

# Examiners' Report/ Lead Examiner Feedback

January 2016

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

Unit 1: CPLD (20780E)

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## General comments on the exam

In the January 2016 series, learners demonstrated good understanding of growth and development and were able to apply their knowledge and understanding to the case study. Likewise, examiners saw some evidence of improved knowledge of theorists and encouraging evidence that some learners were now demonstrating an ability to apply those theorists to the case studies. Learners would benefit from continuing centre efforts to use case studies to enable them to practice the application of theories to given scenarios. Other positive aspects which examiners noted included learners holistically applying their knowledge in response to 12 mark questions such as questions 9 and 10. Learners now need practice on application of knowledge to these questions relevant to the age stated in the short case study included. Some responses were generic and did not address the age of the subject when areas of development were applied.

Centres should use the sample assessment materials and previous papers to enable their learners to practice exam technique. Some learners are still writing far too much in response to certain questions and penalising themselves through extensive writing when it is unwarranted, which will not merit any more marks than stated on the paper for the question. The amount of space given for each question's response area should be taken as an indication of how long the responses should be and instruct their learners as such.

Centres should also ensure that their learners fully understand what is required from the command verb within each question.

Please note that for the June 2016 assessment, some changes have been introduced and a revised assessment will be available. In preparation, learners are encouraged to download the new sample assessment materials, along with a Glossary of terms which contains details of the command verbs used in the assessment. This can be found here:

<http://qualifications.pearson.com/en/qualifications/btec-nationals/childrens-play-learning-and-development-2014.news.html>

Centres are encouraged to ensure that all aspects of the unit content are covered through delivery of the unit to ensure that their learners are able to access the entire paper.

Grade Boundaries for this, and all other papers, can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

<b>Grade</b>	<b>Unclassified</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>Boundary Mark</b>	<b>0</b>	<b>34</b>	<b>46</b>	<b>59</b>

## Section A

All questions relate to the case study and therefore all responses should apply to it.

### Question 1

Learners were asked to identify two examples which could be found within the case study that indicated Toby's social skills were meeting his age norms. The overwhelming majority correctly cited two appropriate social skills in relation to age norms and gained two marks.

The following example gained the full 2 marks and addressed the verb 'identify' appropriately.

- 1 Identify **two** examples that indicate Toby's social skills are meeting the norms for his age.

1 He enjoys playing in the garden with his friends.

2 He enjoys role play with other children.

(Total for Question 1 = 2 marks)

### Question 2

As with question 1, the verb was 'identify', with two examples of appropriate fine motor skills being required to be cited from the case study. The majority of learners scored the full two marks, providing good indication that learners can differentiate between gross and fine motor skills in an age related context.

The following example gained the full two marks by providing correct responses.

- 2 Identify **two** examples that indicate Toby's fine motor skills are meeting the norms for his age.

1 Toby can put his shoes on, put etc still needs help tying his laces which is ~~except~~ expected at his age.

2 Toby can hold the pencil with a good control just like an adult, so he is able to write.

(Total for Question 2 = 2 marks)

### Question 3

The command verb for this question is 'describe', with learners being requested to describe two ways in which age related literacy skills could be developed. The range of possible responses stated on the mark scheme for which credit could be awarded is wide. The following example is an excellent descriptive response which clearly takes into consideration the developmental age of the subject. In the second example, the learner has applied relevant theoretical considerations for which credit has been duly given.

3 Describe **two** ways Mr Dhillon could further develop Toby's literacy skills.

1 Mr Dhillon could start to use phonics to help Toby sound out ~~the words he can read~~ words in a sentence. This will develop his reading level.

2 ~~The~~ Mr Dhillon could use positive reinforcement when helping Toby use the short words that he does know, to put into a sentence, this will encourage him to learn more words.

(Total for Question 3 = 4 marks)

### Question 4a

Learners were required to identify two examples of age related cognitive development from the case study. Examiners positively reported that an overwhelming number of learners gained two marks demonstrating that knowledge of cognitive development is now being accurately applied to age related examples.

4 (a) Identify **two** examples that indicate Toby's cognitive development is **not** meeting the norms for his age.

