



# Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals  
In Children's Play Learning and Development

Unit 1: Children's Development  
(31597H)

## Edexcel and BTEC Qualifications

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

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

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:  
<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>  
You will need an Edexcel Online username and password to access this service.

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

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

January 2021

Publications Code 31597H\_2101\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2021

## Introduction

This unit is mandatory for all sizes within the suite of BTEC 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

The overall performance on the paper was good, with a range of learner achievements.

The learners' understanding of theory is generally solid, however Chomsky's theory was not well answered this time around, with many learners not being able to write even one part of his language development theory. Application of theory varied, with Vygotsky being done well but Ainsworth's theory on attachment and Bruner's modes of representation were weaker.

The majority of the one-mark questions where information is selected from the case study are answered well. The multiple-choice questions are not so well answered and learners are losing marks on these.

Answers on the 4 mark questions should contain two answers where one aspect of theory is applied to the information given in the case study were well less answered this time. Learners are sometimes repeating the aspect of the theory or leaving it out altogether.

Questions 5 and 6 proved to be good differentiating questions, with more able learners being able to showcase their analytical and evaluative skills.

## Individual Questions

### Question 1(a)

In this multiple choice question the learners had to identify which process related to cognitive development.

The correct answer was: Developing reasoning skills

It was disappointing to see that many learners did not answer this correctly. It is important that learning have a good understanding of basic terms used in child development.

### Question 1(b)

In this question learners were asked to list three gross motor skills used by the child in the case study, who was aged 9 months.

The vast majority of learners were able to do this accurately. However, some learners lost marks because they did not include all the relevant information.

- 1 sitting up
- 2 rolling over
- 3 throwing the beaker

The response above gained 1 mark

This is an example of a response not containing sufficient information. In 1) the milestone should be 'sitting up unassisted', just 'sitting up' is too vague to be awarded a mark. The same goes for 'rolling over'; the crucial part is that the child is 'rolling over back to front'.

- 1 roll over from back to front
- 2 sit up unassisted
- 3 reaching for toys

The response above gained 3 marks

### Question 1(c)

This question was about Piaget's stages theory and how they related to the child's cognitive development. Learners appeared to find this question difficult to achieve full marks on. Many were able to get 2 marks by applying sensori-motor skills to the case study, but the most common score was nil. Some learners incorrectly wrote about attachment in their responses.

- 1 Melina would be in Sensirimotor Stage as this is 0-2 years, so she would learn through moving and using her senses.
- 2 She may have ~~not yet~~ achieved object permance as this is achieved at 1 year old, this why be she ~~stopped~~<sup>was</sup> looking for the beaker once out of sight

The response above gained 4 marks. 2 marks were awarded for 'Melina would be in sensori-motor stage as this is 0-2 years' (1) 'she would learn through moving and using her senses' (1). Then a further two marks were awarded for: 'She may have achieved object permanence' (1) 'this is why she was looking for the beaker once out of sight' (1)

- 
- 1 Melina is in the sensorimotor stage as she explores the toys with her senses and movement

- 2 She hasnt acheived conservation - she looks where her beaker has gone when it rows out of sight.

The response above gained 2 marks, the second response contains no rewardable material, as object permanence has not been mentioned.

### **Question 1(d)**

In this question learners had to apply Ainsworth's theory of attachment to the information given in the case study.

Learners appeared to find this question challenging. Many answers related Bowlby's theory, rather than Ainsworth's and this meant points could only be awarded in the Level 1 mark-band. Learners seem to have a good understanding about attachment in general, but not about the theory linked to it. As the child ignored her foster mother, some learners interpreted this as the child displaying independence, rather than having an insecure attachment.

Ainsworth's theory of ~~Attachment~~ Attachment is linked with Bowlby, her theory is about how good the child's attachment is with their primary caregiver. There's three types of attachment, anxious, secure and insecure. ~~Melina~~ Melina does not have a good and positive attachment with her foster mother, this could be because her birth mother left her or wasn't fit enough to look after Melina. During parent-baby group, Melina does not hold onto her foster mother, she is happy to be with any adult, she is not upset when ~~the~~ the foster mother leaves and ignores her when she comes back. Melina can carry on playing once her foster mother leaves, the Early Years Educator ~~could use~~ <sup>can use</sup> knowledge of Ainsworth's theory to understand Melina's current stage of emotional development because Melina doesn't act like she knows ~~who~~ who her foster mother is because she has no attachment to her and this is causing Melina's current stage of emotional ~~development~~ development. The foster mother with the help from the Early Years Educator needs to build a relationship and secure attachment to Melina.

