



Mark Scheme (Results)

June 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 one mark each for any of the following for a total of two:</p> <p>Uses short phrases (1) Confused between you and me (1) Tantrum (1) Not expressing himself verbally (1)</p> <p style="text-align: right;">1x2</p>	2

Question Number	Answer	Mark
2 (a)	<p>Award one mark each for identification of each factor relevant to Philo's age group</p> <p>Uses blanket to sleep (1) Tantrum at bedtime (1)</p> <p style="text-align: right;">1x2</p>	2

Question Number	Answer	Mark
2 (b)	<p>Award one mark for a factor and one mark for an effect. x2</p> <p>Stress caused by mother going back to work / transition (1) affecting his security (1)</p> <p>Witnessing aggression (1) upsetting him (1)</p> <p>Seeing his father less (1) makes him unhappy/sad (1)</p> <p>Divorce of parents (1) affecting behaviour (1).</p> <p>Accept any other appropriate response</p> <p style="text-align: right;">2x2</p>	4

Question Number	Answer	Mark
3 (a)	<p>Award one mark each for identification of each cognitive factor that is not relevant to George's age.</p> <p>Sounds out words when reading (1) Has difficulty with simple number/numeracy problems (1) Only knows basic mathematical symbols (1)</p> <p style="text-align: right;">1x2</p>	2

Question Number	Answer	Mark
3 (b)	<p>Award one mark for identification of information processing theory and one more mark for an appropriate way that must be linked to information processing theory.</p> <p>Information processing theory: Memory / short(1)/ long(1) To aid processing (1) Storing information (1) Retrieving information (1) Encoding (1) Decoding (1)</p> <p>The use of any of the following appropriate to numeracy: The use of visual aids (1) Doing practical activities (1) Recall games (1) Rhymes/songs/learning by rote (1) Using play (1) Providing age related activities (1)</p> <p style="text-align: right;">2x2</p>	4

Question Number	Indicative content	Mark
4	<p>Bruner</p> <p>Use of language – thought processes</p> <p>Theoretical framework</p> <p>Instructions given by practitioner (Amnah)</p> <p>Scaffolding</p> <p>Spiral curriculum</p> <p>Relevance to Philo</p> <p>Symbolic stage</p> <p>Iconic Stage</p> <p>Use of images</p> <p>Use of pictures</p> <p>Use of language</p> <p>Age-appropriate toys / books</p> <p>Supporting the carrying out of household tasks</p>	8
Level 0	No relevant material.	0
Level 1	<p>Identifies aspects of Bruner’s theory.</p> <p>Shows limited understanding of theory related to Philo.</p> <p>The answer may lack precision or detail.</p>	1-3
Level 2	<p>Some explanation of Bruner’s theory stage.</p> <p>Describes one or more relevant ways to support Philo’s cognitive development relevant to the theory.</p>	4-6
Level 3	<p>Gives a reasoned discussion of Bruner’s theory, making clear links to Philo.</p> <p>Shows an understanding that a combination of Bruner’s approaches may be needed.</p>	7-8

Question Number	Indicative content	Mark
5	<p>Bronfenbrenner</p> <p>Micro-system Meso-system Exo-system Macro-system</p> <p>George</p> <p>Teacher speaks to mother/father Home/school interaction Community centre activities Positive developmental outcomes if systems work together</p>	8
Level 0	No relevant material	0
Level 1	<p>Identifies one or more ways teacher can support George with implied links to Bronfenbrenner's theory.</p> <p>Or</p> <p>Identifies one or more points from theory but does not relate them to George.</p> <p>Award one mark only to diagram of circles with no development.</p>	1-3
Level 2	<p>Describes some relevant points regarding theory with implicit links to George.</p> <p>One or two systems correctly identified and linked to ways teacher can support George.</p> <p>The answer may lack precision or detail.</p>	4-6
Level 3	<p>Gives a reasoned discussion of George's situation.</p> <p>Shows a detailed understanding of theory making clear links to George.</p>	7-8