(2)

1 Toby gets confused between 'yesterday' and 'tomorrow'.

2 He does not understand the concept of above and below.

## Question 4b

Learners were asked to describe how Bruner's theory can assist in developing Toby's cognitive development. The question was worth four marks. Learners were required to demonstrate knowledge of two aspects of Bruner's theory which were relevant to Toby's age and apply them to the case study. Many learners demonstrated some knowledge of 'scaffolding' but were unable to develop the response further. Only a small minority of learners had enough knowledge of Bruner's theory to be able to apply the appropriate stage to the case study. The following example was awarded three marks, one for the reference to 'active learning' and two for the second part of the response which provides a description of the application of the 'spiral curriculum'.

(b) Describe **two** ways Bruner's theory can assist Mr Dhillon in developing Toby's cognitive development.

(4)

1. Active learning could assist Toby's development by taking part in activities outdoors, he could discover new things and being active can aid his cognitive development.

2. Spiral Curriculum can help Toby as if there is any gap in his knowledge or things he does not understand, him and Mr Dhillon can go over it again when Toby feels ready.

## Question 5

This is the first question on the paper which requires discussion. The question concerns Piaget's theory of cognitive development. Unfortunately learners are still not demonstrating a strong grasp of the theory and as a consequence are not able to access the marks available in levels 2 and 3 on the mark scheme. The indicative content on the mark scheme is broad with examiners crediting learners for all relevant aspects of Piaget's theory and its application; however only a very small minority of candidates warranted being awarded the six to eight marks which were available in the Level 3 band.

This is an example of typical work which could not be credited with any marks as there was no rewardable material within the response.

5 Discuss how Piaget's theory of cognitive development may help Mr Dhillon to support Toby's numeracy skills.

Piaget theory of cognitive development is where Piaget had stages in each staged he explain what children are expected to do at thier age. He also mentioned that children learn through thier experinces & rather than being told something.

Piaget theory of cognitive development can help Mr Dhillon to support Toby's numeracy skills because by knowing Piaget's stages then Mr Dhillon is able to see what Toby knows and what he needs to or could do with Toby to help Toby progress to the next stage. Mr Dhillon can create activities in the outdoor relating to Maths to help Toby improve. If Toby ~~interests~~ are used then he is more likely to remember and he is also experince it rather than being told verbally which means he is more likely to remember. These are ways Mr Dhillon can use Piaget theory of cognitive development to support Toby.

(Total for Question 5 = 8 marks)

## Question 6

This question is the second 'Discuss' question on the paper. It relates to the case study and requires the learner to demonstrate and apply knowledge of the attachment theory of Bowlby. In general the question was responded to quite well, with most learners demonstrating knowledge of Bowlby's theory and relating it to the case study in varying degrees.

In the first example the learner was awarded four marks. The work is accurate but repetitive, and is a good example of work that is placed at the bottom of Level 2. The second example in contrast, is well balanced, logical and provides a very good discussion and application of Bowlby's theory and was placed within the Level 3 band.

6 Discuss, using Bowlby's theory of attachment, the effect of adoption on Maya.

Bowlby developed a theory that suggested 3 stages of separation anxiety: protest, despair and detachment. Maya is at the protest stage as she has been separated from her biological mother and transitioned to a new family at a small age. Maya finds it hard to trust people and becomes distressed when Jayne leaves her because she doesn't know that she will return. ~~the~~ Maya has had a disrupted structure and will find it difficult to adapt. A feature of Bowlby's theory is monotropy which claims a child needs one main attachment and that this must be formed during the critical period of 1 year. A child needs to be parented by their main attachment in order to have continuous support and disruption with their main attachment can cause future trust issues as they cannot form long or deepened relationships. Maya was moved to a new family during the critical period therefore has had to ~~do~~ redo the attachment process which can be difficult. Jayne and Maya have begun to form an attachment through her milk feeds which is positive, however the transition between the adoption will have caused Maya long term psychological damage.

(Total for Question 6 = 8 marks)

6 Discuss, using Bowlby's theory of attachment, the effect of adoption on Maya.

Bowlby suggested that a ~~g~~ forming an attachment with a primary caregiver is essential for the child to be able to form relationships in the future. He proposed a critical period during which the child must form the attachment (which is from birth to about the age of 5) otherwise it will have devastating effects on their emotional development in the future. Maya has been separated from her mother which may have partially broken down the attachment. However because she was adopted at the age of 8 months she is still in the critical period and will be able to form a strong relationship with the primary caregiver who is now Jayne. She is seeking comfort from her and is clearly upset when Jayne leaves the room which shows that Maya treats her as a secure base for exploring and learning about her environment. Maya shows however shows stranger anxiety towards unfamiliar individuals which is typical because she usually only seeks the attention ~~from~~ <sup>(the mother)</sup> and protection ~~from~~ her closest carers. This suggests that Maya, because she was adopted while still in her critical period ~~is~~ was able to develop an attachment to a primary caregiver which will eliminate the possible effects of maternal deprivation she experienced ~~to~~ when her mother left her.

