

L3 Lead Examiner Report 2011

November 2020

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

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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.

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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.

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Unit 1 Children's Development (31597HX)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	19	33	47	61

Introduction

This paper was offered after the cancellation of external exams in the summer on 2020.

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.

Introduction to the Overall Performance of the Unit

There was a very small cohort of learners who took this paper and so the performance details in this report is related to a much smaller pool of responses.

The overall performance on this paper was pleasing, with a range of overall marks awarded.

Some learners were able to show good exam technique, but there were a number of learners who did not attempt every question and so lost marks.

However, some of the 4-mark linked questions were not so well answered. This was especially the case in those relating to Bronfenbrenner (Q1c) and Piaget (Q4c).

There was a marked improvement in the responses given for questions 5 and 6. In general, learners showed they were able to analyse and evaluate, with logical details and appropriate links to development. Learners who were also able to apply relevant theories successfully were able to achieve marks in the top mark band.

Details of the responses to individual questions are given, with relevant examples, in this report.

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Individual Questions

Question 1(a)

This is a multiple-choice question and required the learner to identify which term linked to 'nature', in the nature/nurture debate. A common error was to select 'Lifestyle' instead of 'Genetic', but most learners were able to select the correct response.

- A** Genetic
- B** Economic
- C** Lifestyle
- D** Experience

The response above gained 0 marks

Question 1(b) – 3 marks

This answer needed learners to look at the case study and list three examples of evidence the child was meeting their social development milestones.

Most learners achieved two out of three marks on this question. The response below shows a common mistake, which was to state 'enjoys being with her key person'. This links to social development but is not an age appropriate milestone.

- 1 Starting to take turns.
- 2 plays alongside children.
- 3 Enjoys being with her key person.

The response above gained 2 marks

Question 1(c) – 4 marks

For this question learners had to give two responses which linked Bronfenbrenner's theory to the child's development.

Learners appeared to find this question particularly challenging and many did not attempt an answer. Of those who did, the answers tended to be disjointed and lacked clarity. The average mark for this question was 1, out of a possible 4.

The response below shows the learner has some understanding, but this has not been fully developed.

- 1 Bronfenbrenner's theory is used to understand Tamara's development through microsystems, bronfenbrenner's first system of home or nursery setting learning
- 2 Bronfenbrenner's theory is also used in teacher-parent communication to discuss her progress within the two settings in Bronfenbrenner's microsystems and how they may be influenced in the following systems such as macrosystem.

The response above gained 3 marks

Question 1(d) – 8 marks

This question required learners to discuss how Vygotsky's theory could be used to support a child in developing their social skills.

In general, this question was well answered, with the learners able to describe the theory and to apply it to the case study, with varying degrees of success.

In the first response, the learner has provided a logical answer, which includes aspects of the theory applied throughout the response. If the learner had included a little more detail about scaffolding, then this would have achieved full marks.

The second response achieved marks at the bottom of the level 2 mark band. They have demonstrated some knowledge of Vygotsky's theory and application has been attempted, with suggestions given for how social skills could be improved but these have not been fully developed into a discussion.

~~By us~~ Ozkan can introduce Vygotsky's theory of 'zone of proximal development', 'zone of actual development' and 'scaffolding'. As Tamara is unable to share and becomes jealous, Ozkan can create activities in small groups and create games that surround sharing and socialising. For example, Ozkan can put 4 children in a group, including Tamara, and play the 'shopping list' game; he can sit in the group and supervise how Tamara shares and takes turns. By Ozkar doing this it is supporting the zone of proximal development (zpd), this activity could be repeated 3 times a week for 2 weeks and then ozkar can sit and supervise from afar; if Tamara is able to share and take turns without Ozkar being there, then the individual has reached Vygotsky's zone of actual development, meaning she can do a task correctly and independently without any adult encouragement.

