

Write your name here

Edexcel BTEC Level 3  
National Subsidiary  
Award, Award,  
Subsidiary Certificate,  
Certificate and Diploma

Centre Number

Learner Registration Number

# Children's Play, Learning and Development

## Unit 1: Child Development

Tuesday 18 June 2013 – Afternoon  
**Time: 1 hour 45 minutes which includes 15 minutes reading time.**

Paper Reference  
**20780E**

**You must have:**  
Insert (enclosed)

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- There are two sections to this paper.
- Both sections should be attempted.  
For **Section 1** you should spend **15 minutes** reading the case study before answering the questions.  
Learners should spend approximately 65 minutes on Section 1 and 40 minutes on Section 2.
- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►



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PEARSON

This exemplar script has been constructed using several distinction level scripts received during the summer 2013 series. The purpose of this document is to aid centres in preparing their candidates for future examination series. This document should be viewed alongside the summer 2013 mark scheme available on the NQF CPLD subject page on the Edexcel website.

<http://www.edexcel.com/quals/btec-nat-cpld/Pages/extassess%E2%80%93resultssupport.aspx>

## Section 1

Answer all questions.

You will need to refer to the case study.

1 Explain **two** pre-natal factors that may affect Zara's later development.

- 1 One pre-natal factor that may affect Zara's later development is that she was eight weeks premature, this may cause her to be delayed or behind her peers in certain aspects of her development such as physically.
- 2 Another pre-natal factor that may affect Zara's later development is that her mother ~~is~~ had high blood pressure during her pregnancy and also that she is overweight and has diabetes, these could possibly impacts on Zara's holistic development.

(Total for Question 1 = 4 marks)



*Section 1 relates to the case study. Responses should include elements of the case study within it to show understanding and to gain marks. We have included the mark scheme in this to show what responses are being marked against*

- 1 This candidate has been awarded four marks.  
Two pre- natal factors are credited as is the effect on physical development. One mark has been awarded for the factor which could either be the mother being overweight or having high blood pressure. The final mark has been awarded for the mention of holistic in relation to development. (4 marks)

2 Give the definition of the term development.

202

Development means the skills and knowledge the child gains as they grow, the skills and knowledge can be in different areas such as physical, cognitive, language, social and emotional development.

(Total for Question 2 = 2 marks)

3 Identify **two** factors from the case study that indicate that Zara's fine motor skills are developing normally for a three year old.

03

- 1 One factor that indicates Zara's fine motor skills are developing normally are that she can do jigsaw puzzles.
- 2 Another factor is that Zara is able to draw a vertical line.

(Total for Question 3 = 2 marks)



- 2 This candidate has included 'skills' **and** 'knowledge' in their response, therefore has been awarded one mark. The term 'which children gain' being granted the final mark. The definition is clear and demonstrates good understanding. (2 marks)
  
- 3 This candidate has achieved one mark for including jigsaws in one of their response, which is in the case study. No marks have been awarded for 'draw a vertical line' as the correct response should have been 'copy a vertical line', which meets the developmental norms in accordance with Zara's age range. (1 mark)

4 Zara's language development is slow.

(a) Identify **two** examples that show Zara's language development is **not** meeting the norm.

(2)

1 Unable to join her words.

2 Communicates through crying and hitting.

(b) Describe Chomsky's model of language acquisition.

(2)

Chomsky's model of the language acquisition device is that a child has the ability to ~~innate~~ <sup>inborn</sup> language ~~at~~ from the moment they are born. However, there is a critical period of 13 years of where a child should be fluent.

(c) Give **two** practical examples that show how Chomsky's theory has been applied to help Zara's language development.

(2)

1 Activity of singing nursery rhymes.

2 Communication with key worker.

(Total for Question 4 = 6 marks)



- 4 a) This candidate has been given one mark as the implication of putting two to three words together is present and the final mark has been given for communicating through crying and hitting. (2 marks)
- b) This candidate has included two factors stated in the mark scheme (i.e innate language and critical period). The candidate has been awarded one mark for each (2 marks)
- c) This candidate has received one mark has been awarded for communicating with adults and a second mark for singing nursery rhymes. The responses are appropriate and demonstrate how Chomsky's theory has been applied. (2 marks)



