

Examiners' Report Lead Examiner Feedback

January 2017

NQF BTEC Level 3 Nationals in
Children's Play, Learning and
Development (2014)

Unit 1: Child Play (20780E)

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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 (Distinction, Merit and Pass).

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the 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 should be 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 test 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 test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

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Grade	Unclassified	Pass	Merit	Distinction
Boundary Mark	0	33	45	58

General comments

In the January 2017 series, learners demonstrated a good understanding of growth and development and were able to apply their knowledge and understanding to the case study. Likewise, examiners saw some evidence of improved knowledge of theorists and encouraging evidence that many learners were now demonstrating ability to apply those theories to the case studies. Learners would benefit from continuing centre efforts to use case studies to enable their learners to practice the application of theories to given scenarios. It would assist learners to additionally practice application of knowledge specifically to age-related questions, as some responses tended to be generic and did not address the age of the subject when areas of development were applied.

Centres should continue to use current sample assessment materials and previous papers to enable their learners to practise exam techniques. Some learners are still writing too much in response to questions and this will not get them any more marks than is stated on the paper at the end of the question. The amount of space given for each question is carefully discussed within the senior examination team and centres should take this as guidance as to how long the responses should be and instruct their learners as such. Centres should also ensure that their learners fully understand what is required from the command verb within each question.

Centres are strongly encouraged to ensure that all aspects of the unit content is covered through delivery of this unit to ensure that their learners have the knowledge to access the entire paper.

Section A

All questions relate to the case study and therefore all responses should apply to it.

Question 1

Learners were asked to identify two examples which could be found within the case study that indicated that Albert was meeting the gross motor development norms for his age. The overwhelming majority of learners correctly cited two appropriate examples of gross motor development from the case study and were awarded two marks. Although some learners were not able to differentiate between gross and fine motor skills appropriately yet as the following example illustrates:

1 Identify **two** examples that show Albert is meeting the gross motor development norms for his age.

1 uses a fork to eat

2 runs smoothly over to the climbing frame

In contrast, the following response was awarded the full 2 marks and addressed the command verb 'indicate' appropriately.

1 Identify **two** examples that show Albert is meeting the gross motor development norms for his age.

1 He is able to run smoothly

2 He is able to play with a large ball and kick it in the right direction.

Question 2

As with Question 1, the command verb was 'indicate', with two examples showing that Albert was not meeting the fine physical development norms for his age. The majority of learners were awarded the full two marks, providing a good indication that learners are aware of development in relation to age.

2 Identify **two** examples that show Albert is **not** meeting the fine motor development norms for his age.

1 he can't use a cup properly.

2 finds it hard to put shapes in the shape sorter.

Question 3

The command verb for Question 3 is 'describe', with learners being requested to explain two factors that may affect Albert's development. There was a wide range of possible responses stated on the mark scheme for which credit could be awarded. The following response uses relevant information from the case study and develops it to explain how it would affect development. This response was awarded four marks.

3 Describe **two** factors that may affect Albert's development.

1 He isn't being exposed to a range of developmentally age appropriate toys / facilities, preventing him from developing at his full potential rate, because the family aren't able to afford to put him into a day care setting where there would be these facilities or they may not be able to afford many toys.

~~He doesn't have a social friend who he can play with.~~

He doesn't come into contact with many other children apart from his sister and another child at his childminder which may impact his social and language development.

In contrast, the following response provided one appropriate factor which may have affected Albert's development. Three marks were awarded for

this response. One mark for the childminder and limited range of toys and two for the areas of development as they were both qualified.

3 Describe **two** factors that may affect Albert's development.

1 Albert finds it hard to put the shapes in the right holes this may affect Albert's fine motor development. The reason for this is he isn't showing much sign of using his fine fine motor skills, so could cause some delay.

2 Another one there isn't a range of play facilities at the child-minders. This could affect Albert's development because he won't be using toys that will help to improve his fine motor and even his social development because he doesn't play with other children.

Question 4(a)

Learners were required to identify two examples of age-related social development from the case study. Many learners gained two marks, demonstrating that knowledge of social development is being accurately applied in an age related context. In this example, the learner has been awarded two marks for the first line of the response.

4 (a) Identify **two** examples that show Daisy's social development is meeting the norms for her age.