The response above gained 7 marks

Ozkan can use Vygotsky's theory of zone of proximal development to support her with her social skills. Ozkan can do this by providing her with guidance when she socialises with the other children. Once Ozkan has provided her with enough support Tamara should be able to move to the zone of actual development, where she is able to portray social skills without requiring any support. Ozkan can also use Vygotsky's theory of sustained shared thinking, which entails the children learning through other children or adults. This means that Ozkan can encourage and plan a sociable environment, so that Tamara can observe and learn through everyone around her.

The response above gained 4 marks

Question 2(a) – 1 mark

This is the second multiple-choice question on the paper. The learners needed to select the answer which stated the purpose of phonics. This was answered correctly by the vast majority of learners.

- A To compare quantities
- B To write visual timetables
- C To decode regular words
- D To develop a sense of morality

The response above gained 1 mark

Question 2(b) – 3 marks

For full marks in this question the learner had to list three activities from the case study which were promoting the child's fine motor skills.

The learners had no difficulty in answering this question to achieve full marks.

1 building towers of bricks

2 Threading beads

3 Making Playdough models

The response above gained 3 marks

Question 2(c) – 4 marks

This question needed learners to describe how the key person could use Chomsky's language development theory to support the child in the case study.

The learners needed to supply one detail about Chomsky's theory and then apply it to how this could encourage the child's language development, for each of the two-mark answers. If learners knew the theory, they were usually able to make a link. However, there were many who did not know two different aspects of the theory and so lost marks on this question.

In the first response, the learner has only written the initials 'LAD' instead of Language Acquisition Device, therefore it cannot be credited. There is no rewardable material in this response.

In the second response, the learner achieved a total of 3 marks, with 2 marks awarded for 'creating a language rich environment' which was developed by adding 'labelling items around the classroom'. Then a further 1 mark for 'Language Acquisition Device'. This aspect was not developed further and so another mark could not be given.

- 1 Chomsky believed all children have a LAD and that children can learn from watching tv or listening to a radio. Rose can put on the radio for nancy to listen to.
- 2 Nancy might communicate at home because of the delay ~~is~~ which could worsen the language delay as she isn't around to listen to to learn how to use language.

The response above gained 0 marks

1 Creating a language rich environment using displays on the wall as well as labelling items around the classroom

2 Understanding the Language Acquisition Device and creating ~~opportu~~ numerous opportunities for ~~Nancy~~ Nancy to learn language e.g. by displaying videos or reading stories.

The response above gained 3 marks

Question 2(d) – 8 marks

This question required learners to discuss how Skinner's theory could be used to support the child's language development.

Most learners were able to describe positive reinforcement in brief and the more able went on to apply it to the case study and then expand it further.

In the first response, the learner showed some understanding of Skinner's positive reinforcement. However, the work is repetitive and so stayed at the bottom of level-2 mark band.

In the second response, the learner achieved full marks. They have written clearly about Skinner's positive reinforcement, supporting this with links to the case study. They have also mentioned negative reinforcement in the correct context.

Skinner came up with a theory that children learn and develop things with conditioning, through rewards and punishment, which Skinner showcased with rats. Therefore Rose can support Nancy's development using this method. For example, each time Nancy says a new word or strings a sentence together clearly she can have a visual reward like a sticker chart to build up to an even bigger prize once all the sticker chart is filled. However, if Nancy is struggling with a word or keeps saying a word wrong even when taught correctly, you won't give her a reward but do more teaching on that specific word or sound she is struggling with.