5 Discuss how practitioners could use Bronfenbrenner's ecological systems theory of human development to help Zara.

Bronfenbrenner's ecological systems theory states that environmental factors can impact on a child's learning and development. He believed in five different systems that can each influence the child such as the microsystem, which is the relationships children have with immediate people in their lives e.g. parents and teachers. The mesosystem is the relationship between the people in the microsystem. The exosystem is external people making big decisions about the child. The macrosystem is the beliefs, religion and culture that can determine how a child is raised. The chronosystem is the events, transitions and stages throughout a person's life e.g. bereavement and marriage. Practitioners could apply Bronfenbrenner's theory to help Zara by building positive relationships with her mother such as discussing her progress and how each can help as Bronfenbrenner believed good relationships between key people in children's lives will have a positive impact on the child. They could also work alongside Zara's mother to develop strategies to support Zara's linguistic, emotional and social development. They could also ensure Zara has a positive relationship with her key person as this will be an immediate relationship.

(Total for Question 5 = 8 marks)



- 5 This candidate has demonstrated a good understanding of this theory. The theory is then appropriately applied to the scenario and accurate examples are given as to how practitioners can use it to help Zara. The response is placed at level 3 on the mark scheme as it demonstrates a detailed understanding of the theory and has included a number of appropriate examples of how it can be used and applied by practitioners in relation to Zara's development. (8 marks)

*Extract from mark scheme*

<b>Level 0</b>	No relevant material.	<b>0</b>
<b>Level 1</b>	Identifies some relevant interaction and may give some limited explanation of developmental implications <b>or</b> shows limited understanding of Bronfenbrenner's theory and does not relate it to Zara. The answer may lack precision or detail.	<b>1-3</b>
<b>Level 2</b>	Identifies relevant interactions and gives an explanation of developmental implications. Gives a general understanding of Bronfenbrenner's theory and makes links between the theory and Zara's development opportunities.	<b>4-6</b>
<b>Level 3</b>	Gives a reasoned discussion of Zara's interactions and explains the developmental implications. Shows a detailed understanding of Bronfenbrenner's theory making clear links to Zara's development. Shows an understanding that a combination of interactions affect Zara's development opportunities.	<b>7-8</b>

6 Discuss how practitioners could support Adam's self-esteem using relevant theories.

Practitioners could use a number of theories, including Harter. Harter's theory states the importance of self development; self concept - our thoughts of ourselves, self esteem - our feelings about self, self confidence - confident in our abilities, self image - how we see ourselves and self efficacy - our belief in our ability to succeed.

To use this theory to support Adam's self esteem, practitioners could increase his confidence by encouragement, praise, choice and independence. When Adam's confidence increases, he may have the courage to play with the other children. Overall this approach will increase his self esteem.

Another theory that practitioners could use is Cooley's. Cooley believed that others' people's perceptions of ourselves lead us to believe these thoughts. If practitioners continue to provide their positive thoughts of Adam, to Adam he may begin to believe these thoughts. This may increase his self esteem and strengthen his self efficacy. This might result in him having the confidence to try new activities.

(Total for Question 6 = 8 marks)



- 6 The question requires the candidate to select relevant theories which can be used to support Adam's self- esteem. The use of the word theories indicates that more than one theory is required.

In this case the candidate has demonstrated a good understanding of two appropriate theories and has applied them to the case study. The response discusses Adam's emotional development to support his self- esteem by using a combination of approaches. The work meets the requirement to be assessed as level 3 within the level indicators within the mark scheme. (8 marks)

*Extract from mark scheme*

<b>Level 0</b>	No relevant material.	<b>0</b>
<b>Level 1</b>	No marks awarded if both theory and theorist are not correctly mentioned. Identifies some relevant factors that may affect Adam's self-esteem. Gives limited examples of approaches to support emotional development. Very limited links of how approaches relate to theories <b>or</b> one theory considered. The answer may lack precision or detail.	<b>1-3</b>
<b>Level 2</b>	Identifies relevant factors that may affect Adam's self-esteem. Gives examples of some appropriate approaches to support emotional development. Makes some links to relevant theories.	<b>4-6</b>
<b>Level 3</b>	Discusses Adam's emotional development to support his self-esteem. Relevant examples of approaches are explained in relation to theories. Explains that a combination of approaches may be needed.	<b>7-8</b>

7 Discuss how Adam's stage of cognitive development can be explained by the theories of Piaget and Bruner.

Piaget states a child goes through four stages of development: ~~motor, pre-operational, concrete operational, and formal operation~~ sensory-motor, pre-operational, concrete operational, and formal operation. He therefore states that learning is sequential. According to the ages of his theory, Adam would be in the pre-operational stage, as ~~in~~ this ranges from 2 to 7 years. Evidence of this would be Adam being able to print his own name, and beginning to understand quantities, as conservation starts to be achieved at six years old. However, Adam is also showing skills of Piaget's concrete operational stage, as he uses grammar correctly, he can order objects in order of size, and he can understand some scientific concepts.