The response above gained 6 marks

In this response there is some description of Ainsworth, although this is not in detail. There is an attempt to link emotional development to the theory and attachment, which is good. Some points made are accurate and directly applied to the child, but the answer drifts off towards the end. For this to go into Level 3 mark-band the learner would have needed to make the links to the case study more in-depth.

-----



Mary Ainsworth believed that children need to form strong attachments within this she came up with the strange situation. This consisted of the parent and child being in a room and a stranger entering, the parent leaves and then returns with the stranger then leaving. The parent settles the child and then leaves and the stranger returns. Again the stranger leaves and the parent returns. This is shown with the case study when Melina's mother leaves then returns. From this Ainsworth said there were 3 types of attachment insecure anxious, secure and insecure avoidant. From this we can see Melina is in the secure attachment, being happily comforted by the other parents showing no different reaction towards them and her own parent. Ainsworth <sup>later</sup> also suggested another stage disorganised / disorientated however Melina is not within this.

Insecure / anxious: child upset when parent leaves but can be comforted by stranger.

secure: Child upset but can be easily comforted by stranger

insecure / avoidant: desperate for parent <sup>and</sup> but <sup>wants</sup> to be picked up but then desperate to be put down.

From this though it suggests secure attachments have not been formed with little upset with the parent leaving.

The response above gained 3 marks.

There is a clear description of Ainsworth's strange situation experiment. However, the learner has incorrectly suggested that the child has a secure attachment. There is a good amount of detail about the theory but there is no application to the case study and so no further marks could be awarded.



### Question 2(a)

This is the second multiple-choice question and learners had to identify one way that playing in the park supports the child's social development. It was surprising to see that a number of learners did not get this correct. These were the options available for them to choose from.

- A Develops his stamina
- B Encourages his creativity
- C Maintains his friendship
- D Boosts his self-esteem

### Question 2(b)

For this question learners had to list three examples from the case study of how the child's self-esteem might be impacted. Learners correctly identified these could be negative or positive, as in the example below. The vast majority of learners achieved full marks.

- 1 Teacher puts name on board under sad G face
- 2 Picture put on display
- 3 Teacher asks to put his drawing into a art competition.

The response above gained 3 marks

### Question 2(c)

This question required learners to describe two ways the child's behaviour could be understood, using Bandura's theory.

There was a range of marks, spread evenly across the 4 marks. It was good to see a number of learners achieved full marks, showing they were able to accurately apply the theory.

1 Bandura believes children copy rolemodels  
wich Ibrahim did as he copied Dylan his  
friend when he was shouting.

2 Bandura also said children are less likely  
to copy rolemodels if they recieve  
negative reinforcement, this is why Ibrahim  
stopped once his name was written on  
the board.

The response above gained 4 marks.

The learner has clearly applied two different aspects of Bandura's theory.

'children copy role models' (1) 'which Ibrahim did as he copied Dylan when he was shouting' (1)

'children are less likely to copy role models if they receive negative reinforcement' (1) 'this is why Ibrahim stopped once his name was written on the board' (1)

### Question 2(d)

This question needed a discussion of Bronfenbrenner's theory and how it related to the child in the case study.

Learners are still having issues with understanding this theory, or if they understand the systems, they are not able to select appropriate information from the case study to apply it. The meso-system appears still not be understood that this relates to two micro-systems working together.

For Bronfenbrenner's model can be linked to his social development as he lives with his mum and step-dad he also attends school and art lessons. These are his microsystems as they are directly linked to him as they talk and engage with him. The next stage is the mesosystem and this is where two or more of his microsystems come together - in this case his mum and his teacher meeting. This allows for his mum to talk to his teacher where they can share how he is progressing and work on his social skills. The next stage is the exosystem this does not directly link to Ibrahim but more his parents i.e. his mum and his step-dad here this relationship will be modelled where he will pick up new vocabulary and observe their social skills. The next stage is the macrosystem and here this relates to craft activity club which is funded by the National Lottery. Here if this starts then Ibrahim may not be able to talk to the other children. <sup>Here the children may ask Ibrahim questions.</sup> The final aspect is the chronosystem and this relates to ecological and cultural factors such as what a family might believe. Here his mother may believe that Ibrahim should be taught a certain way so stop him interacting with others. As a whole it is important to recognise these factors as this can affect their development.

