



Mark Scheme (Results)

January 2014

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

Unit 1: Child Development (20780E)

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## Section 1

Question Number	Answer	Mark
1	<p>Award <b>one</b> mark for identification of each point up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Different birth weights (1)</li> <li>• Jessie is more physically active outdoors/sports (1)</li> <li>• Tammy is overweight for her age (1)</li> <li>• Jessie can ride her two-wheel bike (1)</li> <li>• Tammy can hold a pencil correctly (1)</li> <li>• Jessie is a good dancer (1)</li> <li>• Tammy can play percussion (1)</li> </ul> <p>Must have both Tammy and Jessie examples for full marks</p> <p style="text-align: right;"><b>1x2</b></p>	2

Question Number	Answer	Mark
2	<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 for each factor.</p> <p>Jessie likes to join in games with friends/as part of a team (1) and this would encourage her social interaction with others (1).</p> <p>Jessie has friends from school that come to the farm (1) and they enjoy games that involve role-play (1).</p> <p>Jessie is confident and is happy to join in classes without her twin, e.g. attending ballet (1) and this would encourage her to be socially independent (1).</p> <p>Jessie sits at a table with children who are at a higher level (1) and these children will act as social role models for her (1).</p> <p>Accept any other appropriate responses.</p> <p style="text-align: right;"><b>1x2</b> <b>1x2</b></p>	4

Question Number	Answer	Mark
3	<p>Award <b>one</b> mark for each of the following up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Form numbers correctly (1)</li> <li>• Hold a pencil correctly (1)</li> <li>• Copy triangles and circles correctly (1)</li> </ul> <p style="text-align: right;"><b>2x1</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>Jessie:</p> <ul style="list-style-type: none"> <li>• Only knows addition/has difficulty adding up (1)</li> <li>• Does not understand place value (1)</li> <li>• Only knows a few words by sight (1)</li> <li>• Finds reading difficult (1)</li> </ul> <p style="text-align: right;"><b>2x1</b></p>	2

Question Number	Answer	Mark
4b	<p>Maximum of <b>two</b> marks for Vygotsky's approach and <b>two</b> additional marks for example(s) from the case study relating to Jessie up to a maximum of <b>four</b> marks.</p> <p>Vygotsky's approach to the development of children's reasoning:</p> <ul style="list-style-type: none"> <li>• The concept of a zone of proximal development (1), which means the potential a child has to achieve through the help of an adult/peer (1).</li> </ul> <p>Used to support Jessie:</p> <ul style="list-style-type: none"> <li>• The teacher is trying to help her by providing with her lots of reading and number work and has put Jessie on a table with some other children who are at a higher level than she is in the hope that she will learn from them and be able to use them as role models (2).</li> <li>• The teacher has put Jessie on a table with more able children (1) to support her reading and number work (1).</li> <li>• Jessie enjoys being with her friends (1) and their role-play supports her social and language development (1).</li> <li>• Jessie is good at dance and enters dance competitions (1), which support her physical and social development (1).</li> <li>• Accept any other appropriate examples.</li> </ul> <p style="text-align: right;"><b>1x4</b></p>	4

Question Number	Indicative Content	Mark
5	<p>Bruner's theory:</p> <ul style="list-style-type: none"> <li>• That learning is an active process in which learners construct new ideas or concepts based on their current/past knowledge.</li> <li>• The learner selects and transforms information, constructs hypotheses and makes decisions relying on a cognitive structure to do so.</li> <li>• 3 stages: enactive, iconic, and symbolic.</li> <li>• Scaffolding/role of the supporting adult.</li> </ul> <p>Applied to Tammy:</p> <p>Enactive:</p> <ul style="list-style-type: none"> <li>• Playing on floor with toys. Practitioner could support with large/small world toys.</li> <li>• Reading with mum. Practitioner could support with a library book of interest.</li> <li>• Using packets in the kitchen to understand mass and volume. Practitioner could support with floating/sinking activities.</li> </ul> <p>Iconic:</p> <ul style="list-style-type: none"> <li>• Using counters to understand division. Practitioner could support with number lines, number boards, or interactive mathematical resources.</li> </ul> <p>Symbolic:</p> <ul style="list-style-type: none"> <li>• Using shapes as symbols. Practitioner could support by identifying shapes within environment (e.g. door is a rectangle).</li> <li>• Mathematical signs. Practitioner could support by identifying mathematical signs in print and their alternate uses (e.g. "x" means multiply, but also is a letter, symbol for kiss, symbol for error).</li> <li>• Simple mathematical problem solving. Practitioner could give her items to categorise.</li> <li>• Develop language further through use of books and/or reading music. Practitioner could support by reading scheme and/or taking part in a concert.</li> <li>• Good language skills can be utilised. Practitioner could support through discussion.</li> </ul> <p>Accept any other appropriate responses.</p>	8

