



June 2017

**Level 3 National in
Children's Play Learning and
Development
(2014 specification)**

Unit 1 - Child Development (20780)

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via this link:

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Unit 1 - Child Development (20780)

Grade	Unclassified	Level 3		
		P	M	D
Boundary Mark	0	34	46	59

Introduction to the Overall Performance of the Unit

In the June 2017 series, learners demonstrated good understanding of areas of development and were able to apply their knowledge and understanding to the case study. Examiners saw evidence of improved knowledge of theorists and further evidence that many students were now demonstrating ability to apply those theories to the case studies.

In some instances, students would benefit from centres making efforts to use case studies thereby enabling their learners to practice the application of theories to given scenarios. This would assist learners to additionally practice application of knowledge to age related questions since examiners note responses which tend to be generic and do not address the age of the subject in relation to age of development. Examples include the ability of a four year old to enter into discussions.

The format of the paper is now well established and will remain in the current format in future series.

This should enable learners to improve attainment. Centres should continue to use current sample assessment materials and previous papers to enable their students to practise exam technique. As stated in previous series, some students still write far too much in response to questions and penalise themselves through extensive writing. The amount of space given for each question is carefully discussed within the senior examination team and centres should take this as a guidance as to how long the responses should be and instruct their learners as such. Centres should also continue to ensure that their students fully understand what is required from the command verb within each question. Further advice and guidance of how learners can address the spectrum of command verbs by contacting Pearson.

Whilst evidence indicates that candidates in general are performing better on certain questions, centres should continue to be encouraged so that all aspects of the unit content is covered through delivery of the unit to ensure that their learners have the knowledge to access the entire paper.

Individual Questions

The following section considers each question of the paper, providing examples of learner responses and a brief commentary on the rationale behind the marks given.

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 that Jessie was meeting the language development norms for her age. The overwhelming majority of learners correctly cited two appropriate examples of language development from the case study and were awarded two marks.

Jessie uses tenses correctly

Jessie asks 'who' and 'why' questions and tells stories about herself.

(Total for Question 1 = 2 marks)

Question 2

As with Question 1, the command verb was 'identify', with two examples indicating that Jessie was not meeting the emotional development norms for her age. The majority of learners scored the full two marks providing good indication that students are aware of development in relation to age.

1 She doesn't like being left from her mother.

2 She screams and shouts when asked to have a shower.

(Total for Question 2 = 2 marks)

The following response was however only awarded one mark as the examiner felt that 'she does not like being left alone' was far too brief to warrant a mark

- 1 she gets very upset if her routines get changed, this is unusual for 5 years old.
- 2 she doesn't like being left alone.

(Total for Question 2 = 2 marks)

Question 3

The command verb for Question 3 is 'explain', with students being requested to explain two ways that not going to pre-school may have affected development. There was a wide range of possible responses stated on the mark scheme for which credit could be awarded. The following example is an excellent response which clearly uses relevant information from the case study and explains how it would affect development. The examiner awarded one mark for the type of development and one more for the development of it. This gave the learner four possible marks in total for the two responses.

- 1 It will affect her cognitive development as she won't be learning things that she should be at her age. Also she won't be getting challenges to do to improve.
- 2 Social development because she won't be making friends and interacting with them.

(Total for Question 3 = 4 marks)

In contrast, the following response gained two marks as the areas of development were not referred to by the learner.

1. Jessie didn't have any separation away from her mother to develop her independence.

2. Jessie also wasn't playing with many other children of the same age meaning she may not have built many friendships and struggles to do so hence why she plays alone.

(Total for Question 3 = 4 marks)

Question 4(a)

Learners were required to identify two examples of age related emotional development from the case study. Examiners positively reported that an overwhelming number of students gained two marks demonstrating that knowledge of emotional development is being accurately applied in an age related context. In this example, the learner has been awarded two marks.

1. Ben isn't ~~concerned~~ concerned when his mother leaves him at pre-school.

2. He likes to show his independence.

In the second example only one mark was awarded as crying when hurt is not specifically age related and does not indicate that the norms for the child's age are being met, which is what the question was asking.

