

L3 Lead Examiner Report 2001

January 2020

**L3 Qualification in CPLD -
Unit 1 Children's Development
(31597HX)**

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

January 2020

Publications Code 31597H_2001_ER

All the material in this publication is copyright

© Pearson Education Ltd 2020

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 (31597HX)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	20	33	46	60

Introduction

This unit is mandatory for all sizes of 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, 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, 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. This paper was considered to be less accessible than the January 2019 paper and so an alteration was made to the grade boundary marks.

In Section A the understanding of most of the theories in this paper was good at the basic level, however Bronfenbrenner continues to be challenging for some learners to apply correctly to the case study. Question 2d, which linked Ainsworth's theory to transition confused many learners, who wrote about transition and did not include sufficient links to the theory to gain marks.

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. This was particularly the case in question 2b, where learners needed to identify gross motor skills mentioned in the case study and some learners listed a fine motor skill instead. This is a basic piece of knowledge and it is concerning when errors like this are made. Learners are generally structuring the extended questions (d), by describing the theory and then relating it to the information contained in the case study, which is an effective method.

More learners are able to gain marks on the 4-mark questions because they have developed the skill of writing in the precise manner required. These linked responses require learners to state an aspect of the relevant theory and then link it to a related aspect from the case study. This means learners must be able to select a specific aspect of the theory and support this with an example from the information given to them. It was pleasing to see the Bruner question answered well in this paper.

In questions 5 and 6 the learners are still struggling to make coherent and logical answers. Some learners gave answers which were not age appropriate and some go off on an unrelated tangent, this restricts the marks they achieve. A brief plan could help with this, as could using the information given in the brief scenario. To reach the top mark bands, the answers need to be logical and assessment or evaluation must be included.

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

7/21

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 live external assessment and corresponding mark scheme.

Questions

Question 1(a) - 1 mark

The learner had to identify which one of the terms from the list given related to Piaget's cognitive stages theory. The correct answer was (D): 'Preoperational'.

There was a term included which related to Piaget's schema theory, which was the most common incorrect answer. The other terms were taken from theories by Vygotsky and Bruner.

Question 1(b) - 3 marks

In this question learners had to list three opportunities from the case study which would promote Nahla's social development.

The vast majority of responses achieved full marks on this question. A common mistake was to select her mother volunteering in the nursery or Nahla could speak two languages.

This response gained 3 marks

1 attending Church

2 attending nursery every day

3 going to group Swimming

This response gained 2 marks

1 attending group swimming lessons

2 her mother volunteering at the nursery

3 attending church weekly

Question 1(c) - 4 marks

For this question learners had to describe two ways early years practitioners could use Chomsky's theory to understand Nahla's English language development.

The answers tended to be repetitive and so marks were lost. The learners are not fully understanding the theory and some are losing marks for stating that children are born with the ability to speak or understand language.

This response gained 4 marks

- 1 Chomsky states that there is a critical period for learning language which is between the ages 0-5 years. Nahla is still in the critical period so it is essential
- 2 for her to learn as much language as possible. Chomsky's theory also states that language development is innate and children are born with a language acquisition device that allows them to acquire language if efficiently exposed to it. The educators can create a language rich environment.

The learner has identified there is a critical period for learning language and although they did not get the length of time for this completely accurate, they would still have been awarded a mark, a further mark would have been given for the development of this fact; Nahla is within that period. The learner has also included correct information about the Language Acquisition Device.

This response gained 2 marks

1 Chomsky believed that children are born with an innate understanding of the language meaning that they were pre-wired with the ability to acquire language.

2 Chomsky proposed the device called Language Acquisition Device (LAD). This means that every child has the ability for language however there might be some who delay.

In this response the learner has correctly stated that children are born with an innate understanding of language, however the rest of answer one is a repetition and so would not be credited. In the answer 2 the learner has been credited for Language Acquisition Device, but the rest of the answer is again a repetition of the first answer.

Question 1(d) - 8 marks

In this question learners needed to discuss how early years practitioners could use Bronfenbrenner's theory to understand Nahla's social development.

This question was one of the better performing ones, however many learners had marks remaining in the level 1 mark band because they were unable to apply the theory successfully.

