



Mark Scheme

January 2015

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

Unit 1: Child Development (20780E)

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Question Number	Answer	Mark
1	<p>Award <b>one</b> mark each for identification of each area of development that may have affected Kia's development. Award <b>one</b> further mark for explaining the extent to which they are likely to have affected Kia's development.</p> <p>She may have delayed language development (1) because she does not repeat words said by the practitioner when looking at books (1)</p> <p>She may have delayed physical skills / fine motor skills (1) because she cannot hold a pencil / draw a straight line (1)</p> <p>She may have delayed physical skills / gross motor skills (1) as she is not confident walking without assistance (1).</p> <p><b>Do not accept social and emotional or cognitive reasons. Accept any other appropriate response.</b></p>	4

Question Number	Answer	Mark
2	<p>Award up to <b>two</b> marks from any of the following:</p> <ul style="list-style-type: none"> <li>• rate of growth is variable / varies between children (1)</li> <li>• different parts of the body grow at different rates (1)</li> <li>• growth is monitored by measuring/checking height (1)</li> <li>• growth is monitored by measuring/checking weight (1)</li> <li>• growth is monitored by measuring/checking head circumference (1).</li> </ul> <p><b>Do not credit anything to do with development or that only mentions height / weight / head circumference.</b></p>	2

Question Number	Answer	Mark
3	<p>Award up to <b>two</b> marks for any of the following:</p> <ul style="list-style-type: none"> <li>• riding a tricycle (1)</li> <li>• throwing a large ball to the practitioner (1)</li> <li>• cannot walk down stairs without holding the rail one step at a time (1).</li> </ul>	2

Question Number	Answer	Mark
4a	<p>Award up to <b>two</b> marks for any of the following:</p> <ul style="list-style-type: none"> <li>• recognise Kia's delay in speech / walking / holding a pencil (1)</li> <li>• recognise Kia's difficulties in repeating words / walking unaided / using a pencil (1)</li> <li>• understand effect of different factors / moving to a new setting / premature birth that affect Kia's development (1).</li> </ul> <p><b>Accept any other response which relates to appropriately encouraging/supporting areas of Kia's development.</b></p>	2

Question Number	Answer	Mark
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<b>4b</b>	<p>Award <b>one</b> mark for how the theory is applied and award a further <b>one</b> mark for <i>linking</i> the theory to how it will help Kia's development up to a maximum of <b>four</b> marks.</p> <p>Reward Kia (1) when she tries to repeat a word / tries to walk unaided / tries to use a pencil (1).</p> <p>Praise Kia (1) when she tries to repeat a word / tries to walk unaided / tries to use a pencil (1).</p> <p>Application of positive reinforcement (1) this encourages Kia to repeat / practise her actions (1).</p> <p><b>Accept any other appropriate response relevant to information in the case study.</b></p> <p><b>Answer must be relevant to Kia's age / stage of development.</b></p>	<b>4</b>
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Question Number	Indicative content	Mark
5	<p>Bowlby</p> <ul style="list-style-type: none"> <li>• That a child has an inborn need to form an attachment with one main figure.</li> <li>• That a child should receive the continuous care of the single most important attachment figure for the first two years of life.</li> <li>• Disrupted attachment causes maternal deprivation with long-term consequences.</li> </ul> <p>Ainsworth</p> <ul style="list-style-type: none"> <li>• Research into strength of attachment.</li> <li>• Three classifications: Secure, resistant, avoidant.</li> <li>• Secure attachment is the norm – child is distressed when mother/primary carer leaves; avoids strangers when alone, but friendly when mother/primary carer present; positive and happy with the mother/primary carer; has a safe base to explore.</li> </ul> <p>Applied to Kia</p> <ul style="list-style-type: none"> <li>• Showing signs of ‘resistant attachment’ – intense distress when mother leaves; avoids strangers; resists contact with mother; may push mother away; cries more; explores less.</li> <li>• Possibly a result of spending time in an incubator when born and separation from mother affecting attachment.</li> <li>• Changing settings requiring need to form attachments to new adults affecting security of attachment.</li> </ul>	8
Level 0	No relevant material.	0
Level 1	Identifies some relevant behaviour of Kia and may give some reasons for the behaviour <b>or</b> shows limited understanding of attachment theory and does not relate it to Kia. The answer may lack precision or detail.	1-3
Level 2	Identifies relevant behaviour of Kia and gives reasons for the behaviour. Gives a general understanding of attachment theory and makes links between theory and Kia’s behaviour. May approach one theorist in detail <b>or</b> two in less detail.	4-6
Level 3	Gives a reasoned discussion of Kia’s behaviour. Shows a detailed understanding of attachment theory, making clear links to Kia’s behaviour. Must discuss both Bowlby and Ainsworth’s theories to justify Level 3.	7-8

