

## **Level 3 BTEC Nationals**

### **Children's Play, Learning and Development, Unit 1: Child Development**

This document is designed for teachers to support their learners to understand how to structure responses to examination questions.

The examples have been taken from the January 2016 examination to illustrate how the mark scheme has been applied to different responses, with commentary referencing the mark scheme.

Particular focus has been given to explaining how the mark scheme is applied to the 'extended open response' questions worth 8, 10 and 12 marks. Levels-based mark schemes (LBMS) are used by examiners and have been designed to assess learner work holistically. They consist of two parts: indicative content, and levels based descriptors. Indicative content reflects specific content-related points that learners might make. Levels-based descriptors articulate the skills that learners are likely to demonstrate in relation to the Assessment Outcomes being targeted by the question.

Reference has been made to the *Glossary of terms for BTEC Level 3 Children's Play Learning and Development (2014) examination papers* which can be found at [http://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Childrens-Play-Learning-and-Development/2014/Specification-and-sample-assessments/Glossary\\_of-Terms-Unit\\_1.pdf](http://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Childrens-Play-Learning-and-Development/2014/Specification-and-sample-assessments/Glossary_of-Terms-Unit_1.pdf)

We will continue to produce similar documentation after each examination session.

Please note that all material related to the Unit 1 CPLD external assessment can be found here:

<http://qualifications.pearson.com/en/qualifications/btec-nationals/childrens-play-learning-and-development-2014.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments>

**Section A** (This section requires learners to reference the case study)

**Question 3**

**3** Describe **two** ways Mr Dhillon could further develop Toby's literacy skills. (4)

The command verb is 'describe' so learners need to:

Provide a factual account of something e.g. a process. Statements in the response need to be linked to form a logical sequence but do not need to include a justification or reason.

Question Number	Answer	Mark
3	<p>Any from the following: answers should contain <b>two</b> linked points which in combination provide a logical description of how Mr Dhillon could further develop Toby's literacy skills, up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Positive reinforcement /praise/reward/Skinner's theory(1)</li> <li>• Encourage Toby to learn more words(1)</li>   <li>• Learning from others/Vygotsky's theory/ Zone of Proximal Development(1)</li> <li>• To increase the number of word/size of words he can read/write</li>   <li>• Provide rhyming games (1)</li> <li>• To help Toby to identify word patterns (1)</li>   <li>• Activities to match spoken words with written words (1)</li> <li>• To help Toby to identify sounds (1)</li>   <li>• Practise writing letters of the alphabet (1)</li> <li>• To help Toby recognise letters/words/spell (1)</li>   <li>• Show Toby how letters match to pictures(1)</li> <li>• To help Toby to recognise sounds of letters (1)</li>   <li>• Use phonics(1)</li> </ul>	4

	<ul style="list-style-type: none"> <li>• To help Toby blend sounds to words (1)</li> <li>• Read stories one to one or group (1)</li> <li>• Using Toby's interests will help develop his reading skills(1)</li> <li>• Give Toby a book to read/look at (1)</li> <li>• To help him recognise words/sentences (1)</li> </ul> <p>Accept any other age appropriate answers</p>	
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Example

**3** Describe **two** ways Mr Dhillon could further develop Toby's literacy skills.

3 Q03

1 She could also teach him phonics, which will help him with pronouncing and spelling the words properly.

2 She ~~could~~ could add 'reading time' to their day, where they take 30 minutes out of their day to read to each other and help.

This was given 3 marks

Point 1. One mark for 'teaching phonics' ('use phonics' in mark scheme) and one mark for the link to 'help him to spell' ('To help Toby recognise letters/words/spell' in mark scheme)

Point 2. One mark for 'read to each other' ('Give Toby a book to read/look at' in mark scheme). No link was given so a further mark was not awarded.

Responses given must be age appropriate, relevant to the child in the case study and links made need to be relevant.

### Question 4b

(b) Describe **two** ways Bruner's theory can assist Mr Dhillon in developing Toby's cognitive development. (4)

The command verb is 'describe' so learners need to:

Provide a factual account of something e.g. a process. Statements in the response need to be linked to form a logical sequence but do not need to include a justification or reason.

Mark scheme

Question Number	Answer	Mark
4b	<p>Any from the following: answers should contain two linked points which in combination provide a logical description of how Bruner's theory could help, up to a maximum of four marks.</p> <ul style="list-style-type: none"><li>• Provide opportunities for learning through play/ exploration/active learning (1)</li><li>• Will help Toby to make connections between what he is doing and past experiences (1)</li><li>• Mr Dhillon spend time interacting/ questioning (1)</li><li>• To help Toby make connections /develop reasoning/understand concepts (1).</li><li>• Mr Dhillon scaffolding/ supporting during activities(1)</li><li>• Gradually removing support to encourage Toby to think independently (1)</li><li>• Spiral curriculum (1)</li><li>• revisiting topics to consolidate learning (1)</li><li>• Use images/ illustrations to support learning(1)</li><li>• Toby is in Bruner's iconic stage( mode of thinking /information is stored as images</li></ul> <p>Accept any other appropriate response.</p>	4

Example

(b) Describe **two** ways Bruner's theory can assist Mr Dhillon in developing Toby's cognitive development.