There was clear detail given in the case study and learner need to be able to apply this to the correct system. There is still some confusion regarding the meso-system being connections between micro-systems; some learners still consider the systems as separate from each other.

This response gained 8 marks - top of level 3 mark band

Bronfenbrenner's theory links to being able to understand Nahla's social development because it links to both ~~meso~~ Bronfenbrenner's bioecological systems theory. Both meso and exo systems are strongly represented in the case study. For example a meso system is where 2 or more micro systems (family and friends) meet. This is represented through their family going to church every week and her dad taking her to swimming lessons as the microsystem of family interacts with the microsystem of church forming a mesosystem which enhances Nahla's social development as she is interacting with more people. Bronfenbrenner's exosystem also links to her social development as she is interacting with English.

people / children instead. instead of Norwegians which she is used to. The exosystem is when the adults life affects the child in this case it is because her dad got a temporary job over in England so they've moved for a year. This has affected her social development as she is speaking / socialising with a lot more people who don't speak the same first language as her. Then interacting with other people will support her social development as they will be learning more about how people react over ~~there~~ in England because it is a different lifestyle and hospitality compared to what she is used to.

This response shows a detailed understanding of Bronfenbrenner's theory, which has been applied well. The learner has included appropriate examples from the case study and made accurate links to social development.

This response gained 5 marks – middle of level 2 mark band

Bronfenbrenners theory involves four categories - Microsystem, Mesosystem, Exosystem and Macrosystem. These can be used to explain Nahla's social development because her microsystem (immediate environment) is ~~very~~ full of her family. She lives with her mum, dad, aunt and uncle. This shows her microsystem is packed with social opportunities. Nahla's Mesosystem can be used to understand her social development because she takes part in group swimming lessons and attends church weekly. Her Exosystem can be used to understand her social development because her father's new job meant she had to relocate from Norway to the United Kingdom.

This is a typical response, where the learner has shown some understanding of the theory, but has not understood the meso-system. There has been attempt to link to social development, but this is superficial.

Question 2(a) - 1 mark

In this question learners had to identify which activity would promote Isaac's sense of self, from a given list. A significant number of learners appeared to find this question difficult, showing a lack of understanding of the sense of self. 'Choosing where to sit at snack time' was often incorrectly selected.

Question 2(b) - 3 marks

To achieve full marks in this question the learners needed to list three examples from the case study which showed how Isaac was meeting his gross motor skills. In general, this question was answered well, but there were some learners who selected the example of 'feeding himself finger foods' from the case study.

This response gained 3 marks

- 1 He likes to push the brick trolley.
- 2 When Isaac was in the bau pool, he enjoyed throwing the bau to Daniel.
- 3 Enjoys banging a drum.

This was a complete answer, which selected appropriate examples from the case study.

This response gained 1 mark

- 1 Picking up finger food with a pincer grip.
- 2 Banging a drum.
- 3 Throwing the balls to daniel.

An example of an answer which incorrectly gave a fine motor skill.

Question 2(c) - 4 marks

Learners had to describe two ways the early years practitioners could use Skinner's theory to encourage the children's self-care skills.

Most learners were able to achieve some marks on this question, however there was often confusion with Bandura's theory. Learners were able to include appropriate terminology from the theory, but any reference to negative reinforcement was ignored. It was disappointing to see learners suggesting that negative reinforcement could be used in regard to supporting self-care and some of the answers were quite concerning.

This response gained 4 marks

- 1 Operant conditioning means to reward children for good behaviour and use negative reinforcement if the child is misbehaving. This can be used for Isaac as when after he has washed his hands, he can get a sticker
- 2 Positive reinforcement can be used in the setting when he ~~washes~~ eats the different fruits.

In this response the learner was awarded marks for stating that Operant Conditioning means to reward children for good behaviour. They then went on to give an appropriate example. They included relevant terminology, which is why they achieved full marks.

This response gained 2 marks

- 1 They can use operant conditioning. By showing / demonstrating self-care skills they are more likely to follow. Do not instruct but work along side them positively.
- 2 Encourage children through positive reinforcements, as they will ~~then~~ associate the action with reward and make a link.

This response is an example of confusing Skinner's and Bandura's theory.

