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Introduction

The BTEC National Sample Assessment Materials (SAMs) have been prepared to support the qualifications in Children's Play, Learning and Development.

The aim of these materials is to provide learners and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.

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

Children's Play, Learning and Development

Unit 1: Child Development

Sample Assessment Material

**Time: 1 hour 45 minutes which includes
15 minutes reading time**

Paper Reference

20780E

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SECTION A – CASE STUDY

You are advised to spend 15 minutes reading the case study before attempting all questions.

Read the following information and answer questions 1 to 8, which are based on this case study.

Family background information

Tarik is four years old. Pamina is two years old. They live with their parents. The family have just moved into the area. Their father works abroad for long periods of time. Two months ago the children started to attend Acorns Day Care.

Tarik can ride a bike without stabilisers and enjoys playing football. He builds complicated models with Lego. He likes to look at books about rockets. He has a caring attitude towards his sister.

Pamina was born seven weeks early and spent several weeks in special care. Her father was not at home during this time and so her mother was not able to spend much time at the hospital as she needed to look after Tarik. Pamina still gets ill with chest infections. Pamina can feed herself and drink from a cup. She can build towers with bricks. Pamina enjoys pointing to pictures in books and saying the words. She loves communicating with people she knows well.

Acorns Day Care

Tarik took a while to build up trust in adults. He can kick and throw a ball accurately. He can draw lines and circles, makes elaborate sandcastles, and he enjoys jigsaws. Tarik listens to stories as part of a group and spends time looking at books. He is not using sentences. He often points to things he wants. His speech is not always clear and many of the children do not understand him. He becomes frustrated when he has to share and wait his turn, leading to occasional tantrums. He follows a sequence of instructions from adults. Tarik plays board games with adults. He recognises numbers up to 10 and can move a counter along accurately, whilst counting to ten.

Pamina has found it difficult to settle. She gets very upset when her mother leaves, resisting comfort from staff. She is often distressed when her mother collects her and sometimes pushes her away. Pamina is overweight. She uses bottom shuffling to get around. When encouraged, she will occasionally pull herself up to stand. She concentrates for long periods of time and enjoys simple jigsaw puzzles. She uses around 50 words and is starting to join words. Pamina knows the names of parts of her body. She joins in with nursery rhymes and can often be heard talking to herself.

Write your name here

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| Surname | Other names |
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Pearson BTEC Level 3
National Subsidiary
Award, Award,
Subsidiary Certificate,
Certificate and Diploma

Centre Number

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Learner Registration Number

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Children's Play, Learning and Development

Unit 1: Child Development

Sample Assessment Material

**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

- The total mark for this paper is 80.
- Both sections should be attempted.
For **Section A** you are advised to spend up to **15 minutes** reading the case study before answering the questions.
You are advised to spend approximately 65 minutes on **Section A** (including 15 minutes reading time) and 40 minutes on **Section B**.
- 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.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

You will need to refer to the case study.

1 Identify **two** examples that indicate Pamina is meeting her language development norms.

1

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2

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(Total for Question 1 = 2 marks)

2 Identify **two** examples that indicate Tarik is meeting his fine motor development norms.

1

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2

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(Total for Question 2 = 2 marks)

3 Explain **two** factors that may have affected Pamina's gross motor development.

1

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2

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(Total for Question 3 = 4 marks)

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4 (a) Identify **two** examples that indicate Tarik’s communication skills are **not** meeting the norms for his age.

(2)

1

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2

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(b) Explain **two** ways Tarik’s language skills have affected his social development.

(4)

1

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2

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(Total for Question 4 = 6 marks)

5 Describe **two** ways Vygotsky's zone of proximal development model could be used to support Tarik's cognitive development.

1

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2

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(Total for Question 5 = 4 marks)

6 Describe **two** ways Chomsky's model of how children acquire language can be used to understand Pamina's language development.

