



# Mark Scheme (Results)

June 2014

NQF BTEC 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 for each of the following up to a maximum of <b>two</b> marks.</p> <p>Walk alone Dance</p> <p style="text-align: right;"><b>(2x1)</b></p>	2

Question Number	Answer	Mark
2a	<p>Award <b>two</b> marks for definition.</p> <p>Milestones are the norms of development (1) which have been determined when looking at a large group of children to define what is typical development at expected ages (1).</p> <p style="text-align: right;"><b>(1x2)</b></p>	2

Question Number	Answer	Mark
2b	<p>Award <b>one</b> mark for each of the following up to a maximum of <b>two</b> marks.</p> <p>Recognises the names of body parts Follows instructions Points to correct pictures when they are named for him</p> <p style="text-align: right;"><b>(2x1)</b></p>	2

Question Number	Answer	Mark
3a	<p>Award <b>one</b> mark for each of the following up to a maximum of <b>two</b> marks.</p> <p>Sort basic shapes Understand the concept of "more than one" Follows instructions</p> <p>Do not accept any other response.</p> <p style="text-align: right;"><b>(2x1)</b></p>	2

Question Number	Answer	Mark
3b	<p>Award <b>one</b> mark for the way affected <b>one</b> additional mark for further description up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Restrict his ability to learn through play/concentrate (1) as he may not feel well (1)</li> <li>• Affect his ability/opportunity to learn (1) as he may not be able to attend nursery regularly due to hospital visits (1)</li> </ul> <p>Both positive and negative effects accepted.</p> <p style="text-align: right;"><b>(1x2)</b></p>	2

Question Number	Answer	Mark
4a	<p>Award <b>one</b> mark for each of the following up to a maximum of <b>two</b> marks.</p> <p><b>Excited</b> when cousins visiting  <b>Happy</b> to demonstrate increased independence  <b>Dislikes</b> being separated from mother  Starts to show <b>defiant</b> behaviour  Feels <b>angry</b>  Feels <b>upset</b></p> <p style="text-align: right;"><b>(2x1)</b></p>	2

Question Number	Answer	Mark
4b	<p>Award <b>one</b> mark for identification and <b>one</b> additional mark for description up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Jay has a secure attachment to his mother(1) he does not like being separated from his mother (1).</li> <li>• Jay feels insecurely attached as he has moved to the toddler room from the baby room(1) and shows resistant attachment (1)</li> <li>• Jay is happy to show an increased independence at home (1) as he has a secure attachment to his mother (1)</li> </ul> <p><b>Accept examples of secure and resistant attachment only.</b> <b>(1x2)</b></p>	2

Question Number	Indicative content	Mark
5	<p><b>Bandura</b></p> <ul style="list-style-type: none"> <li>• Recognition of Bandura’s theory as Social Learning/Social cognitive theory</li> <li>• Observational learning: Jay watches his cousins dance and copies. Practitioners could demonstrate activities for Jay to copy.</li> <li>• Intrinsic reinforcement: applauding his dancing makes Jay want to continue to perform. Practitioners could praise the wanted behaviour with smiles or rewards.</li> <li>• Practitioners could role model the behaviour they require.</li> <li>• Practitioners need to consistently model appropriate behaviour.</li> <li>• Paying attention watching the actions of the others, then copying what he sees both appropriate and inappropriate. Plenty of opportunities for Jay to watch the desired behaviour of others.</li> <li>• Jay remembers how happy he felt from hearing the clapping of the older children when he dances and therefore he is excited when he hears the cousins are coming again as he knows he will feel happy again by dancing: Retention.</li> <li>• Copying the actions of the children in the dance moves: Reproduction.</li> <li>• Liking to hear the clapping of the older children that encourages Jay to continue to dance: Motivation.</li> <li>• Copying others behaviour linked to the experiment with the Bobo doll experiment.</li> </ul>	
Level 0	No rewardable material.	0
Level 1	Identifies some relevant theoretical points and may give some reasons for them. Award one mark for mention of Bandura’s Bobo doll experiment but no more if there is no application to Jay. There is limited use of appropriate examples from the case study of how practitioners may apply the theories to behaviour. The answer may lack precision or detail. There will be no conclusion.	1-3
Level 2	Identifies relevant theoretical points and gives reasons for them. There is some use of appropriate examples from the case study of how practitioners may apply one or two aspects of Bandura’s theory to how Jay has learned behaviour. Some suggestions about future development. There may be a conclusion.	4-6
Level 3	Shows a detailed understanding of Bandura’s theory, making clear links to Jay’s learned behaviour and how it can be developed. There is use of appropriate examples from the case study of how practitioners may apply two or more aspects of the theory to how Jay learns behaviour and how his behaviour can be developed. There will be a conclusion for full marks.	7-8