Question 2(d) - 8 marks

For this question, learners had to discuss how the key person (Daniel) had used an understanding of Ainsworth's attachment theory to support Isaac's emotional development, during his transition to the toddler room.

Learners found this question difficult to answer and the marks awarded tended to be in the level 1 mark band. Many learners focused their answer on supporting transition, without any mention of Ainsworth's 'strange situation' theory. Learners included general information on attachment, or details of Bowlby's theory; but there were very few learners who achieved the level 3 mark band.

This response gained 6 marks - top of level 2 mark band

Ainsworth attachment theory is supported by the strange situations experiment; the experiment placed a baby and its primary caregiver into the same room as a stranger, the care giver would leave causing a reaction from the child. From this Ainsworth could tell which category a child fit into, secure, anxious-ambivalent and anxious avoidant. Daniel, Isaac's new key person can tell through ~~study~~ Ainsworth attachment theory that he had a secure attachment with his old key person "Isaac was crying". Daniel uses toys to help comfort Isaac while he transitioned his allowed Isaac to create a new bond with Daniel; this supports Isaac's emotional development as it allows for him to create new bonds with others, this would help his sense of self as well as his confidence.

This response has some accurate descriptions of Ainsworth's theory, which has been supported with relevant examples from the case study. Some points have been described in detail and appropriate links have been made to how this will affect Isaac's emotional development.

This was not awarded higher marks because the points relating to the theory have not been discussed in detail and application to the case study could have been explored in greater depth.

This response gained 2 marks – middle of level 1 mark band

In Ainsworth's theory it informs us about attachments for example insecure/avoidant attachment when child does want to communicate / form an attachment with someone who they are not familiar with. In the case study of ~~the~~ Isaac, it tells us that Isaac was crying and the key worker was able to ~~distract~~ distract Isaac by using toys. This action will have made Isaac feel a little bit more comfortable with the key worker. This will have also helped Isaac form an attachment with the key worker as he was distracted. The key worker is also aware of Isaac's likes and dislikes which means that the key worker will be able to make ^{him} feel loved, and comfortable and happy. This also relates to Ainsworth as positive gestures can help the child form an attachment with the key worker.

The learner has shown a limited knowledge of Ainsworth's theory. They have named one of the stages but this has not been accurately described. There are details about how the key person, could support the transition but this has not been linked to the theory.

Question 3(a) - 2 marks

To complete this question the learners had to identify two ways Edith's self-esteem was being promoted in the case study.

The vast majority of learners were able to achieve full marks on this question.

This response gained 2 marks

1 One way her self-esteem is being promoted is by ~~showing~~ the head teacher showing her medal in assembly.

2 Another way her self-esteem is being promoted is by giving her a certificate for being a responsible "buddy."

Two correct selections were made in this response.

This response gained 1 mark

1 Winning a medal.

2 Verbal praise.

In this response the learner has not read the case study sufficiently well, as the praise was given by Edith to another child, rather than Edith being praised and so would not promote her self-esteem.

Question 3(b) - 2 marks

To achieve full marks in this question, learner had to identify two mathematical processes Edith was working on in the case study. The vast majority of learners were able to do this.

This response gained 2 marks

1. Measuring lengths.

2. Times tables.

This response correctly identified two mathematical processes. This response was succinct and precise and achieved full marks. If this learner had only written 'lengths' then this would not be enough to achieve a mark as it would not have been a mathematical process.

Question 3(c) - 4 marks

In this question learners had to describe two ways the school is using Bandura's theory to promote positive behaviour. This question was generally answered well, with learners able to use the information from the case study to support the theory they identified. The most common error was to confuse this theory with Skinner's operant conditioning theory, particularly around the issue of praise and positive reinforcement.

This response gained 4 marks

1. Edith has been paired with Oscar from reception year, this promotes Bandura's theory as the younger child is looking at Edith as a role model and Oscar copies her behaviour in the library.
2. Edith praises Oscar, this shows that by being praised Oscar is motivated to obey the rules. As the Bobo doll experiment showed the child copies whatever they see the adult do and the way that they do it.

In this response the learner has made linked statements, using the information from the case study to show their understanding. They have also included correct information about the use of praise as a motivator, rather than as positive reinforcement.