The response above gained 6 marks

This response shows a detailed understanding of Bronfenbrenner's theory, with most of the systems being included. Examples are given for the systems and the learner has made points which are directly applied to the child in the

case study. There has been an attempt to develop the answer further to include other aspects, but these have not been clearly linked to the case study.

-----

Bronfenbrenners theory consists of four ecological systems. Microsystem, Mesosystem, Exosystem and Macrosystem. The first is his close relations, such as family, and friends. The second is things such as school, teachers, neighbours. And then the last is culture, his area he lives in. Dylan is Ibrahim's best friend, and they go to the same school. Dylans behaviour effects Ibrahims behaviour which as a result effects his social development as they are. Going to school together has helped them become close ~~of~~ out of school which shows how the systems interact together to help Ibrahims development.

The response above gained 3 marks

In this response the learner has given incorrect details about the meso-system.

This is the most common error on this question.

### Question 3(a)

In this question learners had to identify two ways the children were given the opportunity to investigate objects.

This question proved to be straightforward for the learners and full marks were often achieved.

- 1 providing a range of craft resources to make puppets
- 2 & having them hunt for different variations of insects

The response above gained 2 marks

### Question 3(b)

This question involved learners identifying examples of fine motor activities within the case study.

There were very few errors on this question.

- 1 Drawing pictures of insects.
- 2 Sewing felt together to create puppets.

The response above gained 2 marks

### Question 3(c)

This question required learners to describe ways that Skinner's theory was being used to support the child's development.

Many learners lost marks on this question because they only included one aspect of Skinner's theory, usually positive reinforcement. It is important that two aspects of theory are applied separately for full marks to be achieved, as in the example below. There was ample opportunity to achieve full marks, as there were examples of primary and secondary reinforcement, as well as verbal and non-verbal rewards.

- 1 She has a sticker chart for when she gets a spelling correct. This is a positive secondary reinforcer because she gets more play time when she gets an answer or fills the sticker chart.
- 2 The teacher praised Naga for her drawing of an insect this is a positive primary reinforcer. This is because it gives her the instant satisfaction of praise.

The response above gained 4 marks.

- 1 Naga<sup>ka</sup> gets a sticker for each correct spelling then gets extra play time once filled to show positive reinforcement.
- 2 The teacher praised Naga for doing her work to show positive reinforcement.

The response above gained 2 marks.

This is an example of how marks were lost because there was only one aspect of theory given. Response 2 was repetitive.

### Question 3(d)

To achieve full marks in this question, learners had to discuss how Vygotsky's theory was being used to support the child's spelling skills.

There was a good range of marks achieved, with the more able learners able to succeed.



Vygotsky produced the socio cultural approach which states that children learn & develop through social interactions with adults and other children. He stated that practitioners should observe children and identify their zone of actual development (what they can do independantly), zone of proximal development (what they can do with support, and what is out of reach (what they are unable to do, even with support)). The teaching assistant has observed Naga and identified that she isn't meeting & her milestones for literacy skills and that spelling certain words are out of reach. Vygotsky labelled children as apprentices (somebody who learns from somebody else) so Naga should be able to learn from the teaching assistant. The teaching assistant provides scaffolding for Nagas spelling (support to aid development) through working collaboratively with her. Whilst Naga is being scaffolded she is in her zone of proximal development. Naga also works in small groups of other children as scaffolding can also be provided through children of higher ability by sustained shared thinking. Once Naga's spelling improves and can be done independantly, she is in her zone of actual development.

The response above gained 8 marks.

In this response the learner has demonstrated an in-depth understanding Vygotsky's theory, covering a wide range of different aspects. Each of the points made has been linked to the case study, with clear application to the development of the child's spelling skills. The answer is logical and coherent, so for all these reasons it received top marks.

-----



one way Vyotsky's theory could be used to promote Naga's spelling skills is through the teaching assistant monitoring what Naga can do alone, this would provide the teaching assistant with her zone of actual development. This would give the teaching assistant an idea as to why Naga is struggling and how to support her. The teaching assistant may also run a number of tests both with and without support, to allow her to get a clear idea of Naga's zone of actual development and to find ways to support Naga to help her reach her zone of proximal development.