Question Number	Indicative content	Mark
6	<p>Piaget</p> <p>Moral realism from aged 5</p> <ul style="list-style-type: none"> • Heteronomous – other directed morality • Influence of family and peers affects moral development • Understands rules are there • Rules followed due to consequences breaking them <p>Kohlberg</p> <p>Pre-conventional stage 1</p> <ul style="list-style-type: none"> • Obey rules only if established by powerful individuals • Unwanted behaviours are those that will be sanctioned <p>Pre-conventional stage 2</p> <ul style="list-style-type: none"> • Own best interest • Limited interest in needs of others • Define right from wrong only in relation to self <p>Relevant to George’s behaviour</p> <p>Piaget</p> <ul style="list-style-type: none"> • George may be using father as influence • Follows rules but will break them when no one watching • Breaks rules when he thinks there are no consequences <p>Kohlberg</p> <ul style="list-style-type: none"> • Obeys teacher’s rules • Wrong behaviours re those that will be punished • Not interested in needs of other children • Tries to get away with things <p>No marks awarded for Harter and Cooley</p>	10
Level 0	No relevant material.	0
Level 1	<p>Answers may make limited use of appropriate examples from the case study of how the theories apply to George.</p> <p>The answer may lack precision or detail.</p> <p>One theory only or two indicated.</p>	1-4
Level 2	<p>Answers show how aspects of one or both of the theories are relevant to George’s behaviour.</p> <p>There is some use of appropriate examples from the case study and the application of the theory/theories are applied to George’s behaviour.</p>	5-7
Level 3	<p>Answer shows accurate understanding of both theories and approach and the extent to which this is relevant to George’s behaviour.</p> <p>Learners present a balanced view and identify how each theory can be used to help understand George’s behaviour.</p>	8-10

Question Number	Answer	Mark
7	<p>Award two marks for growth and two marks for development for a maximum of four marks from any of the answers below.</p> <p>Growth Growth is measured (1) An increase in height / weight / head circumference (1) Rate of growth is variable (1) Different parts of the body grow at different rates (1)</p> <p>Development Development is increase / refinement of skills and / or knowledge (1) Developmental progress can be recorded against milestones / developmental norms (1)</p> <p>Accept any other appropriate response.</p> <p style="text-align: right;">2x2</p>	4

Question Number	Answer	Mark
8	<p>Award marks for answers up to a total of four marks from any of the answers below.</p> <ul style="list-style-type: none"> • Positive reinforcement (1) • More likely to repeat wanted behaviour / continue to exhibit wanted behaviour (1) • Supports behaviour change (1) • Decreases unwanted behaviour (1) • Behaviour strengthened by reward / praise (1) <ul style="list-style-type: none"> • Negative reinforcement (1) • used to avoid a negative outcome (not punishment) (1) <p>Accept any other appropriate response</p> <p style="text-align: right;">1x4</p>	4

Question Number	Indicative content	Mark
9 (a)	Listening to and involving parents Collaboration with health professionals and other specialists Ensuring the right support and services are provided Additional support Benefits of early referral Recognition of medical condition / disability Role of observation Impact on child's outcomes / ability to access learning opportunities How other areas of development may be affected / interrelationship (PILES) Recognition of unwanted behaviours caused by frustration	12
Level 0	No relevant material.	0
Level 1	One or more points identified. Work is unbalanced. Reference to PILES only must remain at Level 1.	1-4
Level 2	Two to four points described. Consideration given to the importance of early recognition for outcomes for the child. The answer is unbalanced.	5-8
Level 3	A full discussion of the importance of early recognition for outcomes for the child Or A few ways explained in depth. The answer has coverage of both positive and negative outcomes.	9-12

Question Number	Indicative content	Mark
9 (b)	<p>Erikson's stages</p> <ul style="list-style-type: none"> • Autonomy versus shame • Initiative versus guilt <p>Ways to use theory to promote Karim's development</p> <ul style="list-style-type: none"> • Encouragement to try out new things / becoming independent • Reacting appropriately when mistakes are made • Positive and unconditional support • Helping parents to understand need to do the same • Enable as many choices as possible • Provide therapeutic play acting out with toys 	8
Level 0	No relevant material.	0
Level 1	One way indicated, one or two brief points	1-3
Level 2	One or more ways described linking how the theory informs approaches to supporting Karim	4-6
Level 3	More than two ways explained, work is accurate with clear links to theory	7-8

Question Number	Indicative content	Mark
10	<p>Effects on unborn child of the following:</p> <p>Health Obesity Diabetes Depression High blood pressure Epilepsy Rubella STIs / Herpes Hepatitis B</p> <p>Diet Malnutrition Vitamin deficiency Dietary recommendations Effects of food poisoning</p> <p>Lifestyle choices Smoking Substance Abuse Alcohol</p> <p>Any other appropriate factors. Award no marks to factors affecting the mother only.</p>	12
Level 0	No relevant material.	0
Level 1	Factors are identified, or one described. Links are not made to the effects on the growth and development of the unborn child. Work is unbalanced.	1-4
Level 2	Two or more factors described and how they may affect the growth or development of the unborn child. A few key factors explained.	5-8
Level 3	A full discussion of how health, diet and lifestyle factors may affect the growth and development of the unborn child. Both long and short term factors are considered and the answer is well balanced.	9-12

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