This response gained 2 marks

1. By role modeling positive behaviour and rewarding them with positive reinforcements to encourage them to continue to do it more. For example Edith praises Oscar for reading well as that is what ~~see~~ seen from positive role modeling.
2. Edith is praised with a certificate for doing well with Oscar ~~so~~ by having praises for both Oscar and Edith will encourage more positive behaviour.

In this response the one mark was awarded for the mention of positive role model. The rest of the answer links to Skinner's theory, rather than Bandura's.

Question 3(d) - 8 marks

To answer this question learners needed to discuss how Vygotsky's theory was being used to support Edith's mathematical skills. Most learners were able to show an understanding of Vygotsky's zones of development theory and were able to make links to the case study. The learners in the level 3 mark band were able to also include information about scaffolding and the school were using this effectively by providing sessions with a teaching assistant.

This response gained 7 marks – bottom of level 3 mark band

Vygotsky proposed the theory of zone of proximal development (ZPD). This is to see what a child can do unaided and then what they can do with support.

The teaching assistant helping Edith should give Edith mathematical problems to do on her own to find out what she already knows, zone of actual development (ZAD). Once the teaching assistant knows what ~~Edith~~ Edith can do, then the teaching assistant can help Edith complete more mathematical problems with help, the zone of proximal development (ZPD).

Vygotsky also said children are active learners and so doing active activities which link to sports will aid Edith even further.

Vygotsky also uses 'scaffolding' in his theory which is a concept by Bruner. It means ~~mean~~ helping the child by using an adult or someone who is more advanced. For Edith it would be the teaching assistant who would be asking Edith questions or thinking out loud or modelling their thought process, etc.

In this example the learner has written logically, including examples to support information about the theory throughout. They have included detail about scaffolding. To achieve full marks, the learner could have made more explicit links between scaffolding and Edith's progress through the zone of proximal development.

This response gained 4 marks – bottom of level 2 mark band

Vygotsky's theory of development consists of three areas. The zone of actual development, the zone of proximal development and out of reach. The zone of actual development refers to what a child can already achieve without help. For example, Edith already has the skill of counting accurately. The zone of proximal development refers to what a child can do with help from a more knowledgeable other. For example, with help from the teaching assistant, Edith is able to extend her timetables. The out of reach zone refers to things a child cannot do at that moment and are ~~that~~ therefore out of reach.

In this response the learner has shown some description of the theory. There is mention of 'More Knowledgeable Other' and the example given of 'Edith is able to extend her timetables' is an accurate one. This example makes the link between theory and the case study which puts this response into the level 2 mark band.

Question 4(a) - 2 marks

In this question learners had to identify two activities from the case study that promoted Sophia's fine motor skills. Most learners were able to achieve full marks on this question. The most common error was linked to Sophia reading a book, but without it being linked to turning pages.

This response gained 2 marks

- 1 feeding the goldfish in her fish tank at pre-school
- 2 Painting fish scales and sticking them with glue.

There were three accurate answers in this response: feeding the goldfish (1), painting fish scales (1) and sticking them with glue (1).

This response gained 1 marks

- 1 The pre-school has goldfish in a tank and Sophia always enjoys feeding them.
- 2 She looks at the goldfish and then at the pictures in the book.

This is an example of the learner selecting the example of reading a book, but **without** making the link to fine motor skills.

Question 4(b) - 2 marks

To achieve full marks in this question the learners had to correctly identify two examples where the pre-school was encouraging Sophia to use her senses. The majority of learners were able to complete this question accurately.

This response gained 2 marks

1 by having objects out to touch

2 playing music

This learner has given brief, but accurate answers.

This response gained 1 mark

1 Exploring different objects such as shells, pebbles, star fish and drift wood.

2 Feeding the fishes.

The first answer was detailed and accurate. The second answer is not linked to promoting senses and so achieved no mark.

Question 4(c) - 4 marks

For this question learners needed to describe two ways early years practitioners have used an understanding of Bruner's modes of representation theory to promote Sophia's cognitive development. Learners who achieved full marks had usually identified that Sophia was transitioning from one mode to the next; enactive to iconic. Therefore, they were able to identify the mode and link to a relevant example from the case study. Some learners are still finding the theory of modes of representation challenging.