The response above gained 3 marks.

This answer was awarded marks at the top of the level 1 mark-band. There is a limited understanding shown of the theory and the points made are generic. No links are made to spelling skills or literacy development.

### Question 4(a)

For this question the learners had to identify two examples where the setting were encouraging social interaction.

The learners were able to answer this well, with most achieving full marks.

- 1 The snack table where children talk to each other and the Early Years Educator.
- 2 group time when they talk about the story and their seedlings.

The response above gained 2 marks

### Question 4(b)

Learners had to identify two examples of mathematical skills being promoted. This was a straightforward question to answer, with clear examples in the case study which most learners were able to select. An error that led to losing marks was just stating aspects without the mathematical skill. For example: 'growing seedlings', without the reference to measuring them.

- 1 Counting money in the till.
- 2 measuring the seedlings to see how much they grow.

The response above gained 2 marks

This is a precise answer which gained full marks.

### Question 4(c)

Chomsky's language theory was examined in this question, with learners having to describe how the pre-school was using his theory to support the children's language development.

Unfortunately, the vast majority of learners did not score marks on this question. There were still instances of responses containing 'LAD' without it being written in full. No marks are awarded if only abbreviations are used.

Learners appear to still find Chomsky's language theory challenging to answer questions on.

- 1 Chomsky believed that everyone is born with a language acquisition device which allows us to acquire and use language, practitioners know that the children can learn language.
- 2 He also believed children have a critical period where they learn the most language, pre-school children are in this period so they set up as many opportunities as possible for their development.

The response above gained 4 marks

Marks were awarded for the theory and then the linked application, as follows:

'everyone is born with a language acquisition device' (1) 'which allows us to acquire and use language' (1)

'children have a critical period when they learn the most language' (1) 'pre-school children are in this period' (1)

- LAD - language acquisition device.
- (c) Explain **two** ways the preschool is using Chomsky's theory to promote the children's language development.

- (4)
- 1 The preschool uses Chomsky's theory to promote language development as they give the children a chance to talk about their seedlings.
  - 2 The preschool uses Chomsky's theory to promote language development as the Educators ask the children questions.

The response above gained 1 mark

The mark was awarded because the learner wrote out 'Language Acquisition Device'. The rest of the answer contains generic details about how to promote language, rather than linking to specific aspects of the theory.

### Question 4(d)

In the last question in Section A, learners had to discuss how Bruner's modes of representation theory was being used to promote cognitive development in the case study.

Many learners were able to name the stages, with some going on to describe the stages and pick out examples from the case study which they felt supported their points. However, very few learners were able to identify that the mode they needed to focus on was iconic, as this related to the children in the case study. Points were not awarded if the learners covered all three modes, they needed to apply the theory accurately to the information they had been given. No learner achieved marks in the level 3 mark-band.

Bruner believed that there were 3 modes<sup>(10)</sup> of representation, enactive, iconic and symbolic. The iconic mode was demonstrated by 2-7 year olds, the children at this preschool are within this age group. The iconic mode of representation was when children remembered things due to seeing them before. For example, the children recognised the shop role play because they've been to a shop before and they've observed shop keepers and customers.

The response above gained 5 marks

Although this answer is brief, the learner has shown an understanding of Bruner's modes of representation. They have correctly selected the iconic mode and have not only used information from the case study but have developed their answer to relate it to the children's wider experiences.

-----

Bruner's mode of representation theory is about how children learn through different stages there are 3 different stage enactive which is active learning, iconic learning through words and symbolic learning through abstract symbols.

The nursery are promoting enactive learning by using the role play so the children are active and always doing something, this promotes their cognitive development because they are learning through being active.

The nursery are promoting iconic learning by labelling everything in the role-play. This promotes the children's cognitive development because they can learn ~~what~~ <sup>what</sup> every item is called because it is labelled.

The nursery are promoting symbolic learning by using symbols to promote the children cognitive development as they can easily pick up and remember these symbols.

The response above gained 3 marks

The learner has shown an understanding of the three modes, with basic examples being given. However, the learner has not specified which mode applies to the age and/or stage of development of the children, so the marks could not go above level 1 mark-band.