Bruner states in his theory that children pass through three stages <sup>(modes)</sup> in their development: enactive, ~~motor~~ (physical movements), Iconic (imagery), and symbolic (symbols for language). Bruner states that children use their existing knowledge and understanding to explain new concepts, which then become part of their overall knowledge (schema).

Adam's age would put him in the Iconic mode, as it is from two to seven years. Evidence of this is that he enjoys looking at books, as he would use the pictures (imagery) to understand them. However, there is also evidence that he (see separate sheet)

(Total for Question 7 = 10 marks)

TOTAL FOR SECTION 1 = 40 MARKS



**GCSE and GCE Examining Bodies**

For office use

Question number	Mark
Total	

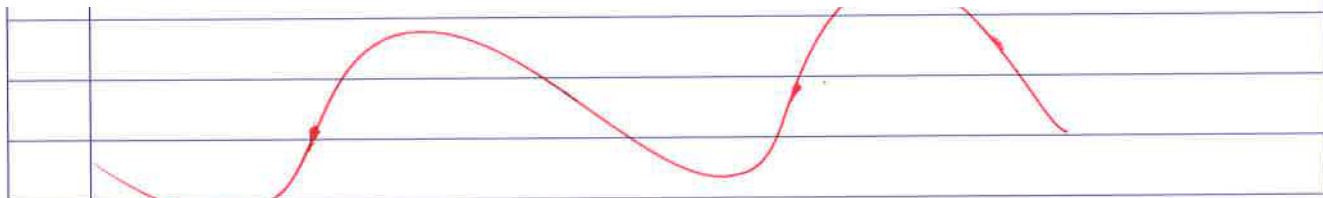
- Use black ink or ball-point pen.
- Write the information required in the spaces above.
- Use both sides of the paper.
- Write the question number in the left-hand margin.
- Rule a line across the page after each answer.
- Do all your rough work in this answer book and cross it through without making it illegible. Do not tear out any part of this book. All work must be handed in.
- Write the numbers of the questions you answer in the order attempted in the left-hand column of the boxes opposite.
- Check that you have written the information required on each additional sheet used and have attached each sheet to this book.

Write here how many supplementary sheets you have used (if any).

Question number

7 could be in the symbolic mode, as he knows the symbols for addition and subtraction, and he can also print his own name, which uses letters as symbols.

Leave blank



- 7 This candidate has demonstrated accurate understanding of both theories and has provided a balanced discussion. The theories are linked to Adam's development. Furthermore, both the correct stages, in relation to Piaget and mode of representation, and in relation to Bruner's theory have been appropriately identified and discussed in relation to Adam's development within this response. The response meets all aspects of level 3 within the level indicators of the mark scheme and has been awarded full marks by the examiner. (10 marks)

*Extract from mark scheme*

<b>Level 0</b>	No relevant material.	<b>0</b>
<b>Level 1</b>	Answers may identify Adam's stage of cognitive development <b>or</b> show limited knowledge of aspects of cognitive development theory. There is limited use of appropriate examples from the case study of how the theories apply to Adam's development. The answer may lack precision or detail.	<b>1-4</b>
<b>Level 2</b>	Answers will identify Adam's stage of cognitive development and show some knowledge of how aspects of cognitive development theory are relevant to Adam. Focus is mainly on one theorist and hence one key approach. There is some use of appropriate examples from the case study and the extent to which the theories apply to his development.	<b>5-7</b>
<b>Level 3</b>	Answers show accurate understanding of both theories and approaches and the extent to which these are relevant to Adam's cognitive development, using appropriate examples from the case study. Learners present a balanced view and identify how Adam meets normative milestones for cognitive development in relation to the theorists.	<b>8-10</b>



## Section 2

Answer all questions.

- orderly sequence  
can't run before you walk Q08
- head to toe
- develops at different rates

8 Identify **two** principles of development that relate to physical factors.

1 The first principle of development is that it occurs in an orderly sequence, which is a physical factor as children can't run before they walk, they have to do things in steps. (eg. crawl, stand alone, walk, run, sprint).