(4) Q04b

1. Active learning could assist Toby's development by taking part in activities outdoors, he could discover new things and being active can aid his cognitive development.

2. Spiral Curriculum. can help Toby as if there is any gap in his knowledge or things he does not understand, him and Mr Dhillon can go over it again when Toby feels ready.

Point 1. 1 mark given for 'Active learning'. No further mark as no logical link made  
Point 2. 1 mark given for 'Spiral Curriculum'. 1 mark for 'Mr Dhillon can go over it again when Toby feels ready' ('revisiting topics to consolidate learning' in the mark scheme)

This was given 3 marks.

## Question 5

5 Discuss, how Piaget's theory of cognitive development may help Mr Dhillon to support Toby's numeracy skills. (8)

The command verb is 'discuss' so learners need to:

- Establish the issue/situation/problem
- Explore all aspects/sides of an issue/situation/argument
- Investigate the issue/situation through reasoning
- Provide a balanced, discursive viewpoint

Mark scheme

Question Number	Indicative content	Mark
5	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content</p> <ul style="list-style-type: none"><li>• According to Piaget, children learn by discovery</li><li>• Pre-operational stage of Piaget's theory e.g. use of symbols (such as words or pictures) to represent objects, egocentric, concrete thinking, cannot conserve, can classify by sorting/matching, have understanding of past, present, future but focus on present</li><li>• Knowing Piaget's learning theory is a constructivist approach e.g. children build up their thoughts according to interactions and experiences</li><li>• Observe the child to know what aspect of pre-operational stage (or concrete operations) he has reached</li><li>• Understanding that children need to be ready to learn at the next stage ( concept of readiness)</li><li>• At pre operational stage children cannot see things from another point of view</li><li>• Plan strategies to provide practical hands-on experiences to support aspects of Toby's numeracy development e.g. sorting games using 'more' &amp; 'less', sharing 10 items evenly between two people</li></ul>	8

	<ul style="list-style-type: none"> <li>• Understanding of ways to support Toby to conserve number e.g. through practical activities</li> <li>• Understanding of process of adaptation (assimilation, equilibrium, disequilibrium, accommodation)</li> </ul> <p>Reference may be made to:</p> <ul style="list-style-type: none"> <li>• Athey's schema theory</li> <li>• Bruner's theory (active involvement of adults), e.g. enactive mode, iconic mode.</li> <li>• Vygotsky's theory ( interaction with adults),e.g. to develop further skills</li> <li>• Piaget's stage theory may have underestimated children's level of thinking</li> <li>• Children may show features of more than one stage</li> </ul>	
Level 0	No relevant material.	<b>0</b>
Level 1	Demonstrates some knowledge of Piaget's learning theory. Limited application of theory. Basic description of information. The answer may lack precision or detail and does not provide an adequate answer to the question	<b>1-3</b>
Level 2	Demonstrates accurate knowledge of Piaget's learning theory. Identifies relevant approaches with discussion of links to theory. Logical and clear with use of appropriate language	<b>4-6</b>
Level 3	Demonstrates thorough knowledge and understanding of Piaget's learning theory. A well-developed and balanced discussion showing thorough understanding of how to apply the theory. Logical and clear with consistent use of appropriate language	<b>7-8</b>

## Example 1

- 5 Discuss how Piaget's theory of cognitive development may help Mr Dhillon to support Toby's numeracy skills.

2 Q05

Toby is in the pre operational (2-7) stage of piaget's theory, a way that mr Dhillon could help Toby's maths skills is that he could take the maths outdoors, this would work by him giving the children a list and them having to go and get, for example 5 pebbles and the children would have to bring them and show him. Also mr Dhillon could have a 3D model of something and do a sheet for the children to find and count how many of certain items there are.

This was given 2 marks in the middle of the Level 1 band. There is some knowledge of Piaget's theory relevant to Toby. There is a basic description of a practical numeracy activity using objects but this is not applied to the theory. Information lacks precision and detail

## Example 2

5 Discuss how Piaget's theory of cognitive development may help Mr Dhillon to support Toby's numeracy skills.

5 Q05

Piaget's cognitive development theory involves the idea of 4 stages, these stages are sequential, meaning you must go through one to get to another. The first stage is sensor-motor (0-2 years), pre-operational (2-7 years), concrete operational (7-11 years), and formal operational (11-16 years). He also had the concept of 'Schemas' - which are ways children carry out concepts to help them explore & learn. Toby is in the Pre-operational stage as he is 5. In this stage he should be beginning to take part in more hands on and practical learning; Toby realises that 'numbers represent objects' so Mr Dhillon should involve lots of hands on play such as using money to support his numeracy skills. ~~She~~ He knows that Toby likes playing on the computer so she should find maths games that are age and stage appropriate, and that link to his interests so he is engaged.

This was given 5 marks in the middle of the Level 2 band.

Accurate knowledge of several aspects of Piaget's learning theory shown. An appropriate activity to support Toby's numeracy described which is linked to the theory is given. It is logical and clear using appropriate language.

### Example 3

5 Discuss how Piaget's theory of cognitive development may help Mr Dhillon to support Toby's numeracy skills.

7 Q05

Piaget's theory of cognitive development suggests that children learn through play and go through different stages. Toby is in the pre-operational stage which means that because he can understand that numbers represent objects. Mr Dhillon should help Toby to learn different mathematical symbols such as  $+$  &  $-$  so that he will be able to use and work out sums. In this stage, Toby will remain egocentric which means he can't see from others points of view so Mr Dhillon should give Toby chance to resolve his own conflicts. At this stage Mr Dhillon should help Toby so that he is able to 'classify' objects he could do this by helping him with his maths by working with counters. Also, Mr Dhillon should allow Toby to play with empty food packets and measuring jugs so that they are getting use to concepts such as measure & space. This will be helping him towards the 'conservation'. This is in the next stage concrete operational which he will be at when he is 7 years old.

This was given 7 marks, in the level 3 band. A well developed, logical response. Thorough knowledge of the theory and its relevance to Toby is shown, covering a range of the indicative content. Description is given of different ways to support Toby through practical activities to help to move him on to the next stage.

## Question 6

6 Discuss, using Bowlby's theory of attachment, the effect of adoption on Maya. (8)

The command verb is 'discuss' so learners need to:

- Establish the issue/situation/problem
- Explore all aspects/sides of an issue/situation/argument
- Investigate the issue/situation through reasoning
- Provide a balanced, discursive viewpoint

Mark scheme

Question Number	Indicative content	Mark
	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content</p> <ul style="list-style-type: none"> <li>• According to Bowlby, a child has an inborn need to form a primary attachment with one main figure</li> <li>• According to Bowlby a child should receive the continuous care of the single most important attachment figure for the first two years of life</li> <li>• According to Bowlby, children may demonstrate separation distress ( protest, despair, detachment) if separated from attachment figure</li> <li>• Attachment gives children a secure base for exploring the world</li> <li>• Signs that show Maya shows has formed an attachment to Jayne ( adoptive mother) e.g. as she want to be comforted by her, upset when Jayne leaves her)</li> <li>• Maya shows separation distress when Jayne leaves her</li> <li>• Maya has formed an attachment within the first 12 month which is described by Bowlby as the critical period for attachment</li> <li>• According to Bowlby, disrupted attachment may cause maternal deprivation</li> <li>• According to Bowlby, there are long-term consequences of maternal deprivation (resulting in long-term social, emotional and cognitive difficulties)</li> <li>• The potential long term effects on children's development if adoption is after 12 months</li> </ul> <p>Reference may be made to:</p> <ul style="list-style-type: none"> <li>• Mary Ainsworth's research into strength of attachment</li> <li>• Criticisms of Bowlby's theory</li> </ul>	<p><b>8</b></p>

<b>Level 0</b>	No relevant material	<b>0</b>
<b>Level 1</b>	Demonstrates some knowledge of Bowlby's theory. Limited application of theory. Basic description of information. The answer may lack precision or detail and does not provide an adequate answer to the question	<b>1-3</b>
<b>Level 2</b>	Demonstrates accurate knowledge of Bowlby's theory. Discusses relevant effects of adoption on Maya with links to theory but will be imbalanced. Logical and clear with use of appropriate language	<b>4-6</b>
<b>Level 3</b>	Demonstrates thorough knowledge and understanding of Bowlby's theory. A well-developed and balanced discussion showing thorough understanding of effects of adoption on Maya. Logical and clear with consistent use of appropriate language	<b>7-8</b>

Example 1

Protest, despair, detachment - critical period =

5 Discuss, using Bowlby's theory of attachment, the effect of adoption on Maya. <sup>1 year.</sup> 3 Q06

Bowlby's theory of attachment stated that there are three distinct stages of separation in a child: protest, despair and then detachment. However Bowlby also states that there is a critical period for attachment in which a child has to have formed two distinct attachments with two different people by the time they are aged one (This work was built on Konrad Lorenz's work). Therefore, it could be said that when Maya continuously cries, she is going back to the protest stage of separation (possibly due to the recent separation from her birth mother). Her happy emotions (smiling and gurgling) could be associated with the detachment stage, and when Maya is quiet but upset, this could be her going back to the despair stage of separation.

This was given 3, at the top of the Level 1 band. Knowledge of Bowlby's theory shown, however this is not applied correctly to the case study, lacking precision as Mia is showing attachment through separation distress. This does not provide an adequate answer to the question.

## Example 2

6 Discuss, using Bowlby's theory of attachment, the effect of adoption on Maya.

5 Q06

Bowlby's theory of attachment involves children making a special relationship or bond with the immediate carer; when this happens it is known as 'monotropy'; there is a critical period in which this must occur otherwise it can have severe long term effects. There are 4 stages of attachment; pre attachment (0-2 months), indiscriminate attachment (2-7 months), specific attachment (7-8 months) and multiple attachments (8 months onwards). He also highlights the effects of separation anxiety (protest, despair, detachment). Maya would have formed an indiscriminate attachment to her mother, but would have to go on to making a new specific attachment to her adopted mother and father.

The change in immediate relationships for Maya may have slightly affected her emotionally as she felt secure and safe with her mother but then had to permanently be with someone new. It however would not have severely affected her as she hadn't reached the point of specific attachment, so when she was with her real mother she would be happy with anyone's presence. Now that her adopted mother breastfeeds her and comforts her she will have formed a secure attachment.

This was given 5 marks in the middle of the Level 2 band. A logical and clear discussion showing accurate knowledge of Bowlby's theory in relation to adoption. There is very little reference to evidence from the case study to support the discussion which keeps it in the middle band.

## Question 7

7 Discuss how theories of classical conditioning and operant conditioning enable an understanding of Maya's behaviour. (10)

Mark scheme

<b>Question Number</b>	<b>Indicative content</b>	<b>Mark</b>
<b>7</b>	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content</p> <p><b>Pavlov</b></p> <ul style="list-style-type: none"><li>• Pavlov is a Classical Conditioning theorist</li><li>• Pavlov's research was based on animal experiments</li><li>• According to Pavlov behaviour is learned through association with a stimulus e.g. key words , sounds, actions</li><li>• Maya associates comfort with her milk feed</li></ul> <p><b>Skinner</b></p> <ul style="list-style-type: none"><li>• Skinner is an Operant Conditioning Theorist</li><li>• Skinners' research was based on animal experiments</li><li>• According to Skinner behaviour which is reinforced is repeated</li><li>• Positive reinforcers include praise and rewards</li><li>• Maya smiles and Toby responds by playing (positive reinforcement) and Maya repeats behaviour ( Skinner)</li><li>• Negative reinforcement could be used to prevent Maya crying by preventing Toby's friends from going near her.</li><li>• Attachment strengthened by conditioning</li></ul> <p>Reference may be made to:</p> <ul style="list-style-type: none"><li>• Criticisms of theories based on animal experiments (animals cannot reason, think about their experiences)</li><li>• Links to Bowlby's attachment theory</li><li>• Links to Bandura's social learning theory</li></ul>	<b>10</b>

<b>Level 0</b>	No relevant material.	0
<b>Level 1</b>	Demonstrates some knowledge of operant conditioning and/or classical conditioning theories. Basic description of information. Little evidence of discussion of relevance of theorie(s) in understanding Mia's behaviour. The answer may lack precision or detail and does not provide an adequate answer to the question	<b>1-4</b>
<b>Level 2</b>	Demonstrates accurate knowledge of both operant conditioning and classical conditioning theories. Some discussion of relevance of theories in understanding Mia's behaviour but will be imbalanced. Logical and clear with use of appropriate language.	<b>5-7</b>
<b>Level 3</b>	Demonstrates thorough knowledge and understanding of both operant conditioning and classical conditioning theories. A well-developed and balanced discussion showing thorough understanding of how the theories help understanding of Maya's behaviour. Logical and clear with consistent use of appropriate language	<b>8-10</b>

The command verb is 'discuss' so learners need to:

- Establish the issue/situation/problem
- Explore all aspects/sides of an issue/situation/argument
- Investigate the issue/situation through reasoning
- Provide a balanced, discursive viewpoint

## Example 1

- 7 Discuss how theories of classical conditioning and operant conditioning enable an understanding of Maya's behaviour.

(10)2 Q07

Pavlov's ~~is~~ classical conditioning is when a child can either have a positive or negative reaction when having a stimuli. We can link Pavlov's theoretical approach to behaviour with Maya's behaviour as Toby would be Maya's stimuli, so when his friends come round, she tends to cry when they go near her, this clearly shows there is a negative reaction when Toby has his ~~is~~ friends to play with.

Skinner is a behaviourist theorist who believed that children can have a positive ~~is~~ ~~negative~~ ~~reinforcement~~ behaviour when given positive reinforcement.

This was given 2 marks in the middle of the Level 1 band. Very basic knowledge of both theories demonstrated. Little evidence of discussion of relevance of theories in understanding Mia's behaviour. The response lacks precision and detail and does not provide an adequate answer to the question.

To be awarded marks in the Level 2 band accurate knowledge of both operant conditioning and classical conditioning theories and their relevance to Mia would need to be shown.

## Example 2

- 7 Discuss how theories of classical conditioning and operant conditioning enable an understanding of Maya's behaviour.

(10) 6 Q0

Classical Conditioning is a theory created by Pavlov. He believes that we can become conditioned through routines and association.

Operant conditioning was created by Skinner, who believes we are conditioned through positive and negative reinforcements.

Jayne always gives Maya her milk, Maya has now become classically conditioned into associating her mother with her milk feeds.

This is due to the constant giving of milk by Jayne, if the father occasionally did this it would not be a set routine that Maya could get used to.

Skinner believes that behaviour is conditioned by positive and negative reinforcement,

whenever Maya cries she immediately wants to be comforted by Jayne. By Jayne hugging her it is helping Maya to become conditioned into this and

begin to believe that if she wants the attention all she has to do is cry.

Maya may have begun to associate Toby with attention, the more <sup>excitement</sup> ~~attention~~

~~she shows~~ she shows, the more attention

he gives to her. ~~the~~ She has been classically conditioned to believe that whenever her adoptive brother is around, she will get attention.

Maya stays at home with her mother, this is a routine for her and she associates her mother with the care giving, her behaviour could be good for Jayne but not her adoptive parent as less time is spent with him.