The response above gained **4** marks

2(d): As Nancy's key person, Rose must be considering different theory's that will help her to support Nancy's language development. Skinner's theory would be one that Rose could use by making sure that when Nancy improves on a specific area or shows independence in learning language, she is giving her praise and showing her that what she has done or said is positive. Skinner's theory involves the concept of rewarding positive behaviour to encourage the child to do it again making the child feel a sense of achievement. He carried out an experiment with a rat where he put a piece of cheese in a small cage but when the rat stepped inside the cage, he would get an electric shock and the rat kept doing this for a while. Once the rat had realised how he could get the cheese without stepping on the part that gave him an electric shock, he would be rewarded with the cheese. This is how Skinner discovered that once a child is shown praise or a positive attitude towards something they have done well, they are more likely to do it again because they want that same response. Rose could use this theory by giving Nancy a sticker every time she gets a word correct in phonics or shows that she is trying hard. This will give the impression that Nancy is doing well and she will feel motivated to carry on building on her language development rather than feeling disheartened if something hasn't gone as well as it could of. Skinner also said that you shouldn't give children harsh punishment if they don't do something correctly or show negative behaviour because this will encourage them to retaliate in a negative way and they may carry on doing it because they know they will get a reaction.

The response above gained 8 marks

Question 3(a) – 2 marks

In this question the learners had to identify two examples of verbal communication from the case study.

Most learners were able to achieve full marks for this question. The only error which occurred was usually in selecting a non-verbal example from the case study, as in the first response below.

1 He smiles
2 he make babbling sounds

The response above gained 1 mark

1 He makes babbling sounds.
2 He coos when he manages to touch the rattle.

The response above gained 2 marks

Question 3(b) – 2 marks

To gain full marks in this question the learners were required to show two examples of where the child is meeting his physical development milestones.

This was successfully answered in most cases. There was the occasional incorrect answer, as in the first response below. The answer needed was to reach for toys, not just hold them.

1 Geth'in can roll over from back to front.
2 Geth'in can hold toys which are placed nearby.

The response above gained 1 mark

1. Gethin rolled from his back to his front
2. Sitting up with the cushions for support

The response above gained 2 marks

Question 3(c) – 4 marks

This question was related to Bowlby's theory of attachment, which the learners had to apply to the child's emotional development.

Learners appeared to find it challenging to select a relevant part of the theory and then link this to the case study. The first response below clearly shows the learner's knowledge of Bowlby's theory and they have then developed this to show their understanding and receive full marks. The second response was awarded one mark because the learner was able to correctly identify that Bowlby's theory was based on attachment, however, there was no other rewardable material.

- 1 Megan can use Bowlby's theory to support Gethin's emotional development as he has a secure attachment with his mum as he becomes distressed when she leaves.
- 2 Megan can use Bowlby's theory to support Gethin's emotional development as he has an insecure attachment with Megan as he cries but can easily be distracted by her.

The response above gained 4 marks

1. Megan can observe Gethin to see what he's like when his main attachment leaves and then figure out how to support Gethin.
2. If Gethin allows Megan to comfort him he can see what stage he is at on Bowlby's theory on attachment.

The response above gained 1 mark

Question 3(d) – 8 marks

This question asked learners to discuss how Bruner's modes of representation theory could be used to support the child's cognitive development.

This question was not answered well by the majority of learners. There were some who were able to select the correct mode, which was enactive, but fewer who were able to develop this into a discussion.

In the response below the learner correctly described enactive mode and started to develop this by applying it to the case study. However, the learner then continued writing about the other modes of representation, which are not relevant to the child in question. If the learner had continued to focus on enactive mode, then they could have achieved a higher mark.

Megan can use Bruner's modes of representation theory to promote Gethin's cognitive development as Bruner believed in enactive mode in which ~~geth~~ Gethin's cognitive development can be supported through physical actions, such as holding different toys, as Gethin might enjoy the feel of the toys as they might be soft or fluffy.

Megan can use Bruner's modes of representation theory to promote Gethin's cognitive development as Bruner believed in iconic mode in which Gethin's can create mental pictures to support his cognitive development, such as Megan could show Gethin picture books and point to the different pictures on the pages.

Megan ~~can~~ use Bruner's modes of representation theory to promote Gethin's cognitive development as Bruner believed in symbolic mode in which Gethin can make links to objects and what they do, such as a pen to write ~~and~~ or ~~veg~~ is to eat to keep us healthy.

The response above gained 4 marks

Question 4(a)

For this question the learners had to identify two activities in the case study which would promote gross motor skills.