Question Number	Indicative content	Mark
6	<ul style="list-style-type: none"> <li>• Bronfenbrenner's ecological systems theory.</li> <li>• Diagram showing concentric circles.</li> </ul> <p style="text-align: center;"><b>Award only one mark for either</b></p> <p>Awareness of Dev's development in relation to his environment</p> <ul style="list-style-type: none"> <li>• Has trouble forming relationships with the other children.</li> <li>• Has difficulty understanding or responding to other children's emotions.</li> <li>• Reward if candidate mentions autism/ autistic spectrum disorder.</li> </ul> <p>Approaches to supporting Dev</p> <ul style="list-style-type: none"> <li>• Work in partnership with Dev's mother to support his learning in the home by discussing appropriate socialisation activities.</li> <li>• Talk to Dev to plan activities in the setting based on his interest in cars/motor racing to encourage him join in with others.</li> <li>• The importance of working in partnership with parents through meetings in school to discuss Dev's overall development (positive or negative factors).</li> <li>• Going on visits in the local community and inviting people to come in to the setting to broaden Dev's interest in the wider society.</li> </ul>	8
Level 0	No relevant material.	0
Level 1	Identifies one or more relevant aspects of Dev's development that need support in relation to his environment. Gives limited examples of how development could be supported, which are linked to the theory. The answer may lack precision or detail.	1-3
Level 2	Answers show how aspects of Bronfenbrenner's theory are relevant to Dev's development. Learners describe one or more ways the theory can be used by practitioners to support Dev's development.	4-6
Level 3	Answer shows accurate understanding of Bronfenbrenner's theory and approach and the extent to which this is relevant to Dev's development. Learners discuss the extent to which practitioners can use the theory to support Dev's development.	7-8

Question Number	Indicative content	Mark
7	<p>Some aspects of his cognitive development exceed accepted developmental norms, such as:</p> <ul style="list-style-type: none"> <li>• mathematical ability</li> <li>• understanding of fractions</li> <li>• building complex models.</li> </ul> <p>Some aspects of his cognitive development are lower than accepted developmental norms, such as:</p> <ul style="list-style-type: none"> <li>• reading</li> <li>• spelling.</li> </ul> <p>Bruner</p> <ul style="list-style-type: none"> <li>• Theories support aspects of Dev's cognitive development; Modes of representation – Dev could be in the Iconic or Symbolic modes.</li> <li>• Children learn through symbolic thinking.</li> <li>• Language is important to the development of thinking.</li> <li>• Spiral curriculum – revisiting ideas later on.</li> <li>• Language is important.</li> <li>• Construction of own knowledge using coding system.</li> <li>• If linked to autistic spectrum disorder/ enactive pre-iconic/symbolic mode would be representative of Dev's development.</li> <li>• Learning is an active process in which the child engages with the resources in a kinaesthetic manner.</li> <li>• The adult supports the child's learning through scaffolding the child's cognitive abilities.</li> <li>• The child is supported to reach their goal in small achievable steps through adults scaffolding of thinking and learning.</li> </ul>	10

Level 0	No relevant material.	0
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<b>Level 1</b>	Answers will identify one or more aspects of Dev's cognitive development which relate to Bruner's theory. Shows limited understanding of Bruner's theory. Limited use of appropriate examples to show how practitioners can use the theory to understand Dev's cognitive development. The answer may lack precision or detail.	<b>1-4</b>
<b>Level 2</b>	Answers show how aspects of the theory are relevant to Dev. There is some use of appropriate examples which show how the practitioners use the theory to understand Dev's cognitive development. The answer may be descriptive.	<b>5-7</b>
<b>Level 3</b>	Answer shows accurate understanding of Bruner's theory and approach. The extent to which practitioners can apply the theory to understand Dev's cognitive development is discussed.	<b>8-10</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>8a</b>	<p><b>Award a maximum of two marks for any of the following.</b></p> <p>Cognitive development is:</p> <ul style="list-style-type: none"> <li>• the construction of thought processes / processing of information (1)</li> <li>• problem solving (1)</li> <li>• how concepts develop (1)</li> <li>• how memory develops (1)</li> <li>• how understanding develops (1).</li> </ul> <p><b>Do NOT accept 'learns' or 'knows/knowledge' without further description.</b></p>	<b>2</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>8b</b>	<p><b>Award a maximum of two marks for any of the following.</b></p> <ul style="list-style-type: none"> <li>• recognise a child's overall stage of development (1)</li> <li>• support a child's development (1)</li> <li>• anticipate the next stage(s) of development (1)</li> <li>• recognise delays in development (1)</li> <li>• recognise difficulties in development (1)</li> <li>• understand different factors that may affect development (1).</li> </ul> <p><b>Accept any other appropriate response.</b></p>	<b>2</b>