Question Number	Indicative content	Mark
6	<p><b>Kohlberg</b>  Amber is in Pre-conventional Stage  Stage 1 is driven by obedience and punishment  Stage 2 self interest driven</p> <ul style="list-style-type: none"> <li>• Amber is concerned with the self in an egocentric manner, does what is best for herself at any one time.</li> <li>• Enjoys being rewarded for positive behaviour (stars for work, paintings on display)</li> <li>• Dislikes being told off.</li> <li>• Tries to get away with things without the teacher knowing and telling her off.</li> <li>• Amber has no realisation that others have needs or if others needs are met, Disregards others feelings</li> <li>• Cannot define right and wrong into what is happening to herself</li> <li>• Likes to get things right and be rewarded by the teacher</li> <li>• She likes to get her own way when she is playing with others.</li> <li>• She takes sweets if she wants them from other children without considering their feelings or thoughts.</li> <li>• Staff expectations should be age and stage of development appropriate.</li> <li>• Staff have insight into the home environment and the influence this could be having on Amber's behaviour eg new sibling, father working away.</li> <li>• Similar to Piaget's theory of moral development</li> <li>• Children are naturally amoral</li> </ul>	8
Level 0	No rewardable material.	0
Level 1	Identifies limited theoretical points/stages and may give some reasons for them. There are few appropriate examples from the case study of how Kohlberg's theory can be applied to Amber's behaviour. The answer may lack precision or detail. There will be no conclusion.	1-3
Level 2	Identifies relevant theoretical points and gives reasons for them. There is some use of appropriate examples from the case study of how Kohlberg's theory can be applied to Amber's behaviour. There may be a conclusion.	4-6
Level 3	Shows a detailed understanding of Kohlberg's theory, making clear links to Amber's behaviour. There is use of appropriate examples from the case study of how practitioners may apply Kohlberg's theory. There will be a conclusion for full marks.	7-8

Question Number	Indicative content	Mark
7	<p><b>Harter</b></p> <p>Self-esteem</p> <ul style="list-style-type: none"> <li>• Harter’s Perceived Competence Scale for children</li> <li>• Self esteem is linked to self image and ideal self</li> </ul> <p><b>Harter applied to Amber</b></p> <ul style="list-style-type: none"> <li>• Self esteem: Amber feels left out at home so possibly low self esteem, needs praise and encouragement both at school and at home</li> <li>• Self concept: Amber is shy, needs activities such as circle time to explore emotions and develop ideal self</li> <li>• Amber has little ability to make friends, needs to work in small groups to support the ability to make friends</li> <li>• How others react to Amber’s self esteem from praise from teacher and reward charts</li> </ul> <p><b>Cooley</b></p> <ul style="list-style-type: none"> <li>• Cooley’s “looking glass self” – how a child sees itself based on the responses of others.</li> </ul> <p><b>Cooley linked to Amber</b></p> <ul style="list-style-type: none"> <li>• If children think they are wanted, liked and loved, they will have positive self-regard.</li> <li>• Confidence: to make Amber feel important within the school setting. She would be given a small task or job to develop her personal responsibility/confidence.</li> <li>• Self-worth: Amber needs to be given unconditional praise for her work and behaviour without sanction or mistrust.</li> <li>• Setting boundaries that are consistent and appropriately enforced by all.</li> <li>• Amber’s self-esteem grows out of reactions of others. This could be negative or positive (e.g. from being bullied or from being praised).</li> </ul>	10
Level 0	No rewardable material.	0
Level 1	Answers will accurately identify one theorist and show limited knowledge of how the theory is relevant to Amber. One mark each for defining each theory. There may be limited use of an appropriate example from the case study of how the theory applies to self-esteem. The answer may lack precision or detail. There will be no conclusion.	1-4
Level 2	Answers accurately show how aspects of both theories are relevant to Amber. The learner may focus 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 Amber’s self-esteem/confidence. There may be a conclusion.	5-7