Most of the learners were able to do this, although some incorrectly selected the role play area. The case study states that the child is sitting in a cardboard box, so this would not promote gross motor skills, as in the first response below.

1 Crawling through the tunnels

2 Playing in the role-play area

The response above gained 1 mark

1 He rides a scooter.

2 He crawls through tunnels.

The response above gained 2 marks

Question 4(b) – 2 marks

For this question the learners had to identify two activities in the case study which would promote creativity.

This question was answered correctly by the vast majority of learners, which was pleasing to see.

1 Painting

2 Role-play area

The response above gained 2 marks

Question 4(c) – 4 marks

In this question the learners had to link Piaget's universal stages theory with how it could be used to understand the child's cognitive development.

This question was not answered well. Many learners chose to leave it blank and some wrote about Piaget's schema theory, which gained them no marks as this was not requested in the question.

In the response below the learner has identified the correct stage (although it has been spelled incorrectly, credit has still been given). They have also made an attempt to develop their answer and apply it by describing the example of symbolic play given in the case study.

1. The teacher can use Piaget's universal stages theory to understand Mohamed's cognitive development as Mohamed is displaying signs of pre-operant as he is imagining the box as a car.
2. The teacher could use Piaget's universal stages theory to understand Mohamed's cognitive development as they can help support Mohamed so he reach concrete-operant where he will understand everything which is going on.

]

The response above gained 2 marks

Question 4(d) – 8 marks

In this question the learners had to discuss how Bandura's theory could be used to develop the child's social skills.

In the first answer below, the learner has shown an understanding of one aspect of Bandura's theory, that of the teacher being a role model to support learning of social skills, however, they have not developed it beyond this. Therefore the marks remained in the level-1 mark band

In the second answer below the learner has described a range of aspects of Bandura's theory and applied these well to the case study. They have given clear examples and so this answer received marks at the top of the level-2 mark band.

The teacher could use Bandura's theory to support Mohamed's social development as they could be a role model ~~for~~ ^{to teach} Mohamed how to interact with others, for example they could role model an activity to Mohamed and then encourage others to join in with Mohamed as this will encourage them to interact with Mohamed more.

The teacher could use Bandura's theory to support Mohamed as they could role model what Mohamed could say or how he could use his interests and hobbies to start a chat with children who might have similar interests or hobbies to him at the school.

The response above gained 2 marks

(8)
Bandura uses a Bobo doll to ~~explain~~ as part of his theory. He uses it to elaborate on the idea that children imitate ~~the~~ things that they observe in their surroundings. The teacher can use this theory by ensuring that she plans a lot of opportunities for social interactions. For example, in their lessons she could plan for a lot of group work which encourages the children to socialise and talk with each other. This means that if Mohamed is surrounded by a large amount of social interactions and he observes his class mates around him socialising, he will be encouraged to do the same thing and imitate their actions and behaviour.

The response above gained 6 marks

Question 5 – 12 marks

This is the first of the questions in Section B, where learners have the opportunity to show their skills in an extended answer question. For this question the learners had to analyse how providing primary children with a range of exercise opportunities can promote their physical and cognitive development.

In general, this question was answered well, with most learners focusing on physical and cognitive development. Some learners gave information on health or growth, which wasn't required by the question. Most learners were able to analyse impacts on physical development, with impacts on cognitive development being the slightly weaker element.

In the first response below (10 marks) the learner achieved marks in the top level of the mark scheme. The reasons for this are that they analysed by accurately linking gross and fine motor skills, with specific examples being given to support the points made. They then developed their answer to analyse the impact on cognitive development, giving details covering a wide range of cognitive elements. The conclusion is accurate and concisely summarises the answer.

In the second response below (5 marks), the learner has briefly described some aspects of the impact of exercise on both the required areas of development. Although these are accurate, they have not been expanded to provide an analysis of the reasons given.

In the third response below (2 marks), there is very limited information with some inaccurate statements. They have also linked the answer to health and emotional development which is not needed.