1

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2

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(Total for Question 6 = 4 marks)

8 Discuss how Tarik's emotional development can be supported using the theories of Skinner and Bandura.

(10)

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(Total for Question 8 = 10 marks)

TOTAL FOR SECTION A = 40 MARKS

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SECTION B

Answer ALL questions. Write your answers in the spaces provided.

9 (a) Describe **two** aspects of Bruner's theory of learning.

(4)

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(b) Discuss how Bruner's theory of learning can be used to promote cognitive and language development of a child aged three.

(8)

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(Total for Question 9 = 12 marks)

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10 (a) What is meant by 'self-esteem'?

(2)

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(b) Explain **two** ways a high level of self-esteem would have a positive effect on a child's development.

(4)

1

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2

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(c) Rita is five years old and has low self-esteem.

Discuss how low self-esteem may effect Rita's social development.

(10)

A series of horizontal dotted lines for writing the answer.

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(Total for Question 10 = 16 marks)

11 Dan is four years old and his family are experiencing poverty.

Evaluate the potential effects of poverty on Dan's development.

(12)

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(Total for Question 11 = 12 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 80 MARKS

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Unit 1: Child Development – Sample mark scheme

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should be prepared to award zero marks if the learner's response is not worthy of credit according to the mark scheme.
- Where some judgement is required mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a learner's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the learner has replaced it with an alternative response.

Specific marking guidance for levels-based mark schemes*

Levels-based mark schemes (LBMS) 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. Different rows within the levels represent the progression of these skills.

When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches learners' response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

BTEC Next Generation CPLD L3 SAMS Mark Scheme

Section A

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 | <p>Award one mark for identification of each example that is relevant to Pamina, up to a maximum of two marks:</p> <ul style="list-style-type: none">• Starting to join words (1)• Uses about 50 words (1)• Knows names of parts of body (1)• Joins in nursery rhymes (1)• Talks to herself (1) | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 | <p>Award one mark for identification of each example that is relevant to Tarik, up to a maximum of two marks:</p> <ul style="list-style-type: none">• Draws lines (1)• Draws circles (1)• Builds (complicated) models with Lego (1)• Enjoys jigsaws (1)• Makes (elaborate) sandcastles (1) | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 | <p>Any from the following: Award one mark for identification of a positive and/or negative factor of Pamina’s life and one mark for justifying/rationalising the potential effect on Pamina’s gross motor development. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Pamina was pre term (1) this means it will take longer for her to reach age-appropriate milestones. • The (frequent) chest infections Pamina still suffers from (1) means that she will be less likely to want to move around (1) • Pamina is overweight (1) which may slow down her movement/affect her mobility (1) • Pamina moves around by bottom shuffling (1) this means she may take longer to walk as children who bottom shuffle walk later than crawlers (1) | 4 |

| Question Number | Answer | Mark |
|-----------------|---|----------|
| 4a | <p>Award one mark for identification of each example that is relevant to Tarik NOT meeting the norms for his age, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Not using sentences (1) • Speech not always clear (1) • Points to things he wants (1) | 2 |

