



# Mark Scheme June 2013

BTEC Nationals in Children's Play,  
Learning and Development

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Version 1

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## BTEC Nationals in Children's Play, Learning and Development

### Section 1

Question Number	Answer	Mark
1	<p>Award one mark each for identification of two pre-natal factors that may have affected Zara's development and one mark each for explaining the extent they are likely to affect her development.</p> <p>Julia/mother's health: having diabetes/high blood pressure (1) which may affect/delay Zara's development (giving a specific/holistic example)(1) <b>or</b>            may make Zara more likely to be obese (1) <b>or</b>            may delay her ability to learn (1).</p> <p>Julia/mother's diet lack of nutrients (1)            may affect/ development (giving a specific example/holistic) (1) <b>or</b>            Increase likelihood of disease (1).</p> <p>Julia/mother would have high stress/shock/depression due to her husband's death (1) which may affect her health and lead to malnourishment for the unborn child/complications in pregnancy (1).</p> <p>Accept premature birth(1) leading to delay of development (giving a specific/holistic example) against norms(1)</p> <p>Do not accept Zara having diabetes</p> <p style="text-align: right;"><b>1x2</b> <b>1x2</b></p>	4

Question Number	Answer	Mark
2	<p>Development is the skills and/or knowledge (1) which children gain/learn. (1).</p> <p><b>do not credit anything to do with growth</b></p>	2

Question Number	Answer	Mark
3	<p>Award up to a maximum of <b>two</b> marks for any of the following.</p> <p>Zara can:</p> <ul style="list-style-type: none"> <li>• Pour her own drink (1)</li> <li>• Drink from a cup (1)</li> <li>• Simple jigsaws (1)</li> <li>• Finger paint (1)</li> <li>• Copy a vertical line (1).</li> </ul>	2

Question Number	Answer	Mark
4a	<p>Award up to a maximum of <b>two</b> marks for any of the following.</p> <p>Zara is:</p> <ul style="list-style-type: none"> <li>• only putting three words together into complete sentences(1)</li> <li>• limited to a 250-word vocabulary (1)</li> <li>• communicating by hitting and crying (1).</li> </ul>	2

Question Number	Answer	Mark
4b	<p>There is a "critical period" for learning language innate (1) practitioners should accelerate development by providing opportunities to expand language using many different mediums (1).</p> <p><b>Accept any other relevant wording/phrasing.</b></p> <p style="text-align: right;"><b>2x1</b></p>	2

Question Number	Answer	Mark
4c	<p>Award up to a maximum of <b>two</b> marks for approaches used with Zara.</p> <ul style="list-style-type: none"> <li>• Familiar adults spend time talking and communicating with her. (1)</li> <li>• Adults look at books with her. (1)</li> <li>• Singing together provides opportunities for her to join in with nursery rhymes. (1)</li> <li>• Books have been provided for her to look at. (1).</li> </ul> <p style="text-align: right;"><b>2x1</b></p>	2

Question Number	Indicative content	Mark
5	<p>Bronfenbrenner. Partnership working. Development does not happen in isolation-needs community links /family. Supporting learning in the home by mother and older sibling. Replicated activities at home and at nursery, links between family and nursery. Using community resources such as nursery , village events Closely related to Family, Nursery, School, Local Community, Wider society (microsystem, mesosystem). Everything is in context within the environment in which we live</p> <p>Applied to Zara.</p> <ul style="list-style-type: none"> <li>• She does not have a father figure – she may benefit from a strong male role model.</li> <li>• She lives in a village which may have strong community links.</li> <li>• She attends a local nursery.</li> <li>• She has an older sibling.</li> <li>• Her mother has returned to work.</li> <li>• She plays with other children.</li> <li>• She looks at books with adults.</li> </ul> <p><b>Bullet point answers should only be given a maximum of 4 marks</b></p>	8
Level 0	No relevant material.	0
Level 1	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	1-3

	it to Zara. The answer may lack precision or detail.	
<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>