It is important learners provide an analysis which remains focused on the required areas of development and follows a logical progression to a precise conclusion.

Providing children in primary school with a range of exercise ~~is~~ ^{→ ensuring} supports their holistic development very effectively. Having a wide range of exercise opportunity significantly supports the children's physical development through gross motor skills and fine motor skills. Having lots of ~~physical development~~ exercise available supports children's gross motor skills. This is because many ~~sp~~ types of exercise focus on large movement for example football, this sport requires large movement by kicking + running. Having a wide range of sports can also develop children's fine motor skills. This is because sports like dance or badminton require small and precise movement like pointing toes and holding a

racket. Also by providing a large amount of exercise and sports to children it also massively supports their cognitive development this is because many sports require the player to think and understand how to play that sport correctly and know any tactics to win. Football is an example of how sport effectively supports cognitive development this is because before the children can play they need to be aware of the rules and how they win which requires them to think and understand. Then in the actual game the children need to think what team their on who to pass to and what goal to shoot in.

In conclusion having a wide range of sport and exercise provided to the children supports physical + cognitive development very effectively. This is because the team games of the sport allows them to build up coordination, muscle growth, but also to develop ~~how~~ understanding of rules and to think about it. (Total for Question 5 = 12 marks)

The response above gained 10 marks (middle of level 3 mark band)

The three sessions a week for each class can help children's physical development and cognitive development. They help support physical development as they will be able to carry out a range of activities that will support their fine, gross and locomotive skills. The 3 sessions a week will ~~also~~ also help the children to acquire ~~skills~~ that physical skills that are at the normative milestones for their age. The 3 sessions a week also support cognitive development as the children ~~extra are~~ active can learn to problem solve through activities as well as the children being able to have a fit and healthy mind.

Doing exercise every morning promotes their physical development as they are moving their bodies daily.

Doing exercise every morning can promote children's cognitive development as it allows the children to get into a routine.

The wide range of sports clubs ensures there is enough activities for the children to have access to and to get involved with to help progress their physical development.

The response above gained 5 marks (bottom of level 2 mark band)

Firstly, the children will have increased and improved physical health; clubs and afterschool clubs are always fun for children and usually free so it gives them extra motivation to attend; by providing more exercise opportunities it gives children a chance to engage in physical fun; also with child obesity levels rising. It is a fact that when an individual is engaging in physical activities, endorphines are released and the individual is much happier, meaning the children's self concept is being positively impacted.

The response above gained 2 marks (middle of level 1 mark band)

Question 6 – 14 marks

Learners had to evaluate how being gifted could impact on the overall development of a seven year old child.

This question has shown a marked improvement compared to previous series, with the average mark being in the level 2 mark band. Learners were able to show a good understanding of the impact on cognitive and social development, although these were not always relevant to a seven year old child. The higher scoring learners were also able to evaluate the impact on other areas of development, showing the potential positives and negatives aspects.

Top answers were logical in their approach, applied the information accurately and gave clear examples in their evaluations, as in the first two answers below, which achieved 13 marks and 11 marks respectively. In the first response, the learner has included a conclusion throughout their work, which is good to do. They have used the information from the case study well. If they had included some information covering social development, they may have scored top marks. In the second response, the conclusion aspect is not so well written and so they are at the bottom of the top mark band.

In the third response (8 marks), the learner has made a good attempt to describe the impact with some links to different areas of development. There is some evaluation but it is limited.

Stewart being gifted could potentially impact his overall development negatively because those around him could begin to form high expectations for all other areas of development that he may not be as gifted in. For example, teachers or practitioners could start to assume that he can deal with his emotions well as he copes and reacts well to Maths and English when actually, Stewart may find it extremely difficult to show and express his emotions. Stewart may begin to feel pressure from those around him that he has to excel at everything and this could impact his emotional development as he becomes overwhelmed.