Question Number	Answer	Mark
9	<p>Award <b>one</b> mark for how the theory is applied and award a further <b>one</b> mark for <i>linking</i> the theory to how it will support a child's development up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• The practitioner is important because they are the role model (1) from which the child learns behaviours / skills / concepts. (1)</li> <li>• Bandura's theory (1) children learn through social interaction with adults / copying the practitioner (1).</li> <li>• Children may learn self-efficacy and empowerment (1) by imitating practitioner behaviour (1).</li> </ul> <p><b>Answers may mention either Bandura or bobo doll for a maximum of one mark.</b></p> <p><b>Accept other wording / phrasing including copying.</b></p>	4

Question Number	Indicative content	Mark
10	<p>Likely impacts of social class – Upper, middle and lower/working.</p> <p>Physical development may be affected by poverty lower down the socio-economic scale, this will be opposite for middle and upper classes.</p> <p><b>Negatives Working Class/ Unemployed</b></p> <ul style="list-style-type: none"> <li>• Poor diet affecting growth and strength</li> <li>• Poor diet causing obesity</li> <li>• Ill health affecting ability to exercise</li> <li>• Overcrowding affecting ability to practise skills</li> <li>• Poor housing increasing risk of illness</li> <li>• Unsafe local environment reducing opportunities for outdoor play</li> </ul> <p><b>Positives Upper and Middle classes (Affluent)</b></p> <ul style="list-style-type: none"> <li>• Appropriate diet and nutrition</li> <li>• Good health, appropriate medical treatment and nutrition</li> <li>• Space to practise skills and play additional activities e.g. dance</li> <li>• Good living environment goes some way to prevent ill health</li> </ul> <p>Cognitive development such as:</p> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• lack of toys and resources to stimulate learning</li> <li>• poor diet affecting ability to concentrate</li> <li>• reduced opportunities for outings and visits</li> <li>• family education affecting expectations</li> </ul> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Toys to stimulate learning</li> <li>• Good nutritious diet aiding concentration</li> <li>• Increased opportunities for outings travel</li> <li>• Family well educated, affecting expectations.</li> <li>•</li> </ul> <p>Social development may be affected such as:</p> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• reduced opportunities for joining social groups</li> <li>• being excluded from play by peers</li> </ul>	12

	<ul style="list-style-type: none"> <li>• being bullied</li> </ul> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• further opportunities for joining social groups – e.g. alternative activities e.g. horse riding, music , dance.</li> </ul> <p>Emotional development may be affected, such as:</p> <ul style="list-style-type: none"> <li>• self-concept affected by comparing self with others</li> <li>• Cooley’s theory of ‘looking glass self’.</li> </ul> <p>Language development may be affected, such as:</p> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• access to books may be limited affecting literacy development</li> <li>• restricted codes of language may be the norm in the family</li> </ul> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Access to books and IT</li> <li>• Use of elaborate code within the family circle.</li> </ul> <p>Effect on overall development, such as:</p> <ul style="list-style-type: none"> <li>• development is affected by a range of different factors</li> <li>• every child has a unique response to factors</li> <li>• a child’s development needs to be considered in context, as physical and genetic factors interrelate with the child’s cultural environment.</li> </ul> <p>Mitigating factors, such as:</p> <ul style="list-style-type: none"> <li>• Bronfenbrenner’s ecological systems theory that children’s development does not happen in isolation but is interrelated to their family, nursery or school, local community as well as wider society</li> <li>• a child may be influenced both negatively and positively by those outside the immediate family, e.g. wider family, friends, carers, teachers, social/political factors/social policies and strategies.</li> </ul>	
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<b>Level 0</b>	No relevant material.	<b>0</b>
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<b>Level 1</b>	One or two ways outlined in which one or more social classes may affect the development of children <b>or</b> one way described in some detail. The answer could be in the form of a list. Only one viewpoint, i.e. negative effect of one social class on development considered. Points made will be superficial/generic.	<b>1-4</b>
<b>Level 2</b>	Two to four ways described, for both positive and negative factors, in which one or more social classes may affect the development of children <b>or</b> a few key ways described. Consideration of positive and negative effects of social class on development but there will be more emphasis on one of them. Mitigating factors may be considered and overall the answer is unbalanced.	<b>5-8</b>
<b>Level 3</b>	A full discussion of how social classes may affect the development of children <b>or</b> a few ways explained in depth. All sides of the case are considered and the answer is well balanced and coverage of more than one social class is considered.	<b>9-12</b>