1. He is no longer concerned when his mother leaves him at pre-school.

2. Ben fell over and grazed his knee. He cried and told the step off for hurting him.

Question 4(b)

Students were asked to describe two ways in which Chomsky's theory can be used by practitioners to understand Ben's language development. Developing the understanding of the question was rewarded with four marks. Many students demonstrated some indication of knowledge of Chomsky's theory of language and were able to apply it to the case study. A minority of students had enough understanding of the theory to be able to develop an additional point with application to the case study to access the full four marks. The following example was awarded three marks, with two being given for the developed point in a and one for b for either language acquisition device or critical period. Examiners were pleased to note that they are now seeing very few examples of the abbreviation LAD for which no marks are awarded. However, they also noted a substantial number of responses where it was apparent that the learner could not demonstrate any knowledge of the theory and could only provide generic points for which no marks were awarded.

(4)

- 1 Chomsky's theory states that children will only learn language through the amount of exposure they get to it. Therefore having constant conversations with him about his interests or anything will be crucial.
- 2 Chomsky also created the L.A.D which stands for language acquisition device in which he states there is a critical period in which language should be learnt.

(Total for Question 4 = 6 marks)

Question 5

This question required a description of two ways in which Bruner's theory can be used by practitioners to support Ben's language development. Examiners complained that it was quite apparent that some learners had been taught it very well and could apply it whilst others had very little, if any knowledge at all of Bruner's theory and could not be awarded any marks.

Centres are reminded that Bruner's theory is an important theory relating to development and should be taught to learners so that they are able to apply it.

This first response gained no marks as the examiner could not find any relevant material and was disappointed to see a good number of similar responses.

1. Bruner's theory can be influenced by encouraging the children to be able to participate in activities that will match Ben's individual needs to help him develop his language skills.
2. Working alongside Ben's parents will also help, making sure that what you do you are able to do at the setting and home.

Alternatively, the following is a good example of a response which applied two accurate points and for which the examiner awarded the full four marks.

1. Bruner's theory includes the Spiral Curriculum which is a method to teach basics first before gradually increasing the difficulty. Practitioners can use this to teach Ben short-one word phrases before developing into larger phrases then sentences to improve his language.
2. The role of adults is important regarding Scaffolding with Bruner's theory, where children are supported until they no longer need it. To promote Ben's language development, practitioners can support him by giving hints and reflecting back on previous experiences to help him to remember words and phrases.

(Total for Question 5 = 4 marks)

Question 6

This question requires a description of two ways in which Skinner's theory can be applied to Jessie's behaviour in the case study. The question was in general answered well with the majority of learners being awarded two plus marks, although examiners noted some learners referred to punishment/negative reinforcement which gained no marks.

The following example was awarded four marks; it is an excellent example of what examiners expect. The learner has cited two aspects of the theory and then applied them accurately to the case study.

1. Positive reinforcements such as praise and rewards can be used to influence Jessie to have a shower. If she is encouraged or has a reward to look to afterwards then she is more likely to get in the shower.
 2. Secondary reinforcements can be used such as a sticker chart which will build up so that she can receive a bigger reward at the end. This will encourage Jessie to have a shower because she knows what she has to do to build her stickers up.
- (Total for Question 6 = 4 marks)

Question 7

This is the first eight mark question on the paper and requires analysis of Piaget's theory. Examiners were extremely disappointed that, in general, many students still cannot demonstrate enough understanding and knowledge of the theory to be able to apply it. Very often there was little beyond a brief description of the basics of the theory with some reference to schema.

The response below is exceptional with examiners complaining that they very often saw responses which could only be awarded marks at Level 1 as learners lacked knowledge. The student has demonstrated a good level of understanding and application and as a consequence, the work has been awarded 6 marks and placed in Level 2. As in all questions, examiners reward positively for relevant content.

Piaget's theory of cognitive development comes in four stages - sensorimotor (0-2 yrs), pre-operational (2-7 yrs), concrete operational (7-11 yrs) and formal operational (11+ yrs). It shows how children develop cognitively.