As he is gifted in Mathematics, this could impact his intellectual development because it could stimulate his brain to be able to problem solve and think about real life situations in a structured way. When approaching a situation that needs more thought, this could impact him positively because he would potentially take more time to solve the issue to get the right result rather than rushing into the situation which is what some other children would do because they may not completely understand how to deal with what is in front of them.

Another point would be how being gifted at English will help him with his language development because he will understand the meaning behind a wider vocabulary of words and will be able to form more complex sentences when having a conversation. Stewart will also be able to put together phrases that are grammatically correct which would make sense in an everyday conversation. For many children, this would not be the case at the age of seven, they may still be getting certain elements of their grammar incorrect.

The response above gained 13 marks – middle of level 3 mark band

By Stewart being intellectually ahead of the other children it can have major impacts on his personal self concept; the individual is aware he is gifted as he is given more strategic work compared to the other children. The individual may be gifted in other areas also; for example, physical activities may be another strong area for Stewart. However, the individual may not be physically inclined; the child may enjoy intellectual activities much more, this could cause physical development to ~~deter~~ deteriorate. Intellectually, ~~Steven~~ Stewart is ~~more~~ gifted and ahead of the other pupils, this will have a positive impact on his development as his brain is stimulated and he can achieve a productive amount of work to a higher grade. Stewart's teachers are giving him separate work at a higher level; this may continue ~~and~~ throughout primary school. Although this is seen as good

and impressive for a seven year old to be producing mass and harder amounts of work, it may be negatively affecting his development; the child may begin to feel exhausted and stressed; this definitely would cause the child to resent the talents and the fact he is gifted. English is so such a big part of children's lives, especially at a young age, Stewart's language skills will be improving everyday, along with spelling and grammar improvements and the way the child is able to put a sentence together. Emotionally, Stewart's self concept is positively affected and he is aware of this, making him look and feel much better about himself. A child that is gifted will enjoy completing work and tasks of a particular subject that they are gifted in; Maths and English may be what Stewart enjoys doing, making him feel much better.

Socially, Stewart may feel left out as he is the only child receiving different work than everyone else.

this could cause some children to become jealous and it could take an impact on Stewart's friendships.

The response above gained 11 marks – bottom of level 3 mark band

Stewart will be ahead for his english and mathematics. This will impact his ~~language~~ language development as he will be able to learn how to spell, read and sound out words quicker which will then positively impact on his language development. This will positively impact on his cognitive development as he will be able to learn at a quicker rate regarding english and maths. Stewarts Creative development can also be positively impacted as he may be able to express his feelings through writing. His social develop may be positively impacted ~~as~~ because he is ahead of his english milestones he may be able to learn to talk and communicate at a level that is ahead of his normative milestones. Stewarts Physical development may be positively impacted as he may join in on any physical activities that include english and mathematics.

However, his ~~language~~^{social} development can also be negatively impacted as when Stewart is put in different classes he may not get to communicate with other children. This could then also negatively impact on his physical and cognitive development. If Stewart is not getting enough social interaction he may not want to get involved in activities which can affect his physical development, this can also affect his cognitive development as he may start to think negatively.

The response above gained 8 marks - middle of level 2 mark band

Summary

Overall, the paper was successful, with the vast majority of learners achieving at least a pass grade. It was agreeable to see the improvements in the learner responses to the extended answer questions in Section B and it is hoped this will be maintained in future papers. There was a decline in the standard of answers in 4 mark questions and centres may want to focus on supporting the learners to develop the skills they need to answer these questions, alongside continuing to develop the extended answer techniques.

Lead Examiner recommendations are:

- Learners should be able to differentiate between aspects relating to growth or health and those relating to physical development.
- Learners would benefit from practicing using case studies to identify relevant theorists and then making one link. This would improve their chances in the four-mark c) questions.
- Learners need to practice writing different styles of answers, to accommodate the differing requirements of the c) and d) questions. They should be able to do this for all the theorists.
- Theorists Bronfenbrenner, Piaget and Bruner continue to be a challenge for learners and centres may wish to support learners with their understanding of these, particularly around how to apply them to the information given in a case study.

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