Level 0	No rewardable material.	0
Level 1	Identifies limited theoretical points and may give some reasons for them. There are few appropriate examples relating to the case study of how practitioners may apply the theory to Tammy's cognitive development. The answer may lack precision or detail.	1-3
Level 2	Identifies relevant theoretical points and gives reasons for them. There is some use of appropriate examples relating to the case study of how practitioners may apply Bruner's theory to Tammy's cognitive development.	4-6
Level 3	Shows a detailed understanding of Bruner's theory, making clear links to Tammy's cognitive development. There is use of appropriate examples relating to the case study of how practitioners may apply Bruner's theoretical framework.	7-8

Question Number	Indicative Content	Mark
6	<p>Bandura:</p> <ul style="list-style-type: none"> <li>• Role modelling: children learn from the behaviour of others.</li> <li>• Copying: copying actions of others (Bobo doll).</li> <li>• Self-efficacy: being self-aware.</li> <li>• Empowerment: feeling empowered to stand up for themselves.</li> </ul> <p>Bandura applied to twins:</p> <ul style="list-style-type: none"> <li>• Encouraging activities (e.g. the twins are doing a charity walk to raise money).</li> <li>• Adult role-modelling positive behaviour (e.g. Tammy works with her mother in the kitchen / Jessie feeds and cleans the animals with her father).</li> <li>• Tammy playing in concert.</li> <li>• Peer role models for Jessie in maths/literacy.</li> </ul> <p>Skinner:</p> <ul style="list-style-type: none"> <li>• Different types of reinforcement (both positive and negative).</li> <li>• Praise when a positive action is repeated.</li> <li>• Operant conditioning.</li> <li>• Acknowledgment of positive/negative behaviour and reward for positive behaviour.</li> </ul> <p>Skinner applied to twins:</p> <ul style="list-style-type: none"> <li>• Praise (e.g. Tammy likes the praise she receives from her teacher)</li> <li>• Rewards/continuous reinforcement schedule (e.g. Jessie receives smiley face stickers for her effort / Both twins chosen to represent school in performances)</li> </ul> <p>Pavlov:</p> <ul style="list-style-type: none"> <li>• Classical conditioning</li> <li>• Direct association</li> </ul> <p>Pavlov applied to twins:</p> <ul style="list-style-type: none"> <li>• Praise (e.g. Tammy likes the praise she receives from her teacher).</li> <li>• Rewards/continuous reinforcement schedule (e.g. Jessie receives smiley face stickers for her effort / Both twins chosen to represent school in performances).</li> </ul> <p>If there is no theory there is no marks.</p>	8

Level 0	No rewardable material.	0
Level 1	Identifies some relevant theoretical points and may give some reasons for them. There is limited use of appropriate examples from the case study of how practitioners may apply the theories to learning. The answer may lack precision or detail.	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 theories to learning.	4-6
Level 3	Shows a detailed understanding of the theories, making clear links to the twins' learning. There is use of appropriate examples from the case study of how practitioners may apply two or more theories to learning.	7-8