| Question Number | Answer | Mark |
|-----------------|---|----------|
| 4b | <p>Any from the following: Award one mark for identification of aspects of Tarik's language skills and one mark for justifying/rationalising the potential effect on Tarik's social development. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Cannot express himself clearly (1) which will affect his ability to make friends (1) • Limited use of sentences (1) will make it harder for children to join him in play (1) • As Tarik uses gestures/points at things (1) children may not play with him as they are less likely to respond to body language (1) <p>Accept any other appropriate response.</p> | 4 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5 | <p>Any from the following: answers should contain two linked points which in combination provide a logical description of how Vygotsky's model could be used, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Adult support (1) • Help Tarik by giving him blocks to count to 20/ by helping Tarik recognise numbers (count) up to 20 (1) • Build on past experiences (1) • By using interest in rockets to investigate space (1) • Use hands-on experience (1) • To encourage problem-solving skills (1) <p>Accept any other appropriate response.</p> | 4 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 | <p>Any from the following: answers should contain two linked points which in combination provide a logical description of how Chomsky's model could be used, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • There is a critical period for learning language (1) • Pamina is learning from being exposed to lots of language in the setting (1) • Adults can accelerate language development by providing the right opportunities (1) • By singing songs with Pamina / reading books together (1) • The Language Acquisition Device (1) • Pamina has an innate ability to learn from familiar adults talking and communicating with her (1 mark) <p>Accept any other appropriate response.</p> | 4 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 7 | <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>Bowlby</p> <ul style="list-style-type: none"> • Bowlby says children need to form a main attachment. • Separation from mother affects attachment • Bowlby said disrupted attachment causes maternal deprivation. <p>Ainsworth</p> <ul style="list-style-type: none"> • Ainsworth looked at response to strangers • Ainsworth researched into the strength of attachments. • Ainsworth's 3 classifications of attachment: secure, resistant, avoidant. <ul style="list-style-type: none"> • Pamina spent time in special care. • Pamina has changed setting. New setting means new attachments have to be formed. • Pamina gets upset when her mother leaves. • Pamina resists comfort from staff. • Pamina is disinterested when her mother returns and pushes her away. • Pamina has a strong attachment to her mother • Secure attachment is the norm with several known adults at two years which Pamina is not showing (multiple attachments). She is showing difficulty in forming attachments. • Shows signs of resistant attachment because she is distressed when her mother leaves and cannot be comforted. • Shows some signs of avoidant attachment as she acts uninterested in her mother's return and pushes her away. • Bowlby suggests a 'key person' would help Pamina to form a secure attachment in the setting. • Poor attachments can have long-term effects on ability to form relationships when she's older. • Maternal deprivation can cause long-term effects on feelings of security. • The importance of a 'key person' to support | 8 |

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| | <p>emotional development and transitions.</p> <ul style="list-style-type: none"> • The importance of parent partnership in establishing new attachments. | |
| Level 0 | No relevant material. | 0 |
| Level 1 | <ul style="list-style-type: none"> - Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. - Provides little evidence of application and links between relevant information. Analysis likely to consist of basic description of information. - Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. | 1-3 |
| Level 2 | <ul style="list-style-type: none"> - Demonstrates accurate knowledge and understanding of relevant information with a few omissions. - Evidence of application demonstrating some linkages and interrelationships between factors leading to an analysis being presented. - Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language | 4-6 |
| Level 3 | <ul style="list-style-type: none"> - Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. - Evidences thorough application leading to a balanced analysis containing linkages and interrelationships between factors. - Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently. | 7-8 |

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 8 | <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>Skinner</p> <ul style="list-style-type: none"> • Operant conditioning theory • Skinner's research was based on animal experiments • According to Skinner behaviour which is reinforced is repeated, although reinforcement needs to be age appropriate • Positive reinforcers include praise, rewards, adult attention • Adults can encourage children to learn desired behaviour by using positive reinforcement <p>Bandura</p> <ul style="list-style-type: none"> • Social learning theory • Children learn behaviour from copying the behaviour of adults or other children (role models) • Children remember the behaviour they have observed and directly copy the behaviour • Children copy both desirable and undesirable behaviour • Tarik took a while to build up trust in adults • Children don't understand his speech – could lead to frustration or withdrawal of Tarik from a group. • Tarik becomes frustrated when he has to share which leads to tantrums • Tarik could be praised by adults when he shares toys/ waits his turn/ plays with his sister • Tarik could be rewarded with stickers/stars on a chart when he shares toys/ waits his turn • Praise or rewards need to be given at the time of wanted behaviour to be effective • Adults should consistently model positive behaviour • Ignore Tarik's undesirable behaviour if children are not at risk so Tarik does not receive adult attention for unwanted behaviour • Work in collaboration with parents to ensure consistent responses to Tarik's behaviour • Positive reinforcements are more effective if given intermittently • Positive role modelling will help Tarik to develop self-efficacy | 10 |