<b>Question Number</b>	<b>Indicative content</b>	<b>Mark</b>
<b>6</b>	<p>Adam needs support due to:</p> <ul style="list-style-type: none"> <li>• Loss of father</li> <li>• Self-esteem affected as rejected from play with others</li> <li>• Takes time to build up trust with adults due to change of setting</li> <li>• Withdrawn and passive</li> <li>• Doesn't want to try new things.</li> </ul> <p>Approaches to supporting Adam.</p> <ul style="list-style-type: none"> <li>• Skinner's operant conditioning -Positive role model praising and acknowledging positive behaviour Adam shows –Harter's model of self-esteem - Providing positive and unconditional responses to help develop positive self-concept Cooley Theory of 'looking glass self' to explain confidence</li> <li>• Bowlby/Ainsworth attachment theory - Support attachment to a key person in the setting .</li> <li>• Bruner/Vygotsky - Work in partnership with Adam's mother to support his learning in the home and plan activities in the setting based on what Adam does with his family.</li> <li>• Bronfenbrenner's ecological systems theory.</li> <li>• Erickson –Stage 4 ego development – industry versus competence- help Adam integrate with peer group and confidence building.</li> </ul>	<b>8</b>
<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	<b>1-3</b>

	answer may lack precision or detail.	
<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>

Question Number	Indicative content	Mark
7	<p>Some aspects of Adam’s cognitive development exceed accepted developmental norms, such as:</p> <p>Adam:</p> <ul style="list-style-type: none"> <li>• speaks using correct grammar; uses complex sentences and explains his ideas – as expected at six years</li> <li>• beginning to distinguish between fantasy and reality</li> <li>• understands basic scientific concepts</li> <li>• can build complicated models.</li> </ul> <p>Piaget.</p> <ul style="list-style-type: none"> <li>• Knowledge precedes development.</li> <li>• Adam is in the pre-operational stage.</li> <li>• Adam is ego centric as he is unable to manipulate information or see another person’s point of view.</li> <li>• Egocentrism.</li> <li>• Children like Adam think differently from adults.</li> <li>• Children like Adam play an active role in gaining knowledge and understanding of the world.</li> <li>• Adam uses Schema, mental frameworks that help us organise and interpret information.</li> <li>• Criticisms of Piaget’s research methods – researchers suggest that children possess many of the abilities at an earlier age than Piaget affirms.</li> </ul> <p>Bruner.</p> <p>There are no stages (as with Piaget) but modes of representation – Adam could be in the Iconic or Symbolic modes.</p> <ul style="list-style-type: none"> <li>• Adam may learn through symbolic thinking.</li> <li>• Language is important.</li> <li>• Spiral curriculum- Adam will revisit ideas later on.</li> <li>• Construction of his own knowledge using coding system.</li> <li>• Connections between his present and past experiences.</li> </ul> <p>Don’t accept ‘scaffolding’ as although it is connected to Bruner it does not relate to question</p>	10
Level 0	No relevant material.	0

<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

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Question Number	Indicative content	Mark
<b>8</b>	<p>Award up to <b>two</b> marks for identifying principles of development which relate to physical factors from any of the following.</p> <ul style="list-style-type: none"><li>• Occurs in orderly sequence.</li><li>• Begins with control of head movement.</li><li>• Begins with large movements.</li></ul> <p style="text-align: right;"><b>1x2</b></p>	<b>2</b>

Question Number	Indicative content	Mark
<b>9a</b>	<p>Bowlby's theory of attachment (1) A child becomes distressed (1) because they are separated from their primary carer (1). This can have a lasting effect (1) because it makes it difficult to form bonds and attachments (1).</p> <p>Accept Monotropy (1) maternal deprivation (1) separation anxiety (1)</p> <p>Accept any other appropriate wording/phrasing.</p> <p style="text-align: right;"><b>1x2</b> <b>1x2</b></p>	<b>4</b>

Question Number	Indicative content	Mark
<b>9b</b>	<p>Information Processing Theory: Compares cognitive processes to computer functions (1) which allows practitioners to understand the way in which children process information.(1).</p> <p>Encode/memory/retrieval(1)</p> <p>Accept any other appropriate wording/phrasing.</p> <p style="text-align: right;"><b>1x2</b></p>	<b>2</b>