Question Number	Indicative Content	Mark
7	<p>Piaget:</p> <p>Pre-operational (Jessie):</p> <ul style="list-style-type: none"> <li>• Learns to use language to represent objects and words.</li> <li>• Thinking is still egocentric.</li> <li>• Classifies objects by a single feature.</li> </ul> <p>Concrete operational (Tammy):</p> <ul style="list-style-type: none"> <li>• Classifies objects by several features.</li> <li>• Logical thinking.</li> <li>• Conservation of number mass and weight.</li> </ul> <p>Atthey:</p> <ul style="list-style-type: none"> <li>• Focus spontaneous/child-centred play.</li> <li>• Children following form of action.</li> <li>• Play is enveloping, contributes to all stages of development.</li> <li>• Cognitive structures.</li> <li>• Emphasis on close observation of play by practitioners to develop new activities to engage the children.</li> <li>• Close work between educator and parents (e.g. educator advises activities at home).</li> <li>• Agreement with Piaget.</li> <li>• Apply schema across all areas of development (e.g. cognitive development: the mental frameworks that help us organise and interpret information).</li> </ul> <p>Application to Jessie and/or Tammy:</p> <ul style="list-style-type: none"> <li>• Help in understanding stage of development (e.g. using counters to help Tammy understand division).</li> <li>• Develop activities according to stage (e.g. Jessie knows a few words by sight and is starting to read).</li> <li>• Understanding to enhance cognitive development (e.g. Tammy can form numbers and shapes correctly).</li> <li>• Assimilation and accommodation of knowledge (e.g. both learning to problem solve and read).</li> </ul> <p>Accept any other appropriate responses. Do not accept responses that discuss any of Piaget's other stages of cognitive development.</p>	10
Level 0	No rewardable material.	0
Level 1	Answers will identify one theory and show limited knowledge of how one theory is relevant. There is limited use of appropriate examples from the case study of how the theory may apply to learning. The answer may lack precision or detail.	1-4

Level 2	Answers show how aspects of the theories are relevant. 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 development.	5-7
Level 3	Answers accurately show understanding of two theories and approaches and the extent to which these are relevant, using appropriate examples from the case study. Learners present a balanced view and identify how exceeds/does not meet expected normative milestones for cognitive development in relation to the theorists.	8-10

**Section 2**

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
8a	<p>Example answer:</p> <p>Bronfenbrenner's ecological systems (1) theory of human development, which is often represented as a series of concentric circles (1) that show how children's development does not happen in isolation (1), but is closely interrelated to their family, nursery, school, and local community as well as the wider society (1).</p> <p>Accept any other appropriate responses</p> <p>May include microsystems, mesosystems, exosystems, macrosystems, and chronosystems. Only credit with development of these words.</p> <p style="text-align: right;"><b>1x4</b></p>	4

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
8b	<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 per example.</p> <ul style="list-style-type: none"> <li>• Getting parents involved in activities at school (1) in order to boost child's self-esteem (1).</li> <li>• Encouraging child to join different groups in school/community (1) in order for them to become more self-assured (1).</li> <li>• Use circle-time (1) to explore emotional control (1).</li> <li>• Being part of a winning team (1) helps to boost a child's confidence (1).</li> </ul> <p>Accept any other appropriate responses.</p> <p style="text-align: right;"><b>1x2</b> <b>1x2</b></p>	4

Question Number	Indicative Content	Mark
9	<p>Erickson:</p> <ul style="list-style-type: none"> <li>• Erikson’s psychosocial stages of personality are used to explain influence of parents/significant others.</li> <li>• Only the first 4 stages apply to development in children.</li> </ul> <p>Stages:</p> <ul style="list-style-type: none"> <li>• Stage 1 Trust v. Mistrust: If child develops trust and will feel safe or mistrust and feels insecure and views the world as hostile.</li> <li>• Stage 2 Autonomy v. Shame and Doubt: Secure and confident developing, independence, or self-doubt, uncomfortable, dependency on care giver.</li> <li>• Stage 3 Initiative v. Guilt: Will be confident, can plan own actions within boundaries, or have self-doubt, fearful of getting it wrong.</li> <li>• Stage 4 Industry v. Inferiority: Sense of pride through social actions, comparison to others, or loss of confidence through failure to match peers, feeling of lack of self-worth.</li> </ul> <p>Practitioner should:</p> <ul style="list-style-type: none"> <li>• Encourage children to try out new things for themselves.</li> <li>• React appropriately when children make mistakes.</li> <li>• Give positive and unconditional support to the child.</li> <li>• Help parents to understand the importance of ensuring there is a parity of actions between home and early years setting.</li> <li>• Provide a settling-in procedure.</li> </ul> <p>Accept any other appropriate responses.</p>	8
Level 0	No rewardable material.	0
Level 1	Makes reference to aspects of Erickson’s theory, making some links to positively developing a child’s personality. There is discussion of one way the practitioners would apply Erickson’s theory.	1-3
Level 2	Shows an understanding of Erickson’s theory, making some links to positively developing a child’s personality. There is limited discussion of one or more ways the practitioners would apply Erickson’s theory.	4-6