Level 3	Answers accurately show understanding of both theories and the extent to which these are relevant to Amber, using appropriate examples from the case study. Learners present a balanced view and identify the extent to which the theories apply to Amber's self-esteem/confidence. There will be a conclusion for full marks.	8-10
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Question Number	Answer	Mark
8a	Award <b>two</b> marks for complete definition.  Children's development is considered in Physical and/or genetic factors (1) which are interrelated with the surroundings (1).  <b>(1x2)</b>	2

Question Number	Answer	Mark
8b	Language Acquisition Device (1) which children are born with (it is innate) (1) which may explain how children seem to instinctively gain language (1). Children need exposure to language (1).  Answers may also include: The concept of a critical period (1) Children need to have opportunities (1) Need to interact with language to assimilate the language (1) Language Acquisition Device is a system for understanding language (1)  <b>(1x4)</b>	4

Question Number	Answer	Mark
8c	<p>Award <b>one</b> mark for each example and <b>one</b> additional mark for each description up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Share a book with a child/use props (1) to provide visual stimulus/show patterns/orientation of words (1)</li> <li>• Sing songs with the child (1) who would learn through repetition/patterning of words in songs (1)</li> <li>• Role-play everyday situations (1) so the language is contextualised (1)</li> <li>• Play a tape of a conversation/talk with the child (1) so they would develop understanding of context (1)</li> <li>• Use the language in everyday conversational situations (1) to develop ability to interact socially (1)</li> </ul> <p><b>Accept any other appropriate responses</b></p> <p style="text-align: right;"><b>(1x2)</b></p>	2

Question Number	Indicative content	Mark
9	<p>Overall, there can be positive and negative effects for Ivano's inability to speak English.</p> <p>Intellectual/ cognitive development could be affected</p> <ul style="list-style-type: none"> <li>• As language affects all learning; understanding can be delayed in the initial instances as language is used to explain meaning.</li> <li>• Cognitive development can be delayed until the language has improved, as you need to know what is being asked of you to carry out a task.</li> <li>• Prevents further language development through reading writing, drawing and discussions.</li> <li>• Needs language to write, the formation of letters can be very different in different languages and orientation of letters can be different.</li> <li>• Learning a new language could develop cognitive connections</li> </ul> <p>Emotional development could be affected</p> <ul style="list-style-type: none"> <li>• Cannot express thoughts, does not have enough words that can be understood to express the feelings.</li> <li>• Self confidence, can initially lower self confidence due to lack of interaction and communication with others therefore not having needs fully met.</li> <li>• Can be come frustrated as not able to express feelings</li> </ul> <p>Social development could be affected</p> <ul style="list-style-type: none"> <li>• Limits interaction with others, can not make self understood</li> <li>• Limits play activities</li> <li>• Prevents bonding with teachers and peers due to lack of understandable language</li> <li>• May cause frustration child can be frustrated as has only limited interactions.</li> <li>• Social development, can be initially poor until language skills have developed to allow full interaction with peers, will be able to take part in some games but not full participation with peers.</li> <li>• Difficult to make friends</li> <li>• May lead to bullying cannot speak out against the bully or may be the bully to get own way</li> <li>• Lack of interaction with others</li> <li>• Possible positive social interactions: centre of attention, feels wanted/special</li> </ul> <p>Physical development could be affected</p> <ul style="list-style-type: none"> <li>• Does not play with other children, can not communicate with others</li> </ul>	12

	<ul style="list-style-type: none"> <li>• Lack of development of motor skills, due to not being able to understand the rules of the games or the safety needed for the activity.</li> <li>• Difficult to diagnose specific needs to be met as can not verbalise what is needed.</li> </ul> <p>Language development could be affected</p> <ul style="list-style-type: none"> <li>• the structure if language can be different syntax and semantic of the language can be different.</li> <li>• the layout and formation of the written language may be different</li> </ul>	
Level 0	No rewardable material.	0
Level 1	Basic understanding of ways in which language affects the child's overall development. Only one area of development is considered and the answer is unbalanced. There will be no conclusion.	1-4
Level 2	Some ways in which language affects the child's overall development are described or a couple of ways discussed in depth. Two or more areas of development are considered and the answer is unbalanced. There may be a conclusion.	5-8
Level 3	A range of ways in which language affects the child's overall development are explained or a few ways discussed in depth. Three or more areas of development are considered and the answer is well-balanced, including both positive and negative factors with links areas of development, and gives weight to a conclusion for full marks.	9-12

