learning as much. Emotionally, Luca may feel very isolated from the family as he won't be getting as much of attention as he used to be. Socially, he may not be interacting with his family as much as he used to, so he is not developing his social skills to help him build other relationships outside of the family.

This response is an example of a learner who has used the areas of development to structure their answer. They have included relevant examples from the scenario and has made these examples age appropriate by linking to school.

The learner has not reached a conclusion, which could have led to higher marks.

This response gained 4 marks – middle of mark band 1

Having a new baby brother come into the family would be a different experience for Luca.

This question links to Bronfenbrenner's theory ecological systems theory as Luca's microsystem which is the strong connections with ^{people he has} will be affected with a new member of the family. His microsystem will be affected because he may not get much attention from his carers. This may affect his development if the situation lowers his self-esteem. Harter's theory of self-esteem suggests that if children are not given the attention and praise they need, in this instance from Luca's parents then his self-esteem will become less.

If Luca is going to school and is worried or feels sad about having a new baby brother then he will not be able to learn and this will hugely affect his overall development. If Luca is not interacting with his peers then that will affect his social development. If Luca is not getting involved in physical activity, for example

In this response the learner has included theories, the information on Bronfenbrenner is accurate but they have not fully developed it by linking to how

Luca's social development may be affected. The rest of the response is superficial and does not address the impact on any areas of development in detail.

Summary

Based on their performance on this paper, learners should:

- Read the questions carefully to ensure they provide answers which relate to the appropriate area of development.
- Ensure that the learner's hand writing is legible, as the examiner must be able to read the script to award marks.
- Practice identifying the relevant aspects of theories contained in case studies
- Be encouraged to write in a precise manner and to stay on the topic, learners may waste time by including irrelevant information

Learners should revise the milestones of development, as well as the principles, so they are able to include age appropriate examples.

- indicate at the bottom of the appropriate question in the booklet, if their answer continues onto an additional sheet. There should be sufficient space in the booklet for answers to be written.
- answer 4 mark questions by including a statement about the relevant theory and then including a link from the case study.
- practice their analytical and evaluative skills, in order they can answer the longer questions (question 5 and 6) in Section B.



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