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| | <ul style="list-style-type: none"> • Tarik could behave in order to receive the reward and not be intrinsically motivated to behave well • Investigate reasons for Tarik's behaviour | |
| Level 0 | No rewardable material. | 0 |
| Level 1 | <ul style="list-style-type: none"> - Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. - Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. - Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. | 1-3 |
| Level 2 | <ul style="list-style-type: none"> - Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. - Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context. - Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. | 4-7 |
| Level 3 | <ul style="list-style-type: none"> - Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. - Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context - Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently. | 8-10 |

Section B

| Question Number | Answer | Mark |
|-----------------|---|------|
| 9a | <p>Any from the following: answers should contain two linked points which in combination provide a logical description of aspects of Bruner’s theory, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Learning is an active process (1) • Children need opportunities for learning through play/exploration (1) • Role of adults in interacting/questioning children (1) • Helps children to make connections between what they are doing and past experiences (1) • Adults need to simplify information/scaffolding (1) • Gradually increasing difficulty to help problem solving (1) • Theory proposed three modes of thinking (Enactive, Iconic, Symbolic) (1) • Important to provide appropriate support in mode e.g. pictures /books in iconic mode (1) | 4 |

| 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> <ul style="list-style-type: none"> • At three years will be in Iconic mode, where information is stored in form of images/internal representation • Learning by discovery/ constructivist approach • Adults play an active role in a child’s learning/ scaffolding • Adults play an important role in language development/ Language Acquisition Support System (LASS)/ supporting memory | 8 |

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|----------------|---|------------|
| | <ul style="list-style-type: none"> • Language is important in understanding concepts • Spiral curriculum/ ideas taught at simple level first/ revisited at more complex level/ gradually increase complexity in activities • Examples of developmentally appropriate practical experiences for child to understand concepts e.g. 'light', 'heavy' • Use questioning/ discussion to support understanding / increase vocabulary • Adult needs to support a child's thinking by questioning • May make links to Piaget's model of how children's logic and reasoning develops • May make links to Vygotsky's approach to the development of children's reasoning • May make links to Chomsky's Language Acquisition Device • Understanding that a combination of theoretical approaches will need to be used to promote the cognitive and language development of a child aged three | |
| Level 0 | No relevant material. | 0 |
| Level 1 | <ul style="list-style-type: none"> - Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. - Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. - Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. | 1-3 |
| Level 2 | <ul style="list-style-type: none"> - Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. - Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context. - Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. | 4-6 |
| Level 3 | <ul style="list-style-type: none"> - Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. - Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. - Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently. | 7-8 |

| Question Number | Answer | Mark |
|-----------------|---|----------|
| 10a | <p>Award up to a maximum of two marks for the meaning of the term.</p> <ul style="list-style-type: none"> • Self-esteem is a sense of self-worth/ value placed on oneself(1) Self-esteem affects confidence and resilience(1) Self-esteem affects cognition when children compare themselves with peers (1) <p>Accept any other appropriate response.</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|----------|
| 10b | <p>Any from the following: Award one mark for identification and one mark for justifying/rationalising the potential positive effect on development. Up to a maximum of four marks</p> <ul style="list-style-type: none"> • Positive effect on social development (1) because children make friends easily/are able to form responsive/ positive relationships with adults and other children (1) • Positive effect on cognitive development (1) because children are resilient /try and solve problems/ will try new things (1) • Positive effect on emotional development (1) because children are confident/ happy/ and have a positive outlook (1) • Positive effect on physical development (1) because children are more willing to take on physical challenges/ take risks. (1) <p>Accept any other appropriate response.</p> | 4 |