## Question 5

This is the first of the extended answer questions and it gave a scenario of a child who lived in a remote rural location, without access to an early years setting and difficulties accessing healthcare. The question asked for an analysis of the short-term impact on physical development for this 2 year old child.

There was a wide range of answers for this question, with some learners able to analyse the impact on physical development well. It was pleasing to see the inclusion of positive aspects of living in a rural location, as well as the challenges this poses.

Answers at the lower end tended to be a rewrite of the scenario, with little additional information or interpretation.

Some learners only focused on the limitations of healthcare access, sometimes with long-term impacts, instead of short term. It appeared that some learners had little awareness of vaccinations in childhood, with instances of learners saying it would stop the child catching a cold.

The lack of access to an early years setting was explored well by some learners, with them being able to analyse how fine and gross motor skills might be delayed.

Learners at distinction level were able to analyse and synthesise information, linking in their knowledge of areas of development together with theorists such as Bandura or Bronfenbrenner.



Plan → less play opportunities.

Living in a remote area with no facilities could affect Cora's physical development as she will have few play opportunities maybe none. This means that Cora would not be using her motor skills as much and could fall behind with her development norms in the future.

The doctor's surgery is in the next town meaning that if she fell unwell, it would be difficult for her to get there. Cora has missed check-ups with her health visitor meaning that they cannot identify if Cora is meeting her physical development norms therefore cannot give any early identification or early intervention.



Cora not being up to date with her vaccinations means that she could get any infections, it opens her up to many illnesses as her body won't be as strong. Cora also has missed dentist appointments meaning the dentists cannot identify if her teeth are growing the way they should be.

There are no early years settings nearby meaning that Cora is more than likely learning from home. This means that she will not learn as fast as others with her fine and gross motor skills.

Overall, Cora's physical development when she is only two years old could be ~~very~~ impacted in an extremely strong way. Getting to an early years setting and home is almost impossible, therefore she will experience many delays.

The response above gained 8 marks – top of level 2 mark-band.

The learner has covered a range of points, showing there is good understanding of the impact of limited access to healthcare and early years services. The points have been explained and contain some analysis, but there is a lack of detail. Examples have been given and there is a conclusion, however, no positives to the situation have been given. There is effective use of the case study, but the analysis would have needed to be more in-depth to achieve higher marks.

-----

The short-term impact that living in a remote area with no facilities could impact Cora's physical development badly. With no check-ups with her health visitor and dentist, she could be developing slower for her age, and her teeth are all milk teeth so she should have appointments to ensure she is healthy. If Cora became sick one day and her family doesn't have the right medicine, it could take longer to get it as it's far away. The effect this can have on her physical development is she could ~~be~~ become more ill and it be harder to treat, as she has had no new vaccinations.

Cora not being up to date with her vaccinations is dangerous because it can put her life at risk if she ever caught something. The short-term impact this can have on her is her colds or flu's can last longer as there is nothing in her body fighting it. The effect this can have on Cora's physical development

is her body will become tired, whenever she is ill, and won't be able to get out and move around. With no facilities around, Cora would have to travel overnight at the other town because the bus only runs twice a day.

The theorist that ~~is~~ is involved with physical development is Maslow. This hierarchy suggests that a child needs ~~it's~~ its basic needs met before anything. Cora isn't up to date with vaccinations, she has missed check-ups and she doesn't go to school. These are things that Maslow said were the child's basic needs.

To help Cora, she could stay with another family member for a while who lives near facilities. Cora's mother can also try a team to drive to help everyone, or a family member can drive them places when they need to. Another way to help develop her physically is by getting her vaccinated to reduce the risk of ~~catching~~ getting a virus.

The response above gained 4 marks – top of level 1 mark-band

The learner has shown a basic awareness of the impact on physical development, but there are inaccuracies. The learner has made an attempt to link to Maslow's theory but this is very limited. There is no link to the lack of attendance at an early years setting.

## Question 6

This question required learners to evaluate the strategies linked to information processing theory the practitioners could use to improve children's cognitive development.

This question was well answered by those learners who had an understanding of information processing theory. However, it was apparent that some learners were not aware of this theory and could only use the information given in the case study about memory and attention span.

Some learners wrote about lots of theorists linked to cognitive development and others wrote about strategies to promote memory, with no link to the theory behind the strategy.