This response gained 4 marks

- 1 Bruner says children learn through physical activities and actions (Enactive) and this was used when Sophia moves like a fish which allows her to understand how fishes move.
- 2 Another way is through pictures and visual cues (iconic) and having a fish tank with a goldfish help Sophia gain understanding of ~~the~~ fishes just by watching the goldfish.

This learner has given a perfect answer, using the case study effectively and linking the theory to the relevant examples. Marks were achieved in the first answer for: 'children learn through physical activities and actions (enactive) (1) 'used when Sophia moves like a fish which allows her to understand how fish move (1). And in the second answer: 'another way is through pictures and visual cues (iconic) (1) 'having a fish tank with goldfish help Sophia gain understanding of fish (1)

This response gained 2 marks

1 They are using the iconic mode of cognitive representation because she is looking at the pictures of the fish and the real fish, comparing them.

2 They are using the enactive mode of representation because they want her to experience things and remember them with her senses.

The 2 marks were achieved in the first answer for 'using the iconic mode because she is looking at the pictures (1) of the fish and the real fish, comparing them (1)'. There were no marks in the second response because there was no accurate development of the word 'enactive', and the naming of the mode is insufficient to gain a mark.

Question 4(d) - 8 marks

In this question the learners discussed how early years practitioners can use knowledge of Piaget's schema theory to understand Sophia's cognitive development. It was pleasing to see that there were fewer learners confusing this with Piaget's cognitive stages theory. However, learners are still struggling to achieve high marks on questions relating to Piaget's theory, particularly with being able to select the relevant examples from the case study.

This response gained 8 marks – top of level 3 mark band

Piaget's schema theory was about children coming to the understanding that ~~there~~ there may be more than one outcome to a situation. The first stage is assimilation which is Sofia seeing the fish in the tank at home, next is her equilibrium - this is where she sees the fish every day in the tank. After that is her being taught about the fish living in the sea through the book she is reading at school ~~which is the~~ which is the disequilibrium stage and finally is the accommodation - where Sophia has come to the conclusion that these fish can live in both the sea and in tanks. Through Piaget's theory ~~step~~ Sophia is learning that ~~problem~~ situations have more than one outcome which may lead to Sophia hypothesising the overall outcome of her actions, which is ultimately widening her cognitive development.

In this response the learner has written a detailed discussion of Piaget's schema theory. They have illustrated each point made with a relevant example from the case study. There are links to cognitive development and points made are linked directly to Sophia. This response is concise but contains all the necessary information to gain full marks.

This response gained 3 marks – top of level 1 mark band

Piaget's theory states that ~~ent~~ for a child to develop a new schema, they must go through 4 ~~stages~~ stages.

The first stage also known as the assimilation stage, during this stage, the child already has a schema; for example the child may have a schema for sand. The second stage, also known as the 'equilibrium stage' where during this stage the child may see something different; for example the child may see the teacher adding water to the sand.

In the next stage, the child may feel the sand, and it may not fit the current schema he already has. His previous schema is disturbed. This stage is known as the 'disequilibrium stage'.

In the ~~the~~ final stage, known as the 'accommodation stage', is where the child will fit his new experience with sand, into his previous schema.

The learner has shown a good understanding of Piaget's schema theory; however they have not applied it to the case study and so the marks remained in the level 1 mark band.

Question 5 - 12 marks

For this question the learners needed to analyse the impact on physical and emotional development of being born prematurely on a child, Carlos, who is nine months old.

Some learners were able to use the information that Carlos had spent some time in the special care baby unit to make the link to emotional development and attachment. Learners should have included information about relevant milestones for physical development. However, there were a significant number of learners who did not consider the age of the child, but wrote about the impact on Carlos' development when he was at school.

There were very few learners who achieved marks in the level 3 mark band. Those that did were able to show a balanced approach across both of the areas of development and were able to link in theories of attachment linked to emotional development. 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 9 marks – bottom of level 3 mark band

Being born eight weeks premature may mean that Carlos may suffer from a global delay, a delay in all or multiple categories, or a specific delay, a delay in one area only, in his development.

Being born this early may mean that Carlos is behind in ~~poor~~ his physical development. At around 9 months babies should be able to sit up straight unsupported, Carlos may not be able to ~~start~~ achieve this milestone and may still need support ~~for~~ sitting up. This could potentially mean when he is older he is behind with milestones that other children may be achieving, potentially making it harder for him to fit in and make friends.