Whilst she was used to her birth mother for 6 months, the routine broke down and she needed to find new ones, this can explain why she cries for Jayne and also associates her with milk time, she has created her own routines and associations to help her find normality.

This was given 6 marks in the middle of the Level 2 band. Knowledge of both theories shown and there is some discussion of their relevance to Mia. This is an imbalanced response as knowledge and application of operant conditioning is less developed.

### Example 3

- 7 Discuss how theories of classical conditioning and operant conditioning enable an understanding of Maya's behaviour.

(10) 100

Pavlov's theory of classical conditioning is a theory that children learn behaviours through association. Pavlov did an experiment with dogs that showed this, as Pavlov was able to condition a dog to salivate to a bell, by associating it with food. Pavlov also showed that the association needs to be consistent otherwise the conditioned behaviour becomes weak and eventually will stop. This theory enables better understanding of Maya's behaviour as she is strongly attached to Jayne, her adoptive mother, more than anyone else, even though Jayne is not her biological mother. This may be because she has been conditioned to be attached to Jayne because Jayne always gives Maya her milk and Maya has come to associate Jayne with her milk feeds. This is why Maya can get very upset when Jayne leaves.

Skinner's theory of operant conditioning is another theory that children can be conditioned to show wanted behaviours. Skinner did an experiment with rats where

he ~~gave~~ put a rat in a cage and everytime the rat pressed a lever in the cage, the rat was given a positive reinforcement in the form of a food pellet. The rat quickly learnt to press the lever to get the food as the rat began to associate these.

Skinner also did an experiment with the rat where he gave a rat a negative reinforcement in the form of a mild electric shock, in order to turn off the shock the rat had to press the lever also and the rat quickly learnt to associate the lever with the current stopping. This experiment taught Skinner that positive and negative reinforcements can encourage wanted behaviours.

When Toby gives Maya a lot of attention this is a positive reinforcement and encourages Maya to smile and gurgle which is wanted behaviour.

This was given 10 marks at the top of the Level 3 band. Thorough knowledge and understanding of both operant conditioning and classical conditioning theories is shown. A balanced, logical and clear discussion of how each theory applies to Mia. Good coverage of the indicative content.

## Section B

### Question 8 (c)

(c) Describe **two** ways Bandura's theory of social learning can support the understanding of transitions for five year olds. (4)

The command verb is 'describe' so learners need to:

Provide a factual account of something e.g. a process. Statements in the response need to be linked to form a logical sequence but do not need to include a justification or reason

### Mark Scheme

Question Number	Answer
8c	<p>Any from the following: answers should contain <b>two</b> linked points which in combination provide a logical description of how Bandura's theory could be used, up to a maximum of four marks.</p> <ul style="list-style-type: none"><li>• The importance of role models (1)</li><li>• From which the child learns behaviours / skills / concepts (1).</li><li>• Bandura's theory shows that children learn through observing/watching other children/adults (1)</li><li>• By copying/imitating the adults / others / key person (1).</li><li>• Children may learn self-efficacy and empowerment (1)</li><li>• Influenced by adults' / others / key person's behaviour (1).</li></ul>

This was given 3 marks

Point 1. 1 mark was given for 'observe this behaviour'. 1 mark for 'learn from role models'

Point 2. 1 mark was given for 're-enact this behaviour' – copying/imitating in the mark scheme. 'Sees another child' not given a mark as this is a repeat of observe/watching given for point 1

### Question 9 (a)

Krishna is seven years old and he is being bullied at school.

(a) Discuss the long-term and short-term effects that bullying may have on Krishna. (12)

The command verb is 'discuss' so learners need to:

- Establish the issue/situation/problem
- Explore all aspects/sides of an issue/situation/argument
- Investigate the issue/situation through reasoning
- Provide a balanced, discursive viewpoint

### Mark Scheme

Question Number	Indicative content	Mark
9 a	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content.</p> <p><b>Short term</b></p> <ul style="list-style-type: none"><li>• Affecting emotional development as child may be constantly sad /withdrawn/ lack confidence</li><li>• Physical effects, e.g. stomach ache, headache, upset stomach, bed wetting, poor appetite</li><li>• Afraid / refuse to go to school</li><li>• Cognitive effects e.g. difficulty in concentrating affecting performance in school</li><li>• Effect on friendships which are really important at 7 years ( social development)</li><li>• Stress causing nightmares/ waking up screaming</li><li>• Negative effect on self- concept</li></ul> <p><b>Long term</b></p> <ul style="list-style-type: none"><li>• Continued low self esteem /lack of self worth</li><li>• Interpersonal difficulties, e.g. including fear and avoidance of new social situations, increased tendency to be a loner, difficulty trusting people</li><li>• Reduced education outcomes/ occupational opportunities</li></ul>	12

	<ul style="list-style-type: none"> <li>• Chronic depression, which could result in alcohol or substance abuse, self-destructive behaviour, suicidal tendencies</li> <li>• Lingering feelings of anger and bitterness, desire for revenge.</li> <li>• Perception of self as easy to victimize, overly sensitive, and thin-skinned</li> <li>• Post-trauma psychological disorders</li> <li>• Increased incidence of continued bullying and victimisation (abusive relationships).</li> <li>• Mitigating factors e.g. appropriate support/ early recognition</li> <li>• Bronfenbrenner's theory- importance of micro systems and mesosystems working together</li> </ul> <p>Reference may be made to:</p> <ul style="list-style-type: none"> <li>• Erikson's life stages and the effects on personality</li> <li>• Harter's model of self-esteem</li> <li>• Cooley's theory of the 'Looking Glass self'</li> </ul>	
<b>Level 0</b>	No relevant material.	<b>0</b>
<b>Level 1</b>	Demonstrates some knowledge of long and short term effects. Basic description of information. Little evidence of discussion. The answer may lack precision or detail and does not provide an adequate answer to the question	<b>1-4</b>
<b>Level 2</b>	Demonstrates accurate knowledge of long and short term effects. Partially developed discussion of effects relevant to a seven year old in the long term and short term but will be imbalanced Logical and clear with use of appropriate language.	<b>5-8</b>
<b>Level 3</b>	Demonstrates thorough knowledge and detailed understanding of long and short- term effects relevant to a seven year old. A well developed and balanced discussion showing detailed understanding of the relevance of the effects. Logical and clear with consistent use of appropriate language.	<b>9-12</b>

Example 1

9

Krishna is seven years old and he is being bullied at school.

PILES

(a) Discuss the long-term and short-term effects that bullying may have on Krishna.

(12) 2 Q0

There are many effects that bullying could have on Krishna, in the short-term Krishna could begin to have a few days off school because of this which could lead to ~~the~~ the effect on his academic life and his intellectual develop

He could begin to get very upset and not want to play with any other children in fear that they may also bully him, leading him to be out-casted from games and activities making him ~~feel~~ feel lonely.

The long-term effects that bullying may have on Krishna are things ~~is~~ such as eating disorders as he may feel physically inadequate to the other children who are bullying him and therefore he may develop anorexia or bulimia as a way to cope, he may also resort to ~~stop~~ self-harming because of bullying ~~which~~ which is very drastic and could lead to physical health issues.

socially he could ~~lead~~ withdraw from society and stay in his own space which could lead to anxiety, depression and a constant feeling of loneliness.

This was given 2 marks in the middle of the Level 1 band. Some generic knowledge of long and short term effects of bullying not specific to seven year olds. There is Limited discussion lacking precision and detail.

## Example 2

Krishna is seven years old and he is being bullied at school.

(a) Discuss the long-term and short-term effects that bullying may have on Krishna.

This was given 7 marks in the Level 2 band. Accurate knowledge of short and long term effects mostly relevant to a seven year old discussed logically and clearly. An imbalanced response as long term effects not developed keeping it in level 2 band.

Bullying can cause an effect both long term + short term on Krishna's development + will have an effect on all areas of his development.

For short term effects on Krishna's development he may feel excluded from others + joining in as he thinks he is not wanted + hated against. This will effect him socially + emotionally as he has no peer contact + can feel hurt + neglected because of his differences. Another short term effect that can effect his physical development is the potential of bruises and marks depending on the severity of the bullying. By having bruises will slow down his physical development as his face + body need longer to heal + also his health can be effected if wounds are severe + make him ill. Language + cognitive development of Krishna can be affected both short term + long term from bullying. At the age of seven Krishna will have developed good speech but if he is being bullied, it can

cause him to be shy + not want to speak out incase he is wrong + even for long term it can cause him to 'lose his voice' and hardly ever speak - This can therefore affect his relationship with his friends + teachers. The main ~~eff~~ effect bullying will have on Krishna is his self esteem + confidence. From ~~Hartlett~~<sup>Cooley's</sup> theory of personality and self esteem, children's self esteem is a result of how others react + see us. If Krishna is being bullied he will have low confidence as he is not liked by the bullies themselves + have low self-esteem, which if not stopped can cause him to suffer with anxiety + depression long term.

However, a positive that Krishna can have long term on his development which benefits all five areas is gaining resilience. By having resilience from overcoming bullying will make his self-image stronger + more confident to overcome things.

### Example 3

9

Krishna is seven years old and he is being bullied at school.

(a) Discuss the long-term and short-term effects that bullying may have on Krishna.

(12) 12Q09a

At the age of seven social interactions are very important for a child in order to develop their social skills and gain confidence. Therefore being bullied by other children can be harmful for Krishna, because she would be seeking social acceptance. The short-term effects could be that Krishna will not want to come to school and therefore miss out on her education. Also because she will feel intimidated by other children, she could become visibly shy and avoid any contact with others, so that any group activities planned by her teacher may come as a challenge so that again she will miss out on the benefits of the activity leading to regression in intellectual development. School might be associated with the place where she is always upset and knowing that she has to be there may lead to stress which in turn could affect her appetite and leading to her refusing to eat at all. If she refuses to eat then her concentration levels could drop and her physical development become at risk because she will have

little energy for the day. Based on the theory of 'looking glass self' what others say about her may temporarily destroy her positive self image if she is not helped immediately. The bullying could also be if Krishna is not helped and physical (although at this age it would be verbal) so she might appear to have unexplained bruises. Being bullied or harassed by older children in the playground will discourage her from showing the initiative in play and will probably seek constant assistance from the practitioners, such as at lunchtime supervisors for security.

The long-term effects will occur when Krishna is not helped immediately. This especially applies to her emotional development as well as her self esteem.

Some things she may hear ~~will~~ may include negative comments about her ~~self~~ appearance, and her intellectual abilities. Because at the age of 7 the child's personality and self concepts develops the most, Krishna may develop a negative one of herself and could also develop the ~~expect~~ negative thinking about others and will isolate herself from social contact with anyone but closest family. Sometimes children who are bullied will try to compensate for it by becoming bullies themselves and therefore Krishna could develop behavioural problems.

This was given 12 marks at the top of the Level 3 band. Detailed and thorough knowledge of long and short term effects on holistic development all relevant to a seven year old. The response is logical, clear and well balanced; points made have been justified. Good coverage of indicative content.

### Question 9 (b)

Krishna is seven years old and he is being bullied at school.

9(b) Explain **one** theory of self-esteem practitioners could use to support Krishna. (8)

The command verb is 'explain' so learners need to:

Identify a point/issue, and justify/reason or exemplify the point identified. The answer must contain some element of expansion, normally reasoning/justification.

Mark scheme

Question Number	Indicative content	Mark
9b	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content.</p> <p><b>Harter</b></p> <ul style="list-style-type: none"><li>• Ideal self is the person that someone wants to be, whereas the real self is who someone is.</li><li>• Self-concept is how the child fits into the social world</li><li>• Self- image is affected by people around the child</li></ul> <p><b>Cooley</b></p> <ul style="list-style-type: none"><li>• The looking glass self is defined as a person's view of himself, grows out of the perceptions of others.</li><li>• The image of the self is shaped by society.</li><li>• A weak self-image leads to belief that others' opinions are more important than own.</li></ul> <p><b>Erikson</b></p> <ul style="list-style-type: none"><li>• Personality is not fixed</li><li>• Stages of personality development</li><li>• Personality influenced by parents/significant adults</li><li>• Reference to correct stage at 7 years – industry vs. inferiority</li></ul> <ul style="list-style-type: none"><li>• Krishna may believe that others are better him due to bullying</li><li>• Krishna may have a negative self-image/ low self-worth leading to doubt about actions and ideas</li></ul>	8

	<ul style="list-style-type: none"> <li>• Krishna may think others' opinions as more important than his own.</li> <li>• Krishna may compare himself to others</li> <li>• Encourage him to try out new things</li> <li>• Give him praise when there is opportunity</li> <li>• Reacting appropriately if mistakes are made</li> <li>• Give Krishna positive and unconditional support</li> <li>• Smiling/using positive body language will encourage him.</li> <li>• Positive feedback will enhance his positive image of himself and will increase levels of confidence.</li> <li>• Joining in activities with other children will help him to see he is valued/ increase confidence</li> <li>• Helping parents to understand the need to do the same as the practitioners / consistency</li> </ul> <p>Reference may be made to:</p> <ul style="list-style-type: none"> <li>• Bronfenbrenner's theory- importance of micros systems and mesosystems working together to support Krishna's self-esteem</li> </ul>	
<b>Level 0</b>	No relevant material.	<b>0</b>
<b>Level 1</b>	Demonstrates some knowledge of <b>one</b> theory. Basic description of information. Little evidence of how of theory could be used. The answer may lack precision or detail and does not provide an adequate answer to the question	<b>1-3</b>
<b>Level 2</b>	Demonstrates accurate knowledge of <b>one</b> theory. Some explanation of how theory could be use. Logical and clear with use of appropriate language.	<b>4-6</b>
<b>Level 3</b>	Demonstrates thorough knowledge and understanding of <b>one</b> theory. A well-developed and balanced explanation showing understanding of how the theory could be used. Logical and clear with consistent use of appropriate language.	<b>7-8</b>

Example 1

(b) Explain **one** theory of self-esteem that practitioners could use to support Krishna.

(8) 2 Q05

The looking glass self theory could be used to support Krishna. Practitioners could talk to him about how the bullying made him feel or any names they called him. They could then ask Krishna how he feels about himself. This could show that the bullies opinion has had an effect on the way he sees himself. The looking glass self theory could be hidden into an activity ensuring he doesn't feel pressured into opening up but is still given the chance to if he feels ready. He can then be shown that their opinions shouldn't define who he is. This will give Krishna the chance to see what his parents, people at school, himself and even what the bullies think of him. Because of his self esteem and confidence being effected positive opinions about him may open him up more and start to bring back his confidence. If Krishna believes everybods opinions on him are negative he can then begin to build up his self confidence with his practitioners help.

This was given 2 marks in the middle of the Level 1 band. Some aspects of the looking glass theory described. No appropriate evidence explaining how the theory could be used to support Krishna is given. The response lacks precision and detail and does not provide an adequate answer to the question.

## Example 2

(b) Explain **one** theory of self-esteem that practitioners could use to support Krishna.

(8)5 00

Harter's theory of self-esteem is that the child's self image and ideal self are connected and the more similarities there are between those two things, the higher the child's self-esteem. To use this to support Krishna the practitioners need to get his self-image as close to his ideal self as possible to raise his self-esteem. To do this they should give him unconditional praise e.g. I love you smile, to make him feel happier and more comfortable about himself. Practitioners should also pick up comments that are said about Krishna that are mean by other children and they should question why they said it and get them to stop so that they don't lower his self-esteem. The practitioner should also never talk to other people about Krishna when there is a chance that he will hear what they say.