But it was good to see those learners who were aware of this theory being able to apply it so well and to attempt an evaluation.

Distinction level learners were able to evaluate strategies with clear and appropriate justification given for the points they made. Their answers were coherent and logical, with a relevant conclusion.

The information processing theory can be used by practitioners in order to improve a child's cognitive development.

The information processing theory consists of 4 stages: encoding, filing, storing and retrieval. Encoding is where you take the information in. During the filing stage people often use chunking / clustering (matching things with similar properties or the same topic) in order to make it easier to remember. Storing is the process of storing the information at within either your short-term or long term memory. Short-term memory is where things are stored for a short space of time. On the other hand, the long-term memory is where you store information that can be used at a later date. Finally, retrieval is where you use the information stored.

The practitioners want to promote memory. A prime way of doing this is by repeating tasks / activities. Repetition makes it easier for children to learn as it more likely to stick in their brains.

The ~~more~~ method of chunking / clustering can also be used when promoting memory. Clustering / chunking is the process of learning things that are to do with one another little by little. For example; learning 2D shapes separate to 3D shapes. This makes it easier to store information in the long term memory.

A way in which practitioners can promote an attention span is by making activities exciting. Children are more likely to participate and if they find something interesting. An example of this would be; doing maths questions involving footballs for the children that like football. This is more likely to enhance their attention span as they'll want to learn about something they like. Children need to actively learn.

It's also important to allow time to respond and ask questions. Asking questions about things they are interested in develops their attention span as they will want to talk about it meaning they'll stay focused.

The response above gained 12 marks – middle of level 3 mark-band  
This response shows an in-depth understanding of information processing theory. It contains a range of strategies which have been linked well to cognitive development by giving clear, age-appropriate examples. There is some evaluation on the impact, but this is not detailed enough to achieve full marks.



-----

The information processing theory was proposed by Shiffrin and Atkinson to investigate cognition in developing brains. The theory is composed with 3 stages: encode, storage and retrieval. The brain must be able to make connections to encode in the information, this means processing and understanding the content; however if a child is confused, not paying attention or unable to encode the information it would be easier to forget and be unclear. The brain has unlimited storage in the hippocampus and this is where the region of the brain associated with memory, the encoded information would be stored until retrieved. The final stage is retrieval in which the brain is able to recall the information from storage. There are a multitude of methods to maintain information in a child's long term memory including chunking, songs, repetition, practice questions and revision. Practitioners can promote memory and attention span with repetition, this is the most successful strategy to engrain information



because a child would be constantly exposed and reinforced with the information allowing the child to reabsorb and have the information stored in the long term and short term memory. However, songs may be unsuccessful when promoting methods for memory because if a child does not encode the song correctly, or forgets the tune the purpose of the song was futile and would potentially preoccupy the child with the tune rather than the learning. Practice questions are partially effective regarding a method for children to learn information because although questions can stimulate thought and be an example for children, they may need reminding on how to construct the answer or forget the information and therefore through repeating exam questions and being consistent, it is more effective to improve cognition in children. Practitioners in a primary school may consider strategies that are more creative for the child to help them remember the information with the event, however that may be unsuccessful because the child may be interested in the activity than rather encode the relevant details. Practitioners should use repetition. <sup>out of any method.</sup> (Total for Question 6 = 14 marks)

The response above gained 12 marks – middle of level 3 mark-band.

This example was well structured and coherent throughout. There is an in-depth understanding of the theory and then this is supported by knowledge of the strategies which could be used. There is some evaluation, which is supported by a conclusion.

## Summary

Based on their performance in the paper learners should:

- Be aware of the basics of child development, including key terms, so they can apply them in all the different question styles.
- Ensure in the 4- mark describe questions they include one point about the theory and then link this to an aspect taken from the case study, for each of the two answers.
- Ensure they are aware of the differences between the two theories of attachment studied in this unit. i.e. Bowlby and Ainsworth
- Learn about Bronfenbrenner's meso-system so they are able to accurately apply it to the information they are given.
- Be able to discuss and apply the correct mode of representation from Bruner's theory, relating it to the information given in the case study.
- Be aware of all the theories within the specification, including those such as information processing theory
- Structure the extended questions in Section B, so answers are coherent, logical and come to a conclusion.
- Ensure there is clear, balanced evaluation in question 6, which links to the scenario and the question.



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom