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(Total for Question 6 = 8 marks)

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## Question 7

Many centres are to be congratulated for enabling their learners to not only demonstrate knowledge of operant and classical conditioning but also to apply it. Many learners applied accurate knowledge of both theories to specific and relevant aspects of the case study. The following is a good example of a response which accesses Level 3 due to its well developed and balanced discussion.

- 7 Discuss how theories of classical conditioning and operant conditioning enable an understanding of Maya's behaviour. <sup>Paula</sup> <sup>Skinner</sup>

(10)

Theories of classical conditioning such as Paula  
allows for the understanding the behaviour of  
Maya Paula's theory involved providing the  
correct stimuli to promote development. For example  
Maya is not afraid of Toby however when Toby's  
friends come near her, his friends being the  
stimuli as she does not like them, making  
her frightened of all of Toby's friends. When Maya  
is at home her mother, Jayne, is always with  
her, given the correct stimuli such as Jayne  
leaves Maya becomes distressed, this then  
showing that Maya is afraid of being alone,  
this could relate to the adoption.

Skinner's theory of operant conditioning can also  
be used to understand <sup>Maya's</sup> ~~the~~ behaviour by  
Maya showing a response to when Toby plays  
with her. When Maya giggles and smiles as  
Toby this encourages him to play with her more.  
Maya has understood that if Toby sees Maya  
smiling he will continue playing with her.  
Maya also knows that if she cries Maya's  
mother Jayne will comfort her. Operant conditioning  
involves <sup>Jayne</sup> ~~parent~~ praising Maya with praise,  
comfort or telling off. This helps to understand

Maya's behaviour as she is provided with different stimuli to create different reactions for example as Toby shows Maya attention he provides stimuli for Maya to giggle and smile. Jayne has provided Maya with food and comfort <sup>Jayne</sup> ~~provides~~ provides Maya with ~~knows that crying can~~ a stimuli which will cause her to become upset, leaving the room. This shows that Maya does not like to be alone causing a stimuli to cry for her mother, Jayne, to comfort her.

## Section B

### Question 8a

The question required learners to identify two expected transitions of a five year old. An overwhelming majority of learners were able to gain two marks by providing two relevant transitions.

8 (a) Identify **two** expected transitions experienced by a five year old.

(2)

1 Moving to a new setting or classroom.

2 Meeting new people and children as moved rooms & settings.

### Question 8b

Most learners were able to cite an area of development such as emotional and then describe how it could affect a five year old. One mark was given for the area of development and a further mark for the description.

(b) Describe how an expected transition could affect one area of a five year old child's development.

(2)

When a child has to attend school for the whole day, they may become a little emotional, therefore they're not concentrating in class and missing important information. They could then start to associate their learning with upset and could then be reminded of missing their mummy or daddy.

### Question 8c

This question required a description of two ways that the theory of social learning could support the understanding of transitions for a five year old. Whilst the majority of learners scored more than two marks, examiners noted that there are still a substantial number of learners who do not appear to know the basic points of Bandura's theory. As indicated by the following response, some learner's do not have a sufficient grasp of the theory to provide a response worth the full four marks. One mark was awarded by the examiner as the first part of the answer hints to 'copying adults'.

*children copy adults.*

(c) Describe **two** ways Bandura's theory of social learning can support the understanding of transitions for five year olds. (4)

1. If the adults and other children are finding the transitions okay then the children are going to be okay as they won't see other people worrying.

2. If the child is going through the transition ~~by~~ but they are scared or even happy if an adult is showing signs of something else they are going to do the same thing.

## Question 9a

A very short context stating the age of the child and the fact that he is being bullied at school was provided as a stem to the question. The question then asked to discuss the long and short term effects that bullying may have on the subject.

Most learners were able to provide examples of long and short term effects, albeit some were more relevant than others. Other learners discussed areas of development and how they could be affected by bullying, however little acknowledgement was given as to the relevance of the age of the child. There were also a number of responses being unbalanced, with far more coverage of generic long term effects being noted by examiners than short term effects, related to a seven year old. The following response is exemplary, with the examiner being clearly justified in awarding it full marks.