2 Also development occurs down the body and starts at your head as this develops first, and then down to your toes as you begin to walk last.

(Total for Question 8 = 2 marks)

9 (a) Explain Bowlby's theory.

(4) Q09a

Bowlby's theory is about attachment, which is when a bond is made with one main specific carer. Bowlby said that this is generally the mother. He also stated that there is a critical period and children need to have formed an attachment by the age of 1 year or complications could occur. The stage at which children form an attachment with a specific person is known as monotropy. Bowlby's theory was criticised as he did his experiments during the time that mothers were already the main carer and dads went to work.

(b) Describe how information-processing theory can help practitioners to understand cognitive development.

Encoding, retrieval, storage, recognise  
memory.  
STM, LTM

(2) Q09b

Information processing theory is all about memory, they stated that children recognise information (observing) and ~~keep~~ <sup>then</sup> it gets stored. If the information isn't lost, until children can then retrieve the information that they need, using various processes.

(Total for Question 9 = 6 marks)





*Section 2 – All questions must be answered*

- 8 This is an identification question; this candidate has referred to an orderly sequence and development starting at the head with implication that this refers to physical factors. This meets the requirements of the mark scheme and therefore has been awarded both marks. (2 marks)
- 9 a) This candidate has provided a full response in relation to the theory. The candidate clearly demonstrates both understanding of the theory and the response has the required depth to achieve full marks. (4 marks)
- b) Although this candidate has not mentioned the term 'computer functions', it is quite clear that they possess a clear understanding of information processing theory, this is reinforced by the selection of words used within the response i.e. 'encoding', 'processing' and reference to 'memory' . The response clearly meets the requirements of the question and full marks have been awarded. (2 marks)

10 Discuss the following statement.

Education is the most important factor that affects a child's development.

Education occurs when a child learns about new concepts and life experiences. This will start in the home, but will mostly take place in the school that the child attends, and is very influential on a child's development. There are, however, other factors that will affect a child's development.

Education will definitely affect all of a child's development. While at school, a child will increase their cognitive development as they will be learning core subjects, like maths, science, and English. They will therefore learn about grammar, punctuation, plurals, types of words (i.e, noun), and increase their vocabulary. This will therefore improve their language development, especially as they will practice it through speaking with peers and teachers, and reading. Education is important for physical development, as at school they will participate in PE lessons, improving their gross motor skills, like running, as well as their co-ordination, balance, and ~~not~~ strength. Their fine motor skills will also be improved through activities like writing, drawing and painting. Children will have the opportunity to socialise and make friends, which will improve their social development. Their emotional development can be improved by having friends and getting praised, but it could also be lowered by being



getting the wrong answer or being bullied (lower self-esteem and self concept).

However, there are other factors that may be more important when affecting a child's development. For example, a life long ~~disability~~ disability or long-term illness, like Downs syndrome, will ~~also~~ affect a child's development more, as they will be born ~~without~~ without the capability to learn many aspects of development, no matter how much education they receive.

~~Poverty~~ Poverty is also a key factor that may be more important, as if a child does not have the means to ~~access~~ access and benefit from education, ie, a lack of money to travel to school, then I believe it is more influential in affecting that child's development.

Overall, I believe that education is a very important factor in affecting a child's development, but ~~it~~ it is not always the most influential, in my opinion.

(Total for Question 10 = 12 marks)



10 This candidate provides excellent explanations of how education can promote all aspects of development. The response is mainly positive, but also includes negative aspects such as bullying. This response is then developed to include other factors such as poverty and disability which are factors seen to affect education.

This response has been placed at a level 3 grade within the level indicators by the examiner as it provides good coverage of the ways in which education can affect development. This is then discussed using a range of other factors which can affect education. The answer is well balanced, succinct, which clearly demonstrates the candidate understanding of the requirements of the question and provides appropriate coverage of a number of factors. This is an excellent response and has been awarded full marks. (12 marks)

*Extract from mark scheme*

<b>Level 0</b>	No relevant material.	<b>0</b>
<b>Level 1</b>	A few ways in which education may affect the development of children identified or one way described in some detail. The answer could be in the form of a list. Only one viewpoint i.e. positive effect of education on development considered. Points made will be superficial/generic.	<b>1-4</b>
<b>Level 2</b>	Some ways in which education may affect the development of children identified or a few key ways described. Consideration of positive and/or negative effects of education on development and mitigating factors but there will be more emphasis on one of them.	<b>5-8</b>
<b>Level 3</b>	A range of ways in which education 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 educational factor is considered. Will probably explain that a range of factors affect a child's development.	<b>9-12</b>

11 Dan is seven years old. He is 'gifted'.

(a) Discuss how being 'gifted' may affect Dan's social development.