(2)

1 She cries when her mother leaves her at Amnan's house.

2 She gets excited / ^{pleased} when she sees her granddad, she interacts well with him

Question 4(b)

Learners were asked to describe two ways in which Bandura's theory can assist in developing the understanding of social development in Daisy. Many learners demonstrated some indication of knowledge of Bandura's theory in relation to imitation and were able to apply it to the case study. However, only a small minority of learners had enough understanding Bandura's theory to be able to develop an additional point with application to the case study to access the full four marks.

The following response was awarded four marks for two developed points. Centres should note that no marks are given for reference to Bobo dolls as this does not demonstrate enough understanding of the theory to warrant any credit.

(b) Describe **two** ways that Bandura's social learning theory can be used to understand Daisy's social development.

(4)

1 Daisy is imitating her brother Albert by using a fork. Bandura suggests that children imitate/copy other children or adults.

2 Daisy is also copying Albert's car noise, Albert is being a good role model for Daisy to copy or imitate. However children can also copy unwanted behaviour, such as being noisy and making

Question 5

This question required a description of two ways in which Information Processing theory can be used to understand cognitive development. Some learners had been taught the theory very well and could apply it, whilst others had very little, if any knowledge of it. Information Processing Theory is an important theory relating to development and should be taught to learners in order that they are able to apply it.

This first response gained no marks as the response was not relevant to the question.

5 Describe **two** ways that information processing theory can be used to understand Albert's cognitive development.

- 1 Information processing will help because it's letting us know what he has already learnt and showing us what he is interested in, also what his next steps will be.
- 2 Finding out what he likes and already knows will help further into what he needs to know more about and what techniques that can be used to help his cognitive development.

Alternatively, the following response was awarded the full four marks. On a positive note, a few learners understood about sensory memory and were able to apply it to the case study.

5 Describe **two** ways that information processing theory can be used to understand Albert's cognitive development.

- 1 Information processing theory focuses on how information is processed. The main focus is memory and there are 3 stages: encoding, storage and retrieval. Albert can remember songs when they are sung more frequently as they are encoded and then stored in his memory.
- 2 As Albert doesn't always remember the words this shows that he has issues retrieving the information from the long term memory if he has not sung the songs for some time.

Question 6

This question requires a description of two ways in which theories of conditioning can be applied to Daisy's behaviour in the case study. The question was in general answered very well with the majority of learners being awarded full marks .

The following response was awarded four marks. It is an excellent example of what examiners expect, the learner has cited the two theories and then applied them accurately to the case study.

6 Describe **two** theories of conditioning that apply to Daisy's behaviour.

1 Pavlov's theory is classical conditioning, Daisy associates the doorbell ring with her grandad coming and bringing her yoghurt and giving her a hug for clapping her hands.

2 Skinners theory suggests that children at a young age should get primary reinforcement, Daisy receives primary reinforcement from her grandad each time she claps her hands she gets a hug.

Question 7

This is the first eight mark question on the paper and requires analysis of Piaget's theory. In general, many learners could not demonstrate enough understanding and knowledge of the theory to be able to apply it. Very often there was little beyond a brief description of the basics of the theory with some reference to schema.

The response below is exceptional. The learner has demonstrated a good level of understanding and application and as a consequence, the work has been placed at Level Band 2.

- 7 Assess how Piaget's theory can be applied to understand Albert's cognitive development.

Albert uses his mouth to feel the shapes in the shape sorter, before trying to fit them in the holes, this shows Piaget's first stage of cognitive development which is the sensorimotor stage.

In this stage the child uses their senses, actions and reflexes to learn and explore which is what Albert is doing here.

Albert can also use blocks, pretending they are cars, which is also in Piaget's sensorimotor stage. This is called symbolic function, where children can use objects and pretend they are something else by using their imagination, which is what Albert is doing here.

This stage normally occurs in children aged 0-2 years and it can change depending on an individual child; but this could indicate that Albert may be a bit behind on his cognitive development.

Question 8

In contrast to the previous question, this question on Ainsworth's theory was in general responded to well, with a good number of learners applying the theory appropriately to the scenario to be awarded marks within the Level Band 2. The following response shows an example of work which was placed at the top of Level Band 2. The learner not only demonstrated some knowledge of the theory, but also responded to the question positively by applying their knowledge to the case study.