As Ben is 3yrs old, he should be in the pre-operational stage which is where children become familiar with skills such as running, jumping and hopping. In the preoperational stage, children are known to be egocentric and unable to conserve items ~~such as~~ - in relation to Ben, the blocks. The fact that Ben cannot see that he is in the wrong when he ~~the~~ pushes others out of the way, is him showing that he is egocentric. As he moves into the concrete operational stage, he will learn that he is in the wrong. Also, as Ben believes that there are more blocks when they are scattered, rather than stacked up, is another sign of him being in the pre-operational stage. Ben cannot conserve however this is normal for his age group.

A more typical response is seen below with the examiner rewarding the learner with one mark for stating the correct stage for Ben.

Ben's behaviour needs to improve in the pre-school because he probably will not be able to learn to the best of his ability.

In Piaget's cognitive development theory there are four stages.

Stage one - preoperational stage - this is from birth to two years old - Ben is three years old but would still be in this stage because of the way he behaves.

Stage two - ~~two~~ ^{seven} to ~~seven~~ ^{five} years old

Stage three - concrete-operational stage, this is ~~is~~ ^{five seven} seven to eleven years old.

Stage four - formal operational stage - eleven ~~years~~ to eighteen years old.

Question 8

In contrast to the previous question, this question on Bronfenbrenner's theory and its applications was in some instances very well done, with a good number of learners applying the theory appropriately to the scenario to be awarded marks within the Level 2 band. The following response shows an example of work which was placed in level 3 and awarded 9 marks as the learner, not only demonstrated some knowledge of the theory but also responded to the question positively by applying their knowledge to the case study.

Bronfenbrenner's theory of child development can be used to promote Jessie's social development through his 5 circles/stages of social development. The first of these is the 'microsystem' where children form close relationships with their parents, other family members and their familiarity with their home environment. The second of these circles is the 'mesosystem' where children interact socially at school or in any hobbies they take part in at weekends, for example horse-riding or dancing. The third circle in Bronfenbrenner's theory of social development is the 'ecosystem' which considers the parents of the child. For example the knock-on impact of a redundancy in the family on the social life of a child.

The 'ecosystem' refers to how societies and cultural ~~groups~~ ^{groups} around the child may affect their social views and experiences in their daily lives. Finally, the 'macrosystem' refers to the political aspects and governmental decisions which, in the long-run, will have some impact on Jessie's social development. Practitioners can use Bronfenbrenner's theory of social development to promote Jessie's social development by planning activities with careful consideration of her surrounding support system and environment. For example, they

could speak to Jessie's parents and encourage them to spend more time in the town centre, at the children's centre and the leisure centre to benefit her social interactions with both other children and other adults, rather than spending so much time at home, watching television. Having the extended family close by also provides opportunities for Jessie to develop socially, and become more comfortable in being separated from her mother. An example of an activity which a practitioner could plan could be to place children into groups and encourage them to share their weekend/holiday news which would give Jessie a sense of inclusion and hopefully enjoyable experiences.

Question 8/Cont.

In contrast, the following response was awarded a generous 2 marks as there was clearly a lack of knowledge of the theory which the learner could have built upon to apply to the case study.

Jessie's social skills are under-average and not meeting the normal milestone target, this could be due to not going to pre-school, we know her social skills are lacking when she feels happier playing on her own, she refuses to play on equipment when other children are there and that she spends most of her time with mum at home. Bronfenbrenner's theory states that by interacting with family, so such as Jessie could play outside with Ben, she would gradually increase her social skills, by having a younger brother it is easy to take Bronfenbrenner's theory into consideration, by Jessie starting to socialise with her brother if could help her at school so she can play with her peers and share equipment. Family parents should encourage this 'Brother and sister' relationship.

Section B

Question 9(a)

Learners were required to describe two aspects of Bandura's social learning theory. Many learners provided appropriate responses as they were aware of different aspects of the theory. A good response is seen below where the learner has good knowledge of social learning theory and has demonstrated this.

1 Bandura's social learning theory is a method learned through observing others. This is how children learn behaviour. ^{children} they see other people as models.

2 For a child to copy a behaviour they will follow a process, they will pay attention to it. They will show retention and reproduction (remember it and do it) but also they need the motivation to do it.