(12)

The term 'gifted' means that a child is significantly advanced in the areas of cognitive and language development. Being 'gifted' can affect a child both positively and negatively in social development. §

Firstly I will discuss the negatives of being gifted. Socially, Dan may feel embarrassed that he is advanced of his norms as he may feel different from the other children, this could result in Dan feeling awkward around his peers and not wanting to interact. Dan's friends may no longer want to play with him as they may feel a lower self-esteem when they are around him because they don't do as well as he does. Dan may also be treated differently by the teachers and staff because he is gifted, children may bully him because of this and may use nasty names and words such as 'geek' or 'snob' etc, therefore Dan may have no friends to hang out with. Dan may also become bored as he is advanced of the norms and may lose interest of his friends because they are not yet at his stage of cognitive development.

Some positives of Dan being gifted could be that he makes more friends due to assistance and help in class, he may be happy supporting his peers and in result making new friends through communication.





Helping out his friends in class might make Dan more confident and increase his self-esteem making him want to make more and more friends because of this.

In conclusion, being 'gifted' can have both positive and negative aspects on social development.



11 a) This candidate provides a short introduction which demonstrates that they fully understand the requirements of the question. Both negative and positive aspects are then discussed which clearly relates to Dan's social development. The candidate has responded appropriately to the question, the response is well balanced.

The candidate states their points, which are then developed and clearly related to how being gifted affects social development. This is an excellent response and has meets all the requirements to be placed within level 3 on the mark scheme. (12 marks)

*Extract from mark scheme*

<b>Level 0</b>	No rewardable material.	<b>0</b>
<b>Level 1</b>	A few ways identified in which being 'gifted' may affect social development <b>or</b> one way described in some detail. The answer could be in the form of a list. Points made will be superficial/generic.	<b>1-4</b>
<b>Level 2</b>	Some ways described in which being 'gifted' may affect social development. Consideration of both positive and/or negative implications 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 discussed in which being 'gifted' may affect social development. Several implications are considered and the answer is well balanced with both positive and negative factors.	<b>9-12</b>

(b) Discuss theories and models of children's development that can be applied to support Dan's holistic development.

(8)

Theories and models that have been applied to support Dan's holistic development are Vygotsky's theory of the Zone of proximal development as children can achieve much greater outcomes if they are provided with the correct support. Holistic is the whole person, and looks at all areas of development. Another theory that can be applied is Bandura's theory of social learning theory as children can learn by ~~rewarding~~ conditioning and observing and copying adults. So if Dan has had good role models then he is likely to be good at holistic/all round development. Expositively if his parents are. There are many elements that Bandura suggested, that helps children learn, these elements are attention, physical skill, motivation, encoding and retrieving information and opportunity to reproduce actions. All of these can be supported and applied to help Dan's holistic development as if he receives all of these elements then it means that he is gifted and can do really well.

Piaget also states different stages of development and for word be in concrete operations which is the step in which for his age but he is more complex and his skills for a child aged 12 rather than 7 years old.

Overall, these theories can be applied to support Dan's holistic development.

(Total for Question 11 = 20 marks)

TOTAL FOR SECTION 2 = 40 MARKS  
TOTAL FOR PAPER = 80 MARKS





b) This candidate discusses three appropriate theories which can be applied to support holistic development. The candidate attempts to apply the theories to holistic development. The work is clearly applied to Dan and being gifted, therefore application is present. The candidate has demonstrated understanding of the theories and how they can inform approaches to support development. The examiner has placed the work at level 3 within the mark scheme and awarded 7 marks as although all the criteria for level 3 have been clearly met, coverage of Piaget is slightly below the full mark range as there is limited reference to a number of approaches required. (7 marks)

*Extract from mark scheme*

<b>Level 0</b>	No rewardable material.	<b>0</b>
<b>Level 1</b>	One named theory and theorist identified. The answer may be in the form of a list. Limited relationship made as to how theories inform approaches to supporting development. Points made will be superficial/generic.	<b>1-3</b>
<b>Level 2</b>	Approaches are linked to theories and theorists, but description 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>	Detailed understanding of how theories and theorists inform approaches to supporting development. Discussion may include a conclusion that a combination of approaches may be needed.	<b>7-8</b>

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