Level 3	Shows a detailed understanding of Erickson's theory, making clear links to positively developing a child's personality. There is discussion of two or more ways the practitioners would apply Erickson's theory.	7-8
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Question Number	Indicative Content	Mark
10	<p>A child may be influenced both positively and negatively by their parents' divorce depending on the situation. These factors may be interlinked across multiple areas of development.</p> <p>Social development can be affected by parents' divorce such as:</p> <ul style="list-style-type: none"> <li>• May have to move house and lose friends.</li> <li>• May lose family friends.</li> <li>• May not want to play with other children.</li> <li>• Have to divide time between two places/homes.</li> <li>• May gain more family members/siblings.</li> <li>• Gets taken out more for treats by parent.</li> </ul> <p>Emotional development can be affected by parents' divorce such as:</p> <ul style="list-style-type: none"> <li>• Loss of self esteem.</li> <li>• Feelings of security (positive and negative).</li> <li>• Loss of attachment.</li> <li>• Cause stress.</li> <li>• Unhappiness.</li> <li>• Increased feelings of stability (if there had been domestic issues).</li> <li>• May be away from arguments.</li> <li>• Better relationship with parent(s).</li> </ul> <p>Physical development can be affected by parents' divorce such as:</p> <ul style="list-style-type: none"> <li>• May have to live in poverty.</li> <li>• Poor health – poverty.</li> <li>• Low cost diet – unhealthy/healthy.</li> <li>• Sadness – comfort eating.</li> <li>• Move to less suitable housing.</li> <li>• Sharing accommodation.</li> <li>• Better housing conditions – a garden.</li> <li>• Room of own.</li> </ul> <p>Intellectual development may be affected by parents' divorce such as:</p> <ul style="list-style-type: none"> <li>• May not be able to afford resources for school.</li> <li>• Gain additional resources.</li> <li>• More focused family support.</li> <li>• Lack of concentration.</li> <li>• Change of school.</li> </ul>	12
Level 0	No rewardable material.	0
Level 1	A few ways in which divorce is significant for the child 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 divorce is significant for the child are identified or a few key ways described; consideration of implications of divorce and links would be made to specific areas of development, but there may be more emphasis on one of them. The evaluation is unbalanced and the conclusion may be absent/brief/incomplete.	5-8
Level 3	Range of ways in which divorce is significant for the child is identified or a few ways explained in depth. At least three developmental areas are considered and the evaluation is well balanced. A conclusion is drawn in relation to the context.	9-12

Question Number	Indicative Content	Mark
11	<p>Emotional</p> <ul style="list-style-type: none"> <li>• Self-esteem – withdrawn, insular.</li> <li>• Affects personality development – shy quiet placid passive.</li> <li>• Self-concept – unworthy.</li> <li>• Feelings towards others – negative, no attachments.</li> <li>• Feeling of security – insecure isolated.</li> <li>• Lack of independence – dependant on others for direction.</li> <li>• Lack of confidence.</li> </ul> <p>Social</p> <ul style="list-style-type: none"> <li>• Language development – delayed, selective, inappropriate.</li> <li>• Learning through play – limited attachments, loner.</li> <li>• Wants to be alone so lack of development through play.</li> <li>• Lack of development through interaction.</li> <li>• Impact on other behaviours, could lash out, and be aggressive, uncooperative.</li> <li>• Lack of development of friendship.</li> </ul> <p>Physical</p> <ul style="list-style-type: none"> <li>• Weight might increase/decrease with change in eating patterns.</li> <li>• Could become physically fatigued as sleeping patterns change.</li> <li>• Regression (e.g. bed-wetting).</li> <li>• Self-harm.</li> </ul> <p>Intellectual</p> <ul style="list-style-type: none"> <li>• Concentration problems in school delaying intellectual development/regression.</li> <li>• School becomes a safety net, enhancing intellectual development.</li> <li>• Could lead to depression or other mental health problems.</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Delayed language development.</li> <li>• Use of inappropriate language.</li> </ul> <p>Accept any other appropriate responses.</p>	12
Level 0	No rewardable material.	0
Level 1	Basic understanding of ways in which emotional abuse affects the child’s overall development. Only one area of development is considered and the answer is unbalanced.	1-4



Level 2	Some ways in which emotional abuse 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.	5-8
Level 3	Range of ways in which emotional abuse affects the child's overall development is explained or a few ways discussed in depth. Three or more areas of development are considered and the answer is well balanced, links areas of development, and gives weight to a conclusion.	9-12

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