Question Number	Indicative content	Mark
10	<p><b>Vygotsky</b></p> <ul style="list-style-type: none"> <li>• Zone of Actual development what a child can do on their own.</li> <li>• Zone of Proximal development is what potential a child has when supported.</li> <li>• Development of reasoning.</li> <li>• Support given by an adult or older sibling to master a task.</li> <li>• Adult support in stretching, pushing and challenging a child's cognitive ability.</li> <li>• Use of ongoing observations to recognise actual development to support interactions.</li> <li>• Connections between people in a social cultural setting.</li> <li>• Supports actual cognitive development help to support the learning by the use of social interaction with a more knowledgeable individual</li> <li>• Support In reading/numeracy</li> <li>• Teacher/parent responsible for developing higher mental functions socially acquired</li> <li>• Emphasis on language, discussion and exploration to problem solve with support, through sensitive questioning by a more experienced adult, sibling or peer.</li> </ul>	8
Level 0	No rewardable material.	0
Level 1	Makes reference to aspects of Vygotsky's theory, making some links to positively developing a child's cognitive ability. There is discussion of one way the practitioners would apply Vygotsky's theory. There will be no conclusion.	1-3
Level 2	Shows an understanding of Vygotsky's theory, making some links to positively developing a child's cognitive ability. There is limited discussion of one or more ways the practitioners would apply Vygotsky's theory. There may be a conclusion.	4-6
Level 3	Shows a detailed understanding of Vygotsky's theory, making clear links to positively developing a child's cognitive ability. There is discussion of two or more ways the practitioners would apply Vygotsky's theory. There will be a conclusion for full marks.	7-8

Question Number	Indicative content	Mark
11	<p>A child may be influenced both positively and negatively by culture. These factors may be interlinked across multiple areas of development.</p> <p>Social development may be affected by culture:</p> <ul style="list-style-type: none"> <li>• Primary/ secondary socialisation</li> <li>• Making friends, if they attend a lot of social groups, extended family</li> <li>• Socialisation, groups and community activities</li> <li>• Norms and values</li> <li>• Family values and expectations</li> <li>• Gender issues: boys seen as outgoing and boisterous in families and girls seen as shy and quiet.</li> </ul> <p>Emotional development can be affected by culture:</p> <ul style="list-style-type: none"> <li>• Confidence building</li> <li>• Self esteem/Bullying</li> <li>• Emotional expectations</li> <li>• Parental separation</li> <li>• Norms and values</li> <li>• Gender aspirations</li> </ul> <p>Physical development can be affected by culture:</p> <ul style="list-style-type: none"> <li>• Diet, emphasis placed on family meals and celebration meals</li> <li>• Family diet values</li> <li>• Availability of food</li> <li>• Morbidity- health factors, family, society, ethnicity</li> <li>• Physical activities</li> </ul> <p>Intellectual/Cognitive development can be affected by culture:</p> <ul style="list-style-type: none"> <li>• Value of education, placed by the family</li> <li>• Gender issues around education</li> <li>• Expectations in society and in own culture</li> <li>• Possible language barriers</li> <li>• Access to books /IT</li> </ul> <p>Language development can be affected by culture</p> <ul style="list-style-type: none"> <li>• may speak/read/write in dual languages</li> <li>• may not speak English at home</li> <li>• may read in another language to English</li> </ul> <p>Any other appropriate factor can be positive or negative.</p>	12

Level 0	No rewardable material.	0
Level 1	A few ways in which culture is significant for a child's development are identified or one way described in some detail. The answer could be in the form of a list. Points made will be superficial/generic. The conclusion is implicit but not stated, or has not yet been reached.	1-4
Level 2	Some ways in which culture is significant for a child's development are identified or a few key ways described; consideration of implications of culture and links would be made but there will be more emphasis on one of them. The response may be one sided but generally it is descriptive rather than evaluative.	5-8
Level 3	A range of ways in which culture is significant for a child's overall development are identified or a few ways explained in depth. At least three developmental factors are considered and the evaluation is well-balanced, giving weight to a conclusion in relation to its context.	9-12

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