8 Analyse how Ainsworth's research into maternal attachment can be used to understand Daisy's response to other people.

Ainsworth's theory is to get a better understanding on attachments and bonds with others.

Using this theory will help understand Daisy's response to others around her.

For example, she hides away from strangers, so this will tell us that she doesn't interact with many other people besides her family.

Using Ainsworth's theory will also tell us that Daisy and her mother spend loads of time together which has led to them building a strong bond together which has led into a strong relationship.

This shows because when Daisy cries and clings to her mother when they are being separated. The case study states that she prefers to be with her mother than her father. Using Ainsworth's theory will let us know that Daisy and her father don't spend as much time together for this to be a better bond between them.

Having Ainsworth's theory will help with Daisy's attachment because it lets us

know if a child has built a bond with someone or not.

For example does that child get upset when having to separate. If they don't then they don't have a great bond together.

Ainsworth has 3 stages of attachments:

1. is that they are really attached to their parent and doesn't want to leave them. Cries and clings to them. But will stop crying when comforted a lot.

2. Shows some distress but when someone else comforts them, they stop crying and play.

3. Is they don't mind when their parent has gone and just runs straight into nursery without saying goodbye.

This shows that Daisy is attached to her mother as she clings and cries when having to be separated from her mother. This shows she has a very strong bond / relationship with her mother.

In contrast, the following response was awarded 3 marks as there was clearly lack of knowledge of the theory which the learner could build upon to apply to the case study.

- 8 Analyse how Ainsworth's research into maternal attachment can be used to understand Daisy's response to other people.

Daisy's response to strangers is that she does not like them and she hides from them. Ainsworth's experiment into attachment is about seeing how a young baby reacts when it is left alone with a stranger and not its mother. Her experiment showed a young baby really distressed when the mother left the baby alone with the stranger. Daisy is 1 year old and does not like strangers. This is normal for her age as her main attachment is her mother. Daisy's response to other people shows us she has a maternal attachment with her mother. She cries and clings to her ~~then~~ mother when she tries to leave. This is the same in Ainsworth's 'strange situation' experiment.

Section B

Question 9(a)

It was noted in the June 2016 previous Examination Report that learners in general were aware of the theories of Cooley and Harter and could demonstrate some understanding of the theories. However there was also confusion regarding the difference between the two theories. This was reinforced with this question which required learners to demonstrate understanding of Cooley's theory. The responses often mixed up the theories of Harter and Cooley. The response below was typical of a response where the learner lacked clarity between the two theories.

9 (a) Describe two aspects of Cooley's theory of self-concept.

(4)

1 Cooley's theory of 'through the looking glass' says that everyone sees you differently and in a different way to others

2 Everyone has a different idea of you. Stronger your self-image and self-esteem ideal self is the stronger your self-esteem is.

Question 9(b)

Overall, this question was not responded to well, with few marks being gained. Learners, in general were unable to apply Cooley's theory, with many attempting to repeat the question and introduce aspects such as Costas speaking another language, in an attempt to find remedies. Unfortunately, these responses failed to be awarded many marks. Centres should enable learners to apply theoretical knowledge by creating case studies and using the sample assessment material which is available online.

The following example was placed in Level 1 Band and is considered a typical response of what examiners saw from learners who were unsure of Cooley's theory .

(b)

Costas, aged seven, has recently moved to the UK and has started attending primary school.

Analyse how practitioners in the school can use Cooley's theory to promote Costas's confidence.

(8)

Costas has recently moved so maybe he/she is feeling scared and may not speak a lot of English, they are also 7 years old and near the critical age for learning a language and may be discouraged from learning a language if people get frustrated with him/her.

Using Cooley's theory the practitioners can promote Costas's confidence by giving him lots of positive reinforcement. Other children may leave him out due to him being from a different country or due to a language barrier. So it is important to get Costas involved with lots of group activities to make him/her feel accepted and comfortable. This is also a great way for him to make new friends and pick up new pieces of language from the other children.

Question 10(a)

Many learners demonstrated good knowledge of what 'delayed global development' meant and were awarded two marks. However, some learners failed to have any accurate knowledge of the term, although these were in the minority.

The following response is typical and was awarded two marks.

10 (a) What is meant by the term 'delayed global development'?

(2)

Delayed global development means that the child is below expected norms for their age in all area.

The following response was awarded no marks.