This was given 5 marks in the middle of the Level 2 band. Accurate knowledge of the theory included with some explanation of how the theory could be used relevant to Krishna. Developed reasoning/ justification for the choice of approaches would be needed for this to gain marks in the level 3 band.

## Question 10

**10** Discuss the advantages of early intervention when practitioners suspect a three year old has speech and language difficulties. (12)

The command verb is 'discuss' so learners need to:

- Establish the issue/situation/problem
- Explore all aspects/sides of an issue/situation/argument
- Investigate the issue/situation through reasoning
- Provide a balanced, discursive viewpoint

### Mark scheme

Question Number	Indicative content	Mark
<b>10</b>	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content.</p> <ul style="list-style-type: none"><li>• At three years children speak in sentences</li><li>• At three years children's speech is easily understood by others</li><li>• Early referral to specialist help can be made</li><li>• Appropriate resources can be provided</li><li>• Additional support may be provided by other professionals e.g. speech therapy</li><li>• Assessment may be needed to identify conditions affecting language</li><li>• Medical treatment may be required e.g. for hearing loss</li><li>• Speech and language may improve by the time the child starts school</li><li>• Parents and professionals can work in collaboration to support child</li><li>• Minimises effect of speech and language difficulties on behaviour e.g. frustration</li><li>• Reduces negative effect on learning/ cognitive development</li><li>• Enables child to join in play with others/ form friendships/ supports social development</li></ul>	<b>12</b>

	<ul style="list-style-type: none"> <li>• Reduces negative effect on self-image/self-esteem</li> <li>• Increased likelihood of a positive long-term outcome if intervention is early and appropriate</li> </ul> <p>Reference may be made to :</p> <ul style="list-style-type: none"> <li>• Information processing theory</li> <li>• Theories that consider the development of self-esteem</li> <li>• Bronfenbrenner's theory- importance of microsystems and mesosystems working together</li> <li>• Chomsky's Language Acquisition Device/ critical period</li> </ul>	
<b>Level 0</b>	No relevant material.	<b>0</b>
<b>Level 1</b>	Demonstrates some knowledge of advantages. Basic description of information. Little evidence of discussion. The answer may lack precision or detail and does not provide an adequate answer to the question	<b>1-4</b>
<b>Level 2</b>	Demonstrates accurate knowledge of advantages. Partially developed discussion of importance of early intervention relevant to a three year old, but will be imbalanced. Logical and clear with use of appropriate language.	<b>5-8</b>
<b>Level 3</b>	Demonstrates thorough knowledge and understanding of the advantages of early intervention. A well-developed and balanced discussion of the advantages of early intervention relevant to a three year old. Logical and clear with consistent use of appropriate language	<b>9-12</b>

### Example 1

10 Discuss the advantages of early intervention when practitioners suspect a three year old has speech and language difficulties.

(12) 2 Q10

Practitioners would need to plan observations to record and then give to the setting's Senco (Special educational needs co-ordinator) who will then look at it and define ~~what~~ whether or not the child needs extra support from a language therapist. If the Senco believes it is necessary, then they'll call the language therapist. The language therapist will come in and observe the child and take notes as well as looking at current observations of the child.

The advantages would be for the child to get support they need and also so that the child does not lose confidence when they suspect "they don't sound the same." It also does not have any delays in other areas of development for the child. ~~It~~ Another advantage could be to prevent the speech and language difficulties from happening even worse.

This was given 2 marks in the Level 1 band. This response includes some discussion of the advantages of early intervention for speech and language difficulties.

Discussion has not been made relevant to a three year old and therefore does not provide an adequate answer to the question.

Responses given must be relevant to the age of the child in the scenario for marks to be awarded in the Level 2 and 3 bands.

## Example 2

10 Discuss the advantages of early intervention when practitioners suspect a three year old has speech and language difficulties

6

If a child at the age of 3 has speech and language difficulties it is important for the practitioner to know this as they can provide ~~an~~ extra support for this child. They could provide the child's parent with the correct information as to why their child isn't fulfilling the ~~to~~ norms of their development. At this age a child should be able to speak to communicate and get their need across e.g. "MOMMY JUICE". If the child isn't doing this then it's the practitioners job to let the mother know as it affects how she cares for the child.

The advantages of early intervention are that the ~~cause~~ cause and effect can be found at an earlier stage before it gets worse, ~~extra support~~ ~~can be provided~~ for when the child becomes 4 and goes to nursery, it can ~~affect~~ ~~what nursery~~ the child's parent or ~~guardian~~ guardian decides to

send them to whether it be a specialist or public school and it helps the parent understand their child and the child's needs more. A practitioner intervening at a young age and helping the parent find the speech and language difficulty affects the many choices the parent may make in a positive way. The parent may even choose to get their child to learn sign language in order for them to communicate effectively throughout life.

This was given 6 marks in the Level 2 band. This is a partially developed discussion of importance of early intervention relevant to a three year old.