Carlos was in the special care baby unit which may have meant he was away from his mum which may lead to him having an insecure attachment, according to Ainsworth, or struggling to form any attachments in the future. At 7-8 months babies will form an attachment to somebody ~~resulting in being prefer~~ resulting in a secure attachment, because Carlos was born 8 weeks prematurely this may mean he is behind on his emotional development leading him to form this attachment at a later date, according to Bowlby if a child doesn't form an attachment within the first year of their life they will struggle to form any future attachments to people.

This response shows a detailed understanding of physical and emotional development. The learner had included age appropriate milestones for physical development, giving a clear example of the impact on a selected milestone. The learner was able to use the information in the case study to link to emotional development. They then made a relevant link to Bowlby's theory of attachment. There is an attempt at analysis and so this answer was placed just within the level 3 mark band.

This response gained 5 marks – bottom of level 2 mark band

The impact of being born prematurely on Carlos's physical development may be that he appears to be behind other babies in terms of ~~motor~~ milestones and what he should be able to do. He will develop slower and his growth physically may seem behind. The impact of this on his emotional development may be that when he is a little bit older he may feel upset, embarrassed or even angry with himself. He may not understand that it is because he was born prematurely - too early - and he could just think he is just not smart enough - not good enough. Another impact on his emotional development may be that because he had spent so long in the special baby unit at the hospital he may not have bonded or formed a strong attachment to his mother at first, this could also affect his physical development depending on

how long this attachment has been
missing.

The learner has made some links to physical and emotional development, although the examples given are brief. There is some understanding shown regarding premature birth and the information is age appropriate. However, there is insufficient analysis and information for this to be placed any higher within the level 2 mark band.

This response gained 2 marks - middle of level 1 mark band

Being born premature can have a huge impact on your physical development. This is because you are born smaller than the average size child. For example this could result in Carlos being a lot smaller than the other children.

This could also effect Carlos' emotional development because he may begin to feel different or the other children might see him as different and leave him out. This would cause him to feel isolated and not have anyone to play with.

This could continue to effect issue later in life as well, because he will still be smaller than average which could limit what he can and can't do.

In this response the learner has made two superficial statements about the impact on the child's physical development: 'This could result in Carlos being a lot smaller than other children' and 'which could limit what he can and can't do', but there is no reference to specific milestones. The detail about emotional development is not age appropriate and so could not be credited.

Question 6 - 14 marks

For this final question the learners had to evaluate the short-term impact on overall development of a seven-year-old child, Fraser, of living in poverty. Learners found this question challenging, but most learners attempted an answer and achieved some marks. There were a lot of answers which contain stereo-typical assumptions about living in temporary accommodation and where this might be. A common example of this is: 'there will be lots of crime so Fraser won't be able to play outside'.

There were very few learners who were able to reach the level 3 mark band. Those who did were able to give coherent answers, which often included some references to positive aspects, such as: 'Fraser is able to spend more time with his parents because they are at home more often' and develop links to theories, such as Maslow or Bronfenbrenner.

This response gained 10 marks - top of level 2 mark band

Living in poverty will impact on Fraser's holistic development. His parents are relying on food banks which means they may not be able to provide him ~~to~~ with nutrition. Also lack of money means they will not be able to provide him with story books and toys that will develop his cognitive development. This poverty can bring stress to Fraser and have an impact on him in school. His learning will be affected as he may be thinking about going back home and living in poverty. He may not be well dressed and this can impact on his self-image and self-confidence and ~~so~~ he may keep away from peers at school. This will impact his social development negatively. Vygotsky says socializing is needed for learning and Fraser will not be doing that. Having no friends and also knowing that they have to rely on food banks will impact his emotional development. He may keep himself isolated away from others. ~~so~~ this means he may not get as much attachment with his parents either as they may always be stressed and may not

have enough time to support Fraser ~~em~~ emotionally either. Bowlby says it is crucial for a child to have a close bond with carers. Maslow's hierarchy of needs ~~are~~ are not being met for Fraser. The basic needs for survival are the physiological needs. These are not satisfied for him and he can not move to the top of the ~~the~~ hierarchy. They include, food, shelter, water, ~~etc~~. Fraser is living in a temporary accommodation and if his family lose that then they will not be meeting the physiological need fully either and also they do not have food they rely on food banks. Without these needs he can not have safety needs. Where Fraser will need to feel secure and safe, having money to live off. ~~These~~ These involve employment and Fraser's parents are unemployed.