10 (a) What is meant by the term 'delayed global development'?

(2)

Being severely delayed in development.

Question 10(b)

This question was responded to very well, providing the learner understood the term 'delayed global development'. Many learners picked up the full four marks, as in the following example. Examiners were instructed not to award marks for references to 'catching up'.

(b) Explain **two** ways a child with delayed global development would benefit from early recognition.

(4)

- 1 A child with delayed global development would benefit from early recognition because support can be applied at early stage meaning the child won't miss out of their development.
- 2 Help can be applied to catch the child up which would take a shorter period.

Question 10(c)

Some learners understood how a four year old child could be supported by her teacher. Learners who produced responses which were age related and took into consideration that the subject had delayed global development, were able to access top Level 2 and 3 bands. The response below was awarded eight marks.

(c) Alina is four and is in reception class, she has delayed global development.

Assess how Alina's delayed global development could be supported by the teacher to help Alina reach her four-year-old milestones.

[10]

~~If Alina~~ If Alina has delayed global development her teacher would need to support her and improve her development. For example her teacher could do one to ones ~~to~~ and help to improve the specific area of development she is struggling in, this would be beneficial as Alina would be more concentrated and understand her teacher more without any distractors. Her teacher could also praise Alina if she was able to get a question right as this would help to encourage Alina and get her more motivated to learn. The teacher can also talk to her parents at home and give ways of helping her learn and developing. For example if Alina was struggling with her physical development, her teacher could suggest activities such as playing catch in the garden, or playing a rummy game for example 'It'. Her teacher may have a gifted student in their class, the teacher could get the gifted student to help Alina and whenever doing pair activities, always pair them together, this will help with her delayed global development as she is learning and getting encouraged by someone her own age.

~~Alina~~ If Alina delayed global development

was in a specific area, for example emotional development the teacher could set up certain activities to help improve Alina, if she was delayed in emotional development an activity could include a puppet show as this would help her understand different emotions as for a four year old Alina should be able to understand nearly all the emotions. If she was delayed in physical development, an activity could include an outing for example swimming at the swimming ^{centre} this would help to encourage Alina as she is doing activities she enjoys and will encourage her to learn. For a four year old her physical development should be advanced as they are able to run without falling over and climb on climbing frames.

Question 11

The final question enabled learners to access twelve marks. It required learners to evaluate how a lack of access to early years education would affect the social and language development of a four year old.

Some centres appear to be encouraging learners to provide examples from their placements as a response to this twelve mark question. Whilst this is acceptable where the subject matter is relevant, it very often leads to learners not gaining marks because they describe a particular child in the placement which has little or no relevance to the actual question. This tends not to be age related. Responses need to be relevant to the question.

Learners were credited for applying theory within this question providing it was relevant. Theories such as Vygitsky and Bronfenbrenner were in this instance seen to be appropriate and credited accordingly. Learners who produced responses which were clearly age related and who focused on social and emotional development, gained marks and frequently had their work placed in either the higher end of Level Band 2 or 3. Whereas, generic responses which clearly did not apply to the case study, were rarely given marks which took them out of Level Band 1.

Centres are encouraged to provide their learners with age-related case studies in preparation for external assessment. The following response was awarded nine marks as it demonstrated accurate knowledge of the effect on social and language development and was age specific.

11

Ria, aged three, lives in an isolated area and is unable to access early years education.

Evaluate how **not** being able to access early years education may affect Ria's language and social development.

Being unable to access early years education could cause Ria's language development to become delayed. Settings such as early years education allows children like Ria multiple opportunities to practice communicating ~~from~~ ^{with} others, this allows her chance to work out what others are saying, how to pronounce and expand her vocabulary. Although Ria can learn this at home she may not be as exposed to different language as she would be in a setting.

Also, settings help children to gain confidence and meet new friends without this experience Ria might become shy and conceited. At 3 years old children begin to make friends and would later make preferences on their friends. Being so isolated may prevent Ria from making friends as there is not enough people around her ~~as~~ which could cause her social development to delay.

Vygotsky suggested that we are ~~are~~ born social and that we learn from those around us, by decreased exposure to other children Ria may not learn from other skills and knowledge preventing her from meeting

her milestones. For example, ~~the~~ she may not learn from imitating others who take ~~toys from~~ toys which would cause other children to avoid playing with her as play is not fair.



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