Question Number	Indicative content	Mark
11a	<p>Implications for the child.</p> <p>Hearing impairment affecting language development:</p> <ul style="list-style-type: none"> <li>• effect on behaviour through feeling frustrated by not hearing others / understanding instructions</li> <li>• effect on verbal interactions with other children and adults</li> <li>• effect on cognitive development through inability to reason and express ideas</li> <li>• effect on information processing if language is delayed.</li> </ul> <p>Hearing impairment affecting social development:</p> <ul style="list-style-type: none"> <li>• reduced opportunity for social play</li> <li>• difficulty in developing friendships, which are important for children at this age</li> <li>• may be excluded from play by others</li> <li>• frustrated and unwanted behaviour may escalate.</li> </ul> <p>Hearing impairment affecting physical development:</p> <ul style="list-style-type: none"> <li>• balance may be affected, impairing gross motor development</li> <li>• less opportunity to take part in team games and develop physical skills.</li> </ul> <p>Hearing impairment affecting cognitive development:</p> <ul style="list-style-type: none"> <li>• effect on cognitive development and problem solving due to inability to hear instructions</li> <li>• effect on information processing if language is delayed</li> <li>• effect on interactions with other children and adults</li> <li>• effect on cognitive development through inability to reason and exchange ideas with others.</li> </ul> <p>Hearing impairment affecting emotional development:</p> <ul style="list-style-type: none"> <li>• frustrated and unwanted behaviour may escalate</li> <li>• effect on self-esteem</li> <li>• effect on emotional development by feeling different</li> <li>• issues with self-concept.</li> </ul> <p>Late recognition:</p> <ul style="list-style-type: none"> <li>• reduced likelihood of positive outcomes</li> <li>• may need more intensive specialist support and services</li> <li>• all areas of development may be affected as they are</li> </ul>	12

	<p>interrelated</p> <ul style="list-style-type: none"> <li>opportunities for appropriate intervention have been delayed.</li> </ul>	
<b>Level 0</b>	No relevant material.	<b>0</b>
<b>Level 1</b>	Limited ways outlined in which Imra's development may be delayed, <b>or</b> one way described in some detail. The answer could be in the form of a list. One implication of the lack of additional support may be given. Points made will be superficial / generic.	<b>1-4</b>
<b>Level 2</b>	Some ways described in which Imra's development may be delayed by the lack of additional support <b>or</b> a few key ways described in detail; consideration of implications of the lack of additional support will be made but there will be more emphasis on one of them. The answer is unbalanced.	<b>5-8</b>
<b>Level 3</b>	A range of ways in which Imra's development may be delayed by the lack of additional support <b>or</b> a few ways explained in depth. Several implications of the lack of additional support on Imra's development are considered and the answer is well balanced, giving weight to a conclusion that there is a reduced likelihood of positive outcomes for the child.	<b>9-12</b>

Question Number	Indicative content	Mark
<b>11b</b>	<p>Social, emotional, cognitive and language development need to be supported as they are interrelated.</p> <p>Application of theories and models</p> <ul style="list-style-type: none"> <li>• Adult role modelling language – supporting Bandura’s social learning theory.</li> <li>• Adult encouraging child to develop social skills – supporting Bandura’s social learning theory.</li> <li>• Positive reinforcement for use of appropriate language – Skinner’s operant conditioning.</li> <li>• Providing appropriate activities for cognitive challenge using Vygotsky’s Zone of Proximal Development.</li> <li>• Provide active learning experiences to help Imra to develop reasoning and explore ideas – Bruner.</li> <li>• Providing positive and unconditional responses to help develop positive self-concept – Harter’s model of self-esteem.</li> <li>• Work with the family to support the child at home – Bronfenbrenner’s ecological systems theory.</li> <li>• React appropriately using Erikson’s psychosocial theory.</li> <li>• Practitioners providing opportunities to encourage language development, supporting Chomsky theory.</li> </ul> <p><b>Accept only correctly applied named theories.</b>  <b>Accept any other appropriate response related to theories appropriate for Imra, from the specification.</b></p>	<b>8</b>
<b>Level 0</b>	No relevant material.	<b>0</b>
<b>Level 1</b>	One or two theories to support the child’s development are identified. Limited relationship made as to how the theory/theories inform(s) approaches to supporting development.	<b>1-3</b>
<b>Level 2</b>	Two theories to support development are described. Relationships made as to how the theory informs approaches to supporting development may be superficial. There is an acceptance that a combination of approaches may be needed, but this is not explicit.	<b>4-6</b>
<b>Level 3</b>	Two theories to support development are explained. Relationships made as to how the theory informs approaches to supporting development are detailed and show understanding. There is an explicit acceptance that a combination of approaches may be needed.	<b>7-8</b>



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