This response shows a good awareness of the impact of poverty on a young child. There are good links to a range of different areas of development, with the link to social development being particularly well explained. The examples given by the learner are age appropriate and the learner has attempted to link to a range of theorists and these show some understanding. For this response to go into the level 3 mark band, there would need to have been more in-depth discussion of the impact of poverty, with the links to development being explored further.

This response gained 6 marks - bottom of level 2 mark band

Fraser's development, will be impacted from living in poverty. Children in poverty do not have as much access children in wealthy home have. His parents aren't likely to afford books. This means his language and reading skills are going to be below average if he can't read at home. This is a necessary skill and stops Fraser's writing development.

Fraser is most probably on free schools meals, which is good as it ensures he is eating a healthy meal at school; however, this could cause Fraser to feel embarrassed and have a low self-esteem. This is bad because it could stop him making friends and feel confident enough to communicate with staff or children. This will result in a negative effect on his

Social and emotional development.
Fraser is not coping emotionally but
hasn't got the social skills to
make friends.

Being in poverty affects his
overall development. Today ~~there~~ a
children in a class of 30 live in
poverty, if free schools meals were
made universal, Fraser may feel
better about himself and have
more confidence, this is important
to make him feel less lonely
and make friends to support
his development overall, as
children learn from others just
like Bruner believed.

In this response there is a basic understanding of the impact of poverty on the child. The impact on areas of development has been briefly described, but not fully explored. Some examples are given which are age appropriate, but these are not fully developed. There are good links made to other aspects of the learners knowledge, such as the information about free school meals.

This response gained 3 marks - middle of level 1 mark band

fraser overall development might be affected because of poverty ~~pro~~ problems because if her family doesn't have money and can't afford her basic needs. It can affect her emotional and social because she might feel upset about her family and this can cause her to not have any friends. It can also affect her language because she might feel shy and have a low self esteem which will cause her not to speak to anyone and her language isn't simulated. Chomsky believes language need simulation and interaction
→. Her physical might be affect because if she doesn't eat she will be underweight and not get any vitamins which will cause her muscles to be weak and her not concentrating in lessons because of the stress and lack of food.

Maslow believes children need their basic needs met first before they can develop. This means Fraser needs her parents to provide her basic need or she will not develop.

Fraser's overall development will be affected by the short term living in poverty. We can help Fraser by getting her a keyworker in school who will help Fraser not fall back in lessons and to also make sure she's eating the right food and is sleeping right. By doing this we are giving Fraser an opportunity to not fall back in her development. We could also make parents meetings ~~with~~ and try to help them out by getting other services involved. If we didn't do that Fraser would be under a lot of stress which would cause her to not develop at all.

In this response the learner has attempted to describe the impact on areas of development, however, the linked examples are often inaccurate. There is some correct information about the effect of a poor diet. Links have been attempted to theory, with Maslow being correctly stated, but this has not been developed or sufficiently. The last part of the response describes how the setting could support Fraser, but this is not relevant to the question being asked and so is not credited.

Summary

Based on their performance on this paper, learners should:

- Ensure that the learner's hand writing is legible, as some learners lost marks because the examiner was unable to decipher the writing so would not be able to award marks.
- practice writing grammatically correct work, as sometimes the phrasing of a response can change its meaning and marks are then lost.
- Receive support from centres to enable them to practice identifying the relevant aspects of theories contained in case studies, as this skill is crucial.
- Learners should revise the milestones of development, so they are able to include age appropriate examples.
- Where abbreviations are used, these should first be written out in full.
- 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.
- Ensure learners are clear about the differences between Skinner's theory and Bandura's theory.
- practice their analytical and evaluative skills, in order they can answer the longer questions (question 5 and 6) in Section B. Answers should be coherent and examples should be given to support statements they make.
- practice planning of answers longer questions, so they remain on topic and are able to showcase their understanding of theories and skill of applying their knowledge to given situations.

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



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