Question Number	Indicative content	Mark
10	<p>Likely impacts of education</p> <p>Physical development may be affected by access to sport and exercise in an educational setting:</p> <ul style="list-style-type: none"> <li>• PE and games as well as extra-curricular sport</li> <li>• exercise on a regular basis.</li> </ul> <p>Other factors may also affect physical development:</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• ill health affecting ability to exercise</li> <li>• overcrowding affecting ability to practice skills</li> <li>• poor housing increasing risk of illness</li> <li>• unsafe local environment reducing opportunities for outdoor play</li> <li>• genetic factors.</li> </ul> <p>Cognitive development such as:</p> <ul style="list-style-type: none"> <li>• lessons</li> <li>• access to materials</li> <li>• access to a structured curriculum</li> <li>• Access to teachers/experts.</li> </ul> <p>Other factors which may also affect cognitive development:</p> <ul style="list-style-type: none"> <li>• toys and resources to stimulate learning</li> <li>• diet</li> <li>• opportunities for outings and visits</li> <li>• family education affecting expectations.</li> </ul> <p>Social development may be affected such as:</p> <ul style="list-style-type: none"> <li>• meeting other children/adults</li> <li>• play</li> <li>• bonding.</li> </ul> <p>Other factors which may also affect social development:</p> <ul style="list-style-type: none"> <li>• peers</li> <li>• poverty</li> <li>• family</li> </ul> <p>Emotional development may be affected, such as:</p> <ul style="list-style-type: none"> <li>• self-concept affected by comparing self with others</li> <li>• Cooley's theory of 'looking glass self'.</li> </ul> <p>Language development may be affected, such as:</p> <ul style="list-style-type: none"> <li>• access to resources</li> <li>• access to a broad range of vocabulary.</li> </ul> <p>Other factors which may also affect language development:</p> <ul style="list-style-type: none"> <li>• poverty</li> <li>• family</li> <li>• social class</li> </ul>	12

	<p>Effect on overall development, such as:</p> <ul style="list-style-type: none"> <li>• development is affected by a range of different factors</li> <li>• every child has a unique response to factors</li> <li>• a child's development needs to be considered in context, as physical and genetic factors interrelate with the child's cultural environment.</li> </ul> <p>Mitigating factors, such as:</p> <ul style="list-style-type: none"> <li>• Bronfenbrenner's ecological systems theory that children's development does not happen in isolation but is interrelated to their family, nursery or school, local community as well as wider society</li> <li>• a child may be influenced both negatively and positively by those outside the education system.</li> </ul>	
<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>

Question Number	Indicative content	Mark
11a	<p>Implications for the child. Social development:</p> <p>PLEASE BE CAREFUL THAT YOU CREDIT ONLY WHAT RELATES TO DAN eg HIS FRIENDS ARE JEALOUS = NO MARKS</p> <ul style="list-style-type: none"> <li>• reduced opportunity for play as Dan may not want to play the same games Dan is "different" because (any relevant answer)</li> <li>• difficulty in developing friendships which are important for children at this age, Dan may not relate to peers</li> <li>• may be excluded from play by others, may be seen as different/play same games</li> <li>• frustrated and unwanted behaviour may escalate- Dan may not be able to relate to peers want to do same activities</li> <li>• other areas of development may be affected as they are interrelated</li> <li>• gross and fine motor skills affected as Dan has reduced play due to isolation</li> <li>• effect on interactions with other children and adults</li> <li>• effect on emotional development by feeling different from other children</li> <li>• issues with self-concept due to isolation from other children</li> <li>• may be bullied due to being different</li> <li>• may isolate himself. Due to lack of compatibility</li> </ul> <p>Late recognition of Dan being gifted :</p> <ul style="list-style-type: none"> <li>• opportunities for appropriate intervention are delayed</li> <li>• the possible cause of delay may be more difficult to identify</li> <li>• reduced likelihood of positive outcomes.</li> </ul> <p>Mitigating factors:</p> <ul style="list-style-type: none"> <li>• may be no problem with Dan's social development</li> <li>• may take the lead in games</li> <li>• may find it easier to talk to adults/older children than his peer group.</li> </ul>	12
Level 0	No rewardable material.	0
Level 1	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.	1-4
Level 2	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.	5-8

<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>
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<b>Question Number</b>	<b>Indicative content</b>	<b>Mark</b>
<b>11b</b>	<p>Social, emotional, cognitive and language development need to be supported as they are interrelated.</p> <p>Application of theories and models</p> <ul style="list-style-type: none"> <li>• Bandura’s social learning theory - Adult encouraging child to develop social skills.</li> <li>• Skinner’s operant conditioning - Positive reinforcement for use of appropriate language.</li> <li>• Vygotsky’s Zone of Proximal Development - Providing appropriate activities for cognitive challenge</li> <li>• Bruner - Provide active learning experiences to help child to develop reasoning and explore ideas –</li> <li>• Cooleyand/or Harter’s models of self-esteem - Providing positive and unconditional responses to help develop positive self-concept –Bronfenbrenner’s ecological systems theory - Work with the family to support the child at home –.</li> <li>• Erikson’s psychosocial theory - React appropriately.</li> <li>• Piaget – four stages of learning. Activities will be age and stage appropriate.</li> <li>• Chomsky - Adult role modelling language – supporting social learning theory.</li> </ul> <p>A combination of approaches will need to be used to address the related developmental delays.</p>	<b>8</b>
<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>