9 Krishna is seven years old and he is being bullied at school.

(a) Discuss the long-term and short-term effects that bullying may have on Krishna. (12)

At the age of seven social interactions are very important for a child in order to develop their social skills and gain confidence. Therefore being bullied by other children can be harmful for Krishna, because she would be seeking social acceptance. The short-term effects could be that Krishna will not want to come to school and therefore miss out on her education. Also because she will feel intimidated by other children she could become visibly shy and avoid any contact with others, so that any group activities planned by her teacher may come as a challenge so that again she will miss out on the benefits of the activity leading to regression in intellectual development. School might be associated with the place where she is always upset and knowing that she has to be there may lead to stress which in turn may affect her appetite and leading to her refusing to eat at all. If she refuses to eat then her concentration levels could drop and her physical development become at risk because she will have little energy for the day. Based on the theory of 'looking glass self' what others say about her may temporarily destroy her positive self image if she is not helped immediately. The bullying could also be physical (although at this age it would be verbal) so she might appear to

have unexplained bruises. Being bullied or harassed by older children in the playground will discourage her from showing the initiative in play and will probably seek constant assistance from the practitioners, such as at lunchtime supervisors for security.

The long-term effects will occur when Krishna is not helped immediately. This especially applies to her emotional development as well as her self-esteem.

Some things she may hear ~~with~~ may include negative comments about her ~~self~~ appearance, and her intellectual abilities. Because at the age of 7 the child's personality and self-concept develops the most, Krishna may develop a negative one of herself and could also develop the ~~expect~~ negative thinking about others and will isolate herself from social contact with anyone but closest family.

Sometimes children who are bullied will try to compensate for it by becoming bullies themselves and therefore Krishna could develop behavioural problems.

### Question 9b

It was very pleasing to note that the majority of learners were aware of the three theorists related to self esteem and were able to cite one of them and explain and apply the particular theory to the subject. Almost all learners only addressed one theorist as clearly stated within the question. The following example is typical of the quality of work produced at the higher end of the range and was placed at Level 2 as it did not demonstrate the thorough knowledge and explanatory skill needed to access the Level 3 band.

(b) Explain **one** theory of self-esteem that practitioners could use to support Krishna.

(8)

Cooly's theory of self-esteem say you act in the way others ~~portray~~ <sup>treat</sup> you. Because Krishna was bullied she believes that she is unloved/hated and is not good enough this will make Krishna have low self-esteem. However, if practitioners treat her in a positive way this could help build Krishna self-esteem. They could do this by setting up activities Krishna <sup>can</sup> do and will join in with they need to then give her the encouragement that they believe in her and she can do it. When Krishna then completes the activities give her lots of praise and support. Repeating this will improve her confidence to join in with bigger activities and try more complete things.

## Question 10

The final question enabled learners to access twelve marks and required them to discuss the advantages of early intervention regarding a three year old with speech and language difficulties. Some centres appear to be encouraging learners to provide examples from their placements as a response to the question; whilst this is acceptable where the subject matter is relevant, it very often leads to learners not gaining marks because they describe the particular child but with little or no relevance to the actual question. Learners who produced responses which were clearly age related and focused on speech and language very often had their work placed in either the higher end of the Level 2 band or Level 3 band, whereas generic responses were rarely given marks which took them out of level 1.

The following response gained six marks as it demonstrated accurate knowledge of advantages but was only partially developed. Further development and discussion would have been required to place the work in Level 3.

10 Discuss the advantages of early intervention when practitioners suspect a three year old has speech and language difficulties.

(12)

The advantages include that the three year old will be give support on how their family/friend/ nursery teachers <sup>are able to</sup> provide for them. Practitioners are able to carry out theories to see in what stage of development they are at.

- They are able to provide her with all the support she needs
- The practitioners are able to focus on the child's cognitive development and find what is causing speech and language difficulties
- They are able to look into the child's environment and find if it is nature or nurture
- They are able to investigate the child's over development
- As the child is only three years old they are able to look further into it now rather than later on in their life
- ~~Vygotsky~~ believe that if children are neglected when they are very young and don't learn how to talk then it can minimise a child's chance to talk when they are older.

The advantage of early intervention when practitioners suspect a three year old has speech and language difficulties means that the child is able to have all the support from an early age ~~with~~ before going to pre-school and struggling with their language development and social skills because ~~she~~ can communicate with other children.

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