In contrast the following example was awarded 2 marks as the work was not as developed as the first example. Centres are advised to ensure that their learners do not describe the 'bobo doll' experiment in full as one mark maximum can only ever be awarded for doing since this very rarely applies to the question.

1 Children learn from the people around them whether that be adults and children they know or people they see on the street.

2 Bandura used the Bobo doll to see how children would ~~react to~~ ^{react} treat ^{after seeing it} it, getting hit and kicked by an adult. This is because children learn from adults.

Question 9(b)

This question was fairly well answered overall, with many learners accessing Level 2 to gain 4-5 marks on average. Learners were able to apply Bandura's theory, with many applying Bandura to the scenario. Centres are reminded of the need to continue enabling learners to apply theoretical knowledge by creating case studies and using the sample assessment material which is available online.

The following example was placed in Level 2 Band and is considered a typical response of what examiners saw from learners who knew Bandura's theory and could therefore, make some attempt to apply it.

Children absorb and pick up behavior from older children and adults. Raj has heard the older boys use bad language so he therefore believes it is the right and acceptable way to behave. He doesn't understand that it is unacceptable to use bad language, because he is only imitating what he has seen from more knowledgeable others. To change Raj's behavior, M's wife could role model positive language so Raj picks up on this. She could explain to Raj the correct language to use, without punishing him for his bad language. She shouldn't over-react because Raj is unaware that what he is saying is wrong; he's only copying what he's heard. She should attempt to keep him away from the older boys and should be a positive role model, using the correct language.

Question 10(a)

Many students demonstrated good knowledge of what 'atypical development' meant and were awarded two marks. However, examiners were concerned that some learners failed to have any accurate knowledge of the term, although these were in the minority.

The following response is typical and was awarded two marks.

Atypical development is a significant difference in a child's ⁽⁴⁾ development compared to the expected normative development.

Whereas, as the following was too vague to be awarded any marks:

Development which the child can ~~do~~ not do. The ~~a~~ child is not on track

Question 10(b)

Similar questions have been on previous papers, however, the question was not always responded to very well as learners failed to respond to the question appropriately. This response is an example of a well thought out answer that was awarded the full four marks.

1 noticing atypical physical development early means that tests and observations can be done to see if the child has a physical disability.

2 By recognising at an early stage practitioners can cater to the child's individual needs and provide the correct resources to bring on and encourage development.

Question 10(c)

Some good responses were noted by examiners, with students assessing how atypical language development could affect the overall development of a four year old child. Students who produced work which was age related and took into consideration that the subject had delayed typical language development were able to access top Level 2 and Level 3 bands. The response below was awarded seven marks.

phoebe could be above in her language development, meaning she's exceeding the norms for her age. However, she could be delayed and not reaching the milestones. If she is delayed, it can affect her communication with adults and other children. Consequently, this impacts on her social development as she may find it difficult to communicate with others. If she struggles to talk, she may find it difficult to socialise and interact with other children. This can then have a negative impact on her emotional development as it can result in her having a low self-esteem. She will lack the confidence to play with other children, meaning she may miss out on play opportunities. She could miss out on opportunities which promote her physical development due to the fact she doesn't have the ability to communicate to ask to join in. If she attends a pre-school/nursery, her atypical language development can negatively impact on her cognitive development. This is due to the fact she doesn't have the ability to ask practitioners for help and support if

she is struggling. Phoebe could be advanced in her language development. This can also have an impact on her social development due to the fact she may not want to socialise with children her age because they're not as advanced as her. If she does socialise with them, she may become bored easily as she doesn't relate to them on an intellectual level. Phoebe may be aware to the fact that she isn't following the typical development for language for a child of her age. This can result in her classing herself as different which can cause her to have a low self-esteem and little confidence. If practitioners don't support her 'atypical' development for language, Phoebe may miss out on opportunities which could extend her development.

Question 10(c)/cont

In contrast the following example was only awarded four marks because whilst the work addressed atypical language development, it was vague and lacked development.

If phoebe is above the average norms, ~~and~~ other children in her class may not be able to understand her. This could impact her social development as she may not be able to make friends as easily. This could also result in her not emotionally developing as well as others, she may become frustrated or angry as the other children cannot understand her, she may also start to lack in self-confidence and self-esteem causing her to perhaps become withdrawn and not wanting to go to school as she feels no one likes her. This could link to Charles Cooley's looking glass self theory, where children see themselves how others see/react towards them.

If phoebe is below the norms she may also struggle to make friends as she may not be able to communicate effectively and this again could cause frustration and emotional distress.

Her intellectual development may be affected if the children are not able to communicate with her, as they may not want her to join in the games again making

her lose self-confidence and self-esteem, and not allowing her to prove herself.

Question 11

The final question enabled learners to access twelve marks and required students to evaluate how moving to a different country would affect the overall development of a six year old in the short term.

Some centres appear to be encouraging learners to provide examples from their placements as a response to this question and similar twelve mark questions; whilst this is acceptable where the subject matter is relevant, it very often leads to students not gaining marks because they describe a particular child in the placement which has little or no relevance to the actual question, and tends not to be age related.

Examiners cannot award credit for responses which are irrelevant to the question. Students were credited for applying theory within this question providing it was seen to be relevant. Theories such as Vygotsky and Bronfenbrenner were in this instance seen to be appropriate and credited accordingly. Students who produced responses which were clearly age related and who focused on appropriate areas of development were rewarded positively by examiners and frequently had their work placed in either the higher end of Level Band 2 or Level Band 3, whereas generic responses which clearly did not apply to the case study, were rarely given marks which took them out of Level Band 1.

Some learners are still referring to all areas of development and attempting to state how development could be affected. In this case, unless connected to social development it is unlikely that physical development would be affected and learners are credited for noting this, whereas emotional and language development could be affected on a number of levels. Centres are strongly encouraged to provide their learners with age related case studies in preparation for external assessment. The following response gained nine marks as it demonstrated accurate knowledge of the effect on overall development and was age specific.

When he moves, he will have to form friendships and attachments with new and unfamiliar people. This can be very nerve-wracking for him and it can negatively impact on his confidence. His emotional development will be affected due to the fact he will be leaving family and friends behind. He will have to settle into a new school which will be scary for him. The transition can cause his parents to be stressed which can then result in him feeling stressed. The move may affect his appetite and sleep routine which has a knock-on effect on his mood. He may speak another language if he is moving to a different country, meaning he has to learn a new one. This can be very difficult for a child of his age and the language barrier will affect his language and social development. He will struggle to understand and communicate with the other children and adults in the new country. Consequently he will miss out on opportunities to socialise and to form relationships. This can result in him having a low self-esteem. A lack of sleep and food can cause short term changes to his body and his behaviour. He may become more irritable and tired. The transition can have a negative impact on his cognitive development due to the fact he will have to learn the new style of learning in the new country. However, moving to a new country can positively impact on Mehdi due to the fact he could live a happier life. The move may result in him being removed from a negative and unsafe environment.

In contrast the following response gained three marks. The learner has attempted to apply theories, however they lack development and are not always relevant to the

question. Such work will always be assessed at Level 1.

Short term the transition could affect the overall development as they can become unsettled and being thrown in to a new situation, could reverse the rate of his development completely. Banduras social learning theory supports this. As the child would have been influenced by his surrounding in a different country with a different culture and would have also observed how they act. So moving country would be a cultural shock as banduras theory show he will still be acting by the way his old environment was and what else used to impact him.

Another theorist that links to affecting his development would be Mary ainsworth attachment theory, where she carried out an experiment of 'the strange situation'. This is where the child is placed with someone they are not familiar with and she sees how the child reacts, depending how attached they are. This links to Mendi moving countrys as he is put in a place that

he is not familiar with and he has to adjust to so many changes instantly. He may feel unsettled and miss where he used to live.

Also depending where he used to live it could impact his age/ + stages and could be behind in his milestones compared to other children. However vygotsky zone of proximal development and scaffolding could kind to short term supporting him to catch up. By putting scaffolding in place, he is getting adult support, so where in the end he will be able to do it by himself.

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