| | Indicative content | |
|------------|--|-----------|
| 10c | <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"> • at age 5 friendships are important, and at that age Rita should form close friendships with one or two others • She will be able to share, and play games with rules • However, low self-esteem may mean Rita has difficulty in developing friendships • may lack confidence in playing new games • may be no problem with Rita's social development • reduced opportunity for play as Rita reluctant to join in • may be excluded from play by others • may be seen as different to others • may play same games with others • Rita may not be able to relate to peers • Rita may isolate herself • Rita may start to compare herself to others • other areas of development may be affected as they are interrelated • cognitive development affected through lack of confidence, resilience • gross and fine motor skills affected as has reduced play opportunities • effect on interactions with other children and adults • may make reference to theories of Harter and Cooley • may make reference to Erikson's psychosocial stages of personality. • impact of effects on social development depend on recognition and appropriate support for Rita's low self-esteem • possible long-term effects on social, emotional and cognitive development if Rita not supported. | 10 |

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| Level 0 | No relevant material. | 0 |
| Level 1 | <ul style="list-style-type: none"> - Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. - Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. - Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. | 1-3 |
| Level 2 | <ul style="list-style-type: none"> - Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. - Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context. - Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. | 4-7 |
| Level 3 | <ul style="list-style-type: none"> - Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor - Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. - Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently. | 8-10 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 11 | <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>Possible effects on physical development</p> <ul style="list-style-type: none"> • Poor diet affecting growth/ strength, ability to fight infection • Poor diet causing obesity • May play outside more • Poor housing increasing risk of illness • Overcrowding affecting ability to practise skills <p>Possible effects on cognitive development</p> <ul style="list-style-type: none"> • Lack of toys and resources to stimulate learning • Poor diet affecting ability to concentrate • Reduced opportunities for outings and visits • Family education affecting expectations <p>Possible effects on social development</p> <ul style="list-style-type: none"> • Reduced opportunity for joining pre-school groups • Reduced opportunity for playing with others/learning to share/take turns • Reduced opportunity to make friends • Increased opportunity to make friends from being outside <p>Possible effects on language development</p> <ul style="list-style-type: none"> • Access to books/learning resources may be limited affecting development of vocabulary • Restricted codes of language may be the norm in the family limiting vocabulary size and expression <p>Possible effects on emotional development</p> <ul style="list-style-type: none"> • Security of attachment unaffected by poverty • Effect on self-esteem when children start to compare themselves with others • Dan’s development may be affected positively and negatively by different factors • Poverty may affect educational attainment in the long term • Dan will have a unique response to factors | 12 |

| | | |
|----------------|--|------------|
| | <ul style="list-style-type: none"> • Dan’s development needs to be considered in context as physical and genetic factors interrelate with his cultural environment • May make links to Bronfenbrenner’s theory- importance of micro systems and mesosystems working together <p>Learners do not need to refer to all areas of development.</p> | |
| Level 0 | No relevant material. | 0 |
| Level 1 | <ul style="list-style-type: none"> - Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. - Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information. - Conclusions may be presented, but are likely to generic assertions rather than supported by evidence. - Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. | 1-3 |
| Level 2 | <ul style="list-style-type: none"> - Demonstrates accurate knowledge and understanding of relevant information with a few omissions. - Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made. - Evaluation is presented leading to conclusions but some may be lacking support. - Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. | 4-6 |
| Level 3 | <ul style="list-style-type: none"> - Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions. - Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made. - Displays a balanced evaluation demonstrating an awareness of competing arguments, leading to conclusions. - Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. | 7-9 |

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|----------------|--|--------------|
| Level 4 | <ul style="list-style-type: none"> - Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. - Evidences thorough application leading to balanced evaluation drawing on linkages and interrelationships between factors. - Displays a well-developed, balanced and coherent evaluation, demonstrating a thorough grasp of competing arguments, leading to supported conclusions. - Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently and fluently. | 10-12 |
|----------------|--|--------------|

