# **L3 Lead Examiner Report 1706**





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: <a href="http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx">http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx</a>

## Unit 1 - Child Development (20780)

Crado	Unclassified	Level 3				
Grade	Unclassified	Р	М	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 wie tenses correctly	1411119995:::144441119991
Jessie asks 'who' and 'why' quections a	rd
tells stones about nersely.	
(Total for Question 1 = 2 m	narks)

#### 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.

	(Total for Question 2 = 2 marks)
a Shower	
2 She Screams and	shouts when asked to have
1 She doesn't like be	eing left from her mother

The following reponse 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	UPS	et if	he	<b>.</b>	routine	s get
	change	d this	Li Z	unu	sual	for	5	yeurs	old.
2	she	doesn	4 li	1e	being	10	ft	alone	<b>&gt;</b> .
							***************************************	*******************************	41111199999999999991111119988889999999
					(	Total fo	r Que	stion 2 = 2 n	narks)

#### **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 bodo to improve.
2 Social development because she wont 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 ressie didn't have any seperation away from
her mother to denelop her independence
2 ressie also wasn't playing with many oner
children of me same age meaning one may
nor name built many mend ships and emiggles
to do so rence vry 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 per isn't concerned when his mother
reanes 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 oned 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.

									(7)
1 Choms	sky's the	ory Sh	ates H	hat	Childre	n Wi	1 only	learn	language
through	the am	ount	OF exp	Posor	e the	y get	to il	Th	erefore
having	Constant	Conue	ersations	With	him	about	his in	iterests	of
anything									
2 Chamsk	ry also	Create	d the	L.,	A.D	Which	Stands	for lo	ingwage
agustition	device	in 1	Jh; ch	he	States	there	is a	Critic	al period
in Whice	ch langu	age S	hould	be	learnt	<b>8</b>			
					(To	otal for C	Question	4 = 6 ma	rks)

#### **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 disapointed to see a good number of similar responses.

(4)

1 Bruners theory can be hyllvenced by encouraging
the children to be able to participate in activities
that will motel Bers Individual needs to help him
duelop his language skills
2 Looking alongside Beris 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 Bonner's Oneony 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 Scutfolding 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/nagative reinforcemnet 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. It she is
encouraged or has a reward to look to afternaids 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 recieve a
bigger reward at the end. This will encowage Irssie b
have a shower because she knows what she has to do to build her stickers up. (Total for Question 6 = 4 marks)
(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.

Piagers theory of cognitive development comes
in four stages. Senson motor (0-24xs), pre-operational
(2-7 yrs), concrete operational (7-11yrs) and Formal
operational C11+yrs). It shows how children develop
cognitively

As Ben is 3415 old, he should be in the pre-operational stage which is where chudren become familial with skills such as numing, jumping and nopping.

In the preoperational stage, children are known to be egocentric and whalle to conserve items such ess-in relation to Ben, the block is the fact that Ben cannot see that he is in the viring when he there is egocentric. As he moves into the concrete operational stage, he will learn that he is in the word when 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 word when they are scattered, rather than stacked up, is another sign of him being in the pre-operational stage. Ben cannot consense have this is normal for his age. Group

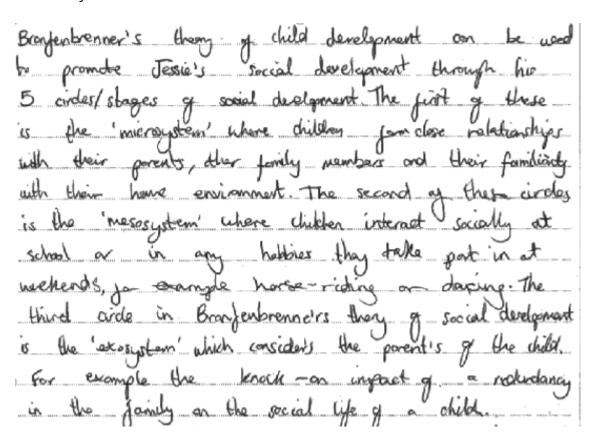
A more typical response is seen below with the examiner rewarding the learner with one mark for stating the correct stage for Ben.

Beuis peramon veeds to imbians in the bus-school
because he probably will not be able to learn to the
best of his ability.
In Plager's Cognitive development theory there are
Four stages-
Stage one-preoperational Stage-this is from
birthto two years old-Ben is three years old but
would still be in this stage because of the way he
behaues. Seven
Stage +wo - & two to seven years old

Stage three-concrete-operational stage, this jet's seven to even years aid.
Stage cour-Formal operational stage - eleven
eawards. to eighteen years old.

#### **Question 8**

In contrast to the previous question, this question on Brofennbrenner's theory and its applications was in some instances very well done, with a good number of learners applying the theory appropriatey 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.



The 'endosystem' regers to how societies and cultural around the child may affect their social views and experiences in their daily lives. Finally, the 'enecrosystem' refers to the political aspects and governmental decisions which, in the long-run, will have some impact on Jessie's social development. Practitioner's can use Brafenbremer's thoon of social development to promote Jessia's social development by planning admittes with oneful consideration of her surrousing support system and environment. For example, they could speak to Josse's povents and encarage than to spend more time in the town certro, at the dildan's contre and the leibre centre to benefit har social interactions with both other children and other adults, cother than spending so much time at home, watching belovision. Having the extended founds close by also provides apportunities for Jessie to Levelop socially, and become more conforted in being seperated from how mother An example of an actively which a practition could plan could be to place children into groups and encarage them to shore their neckeral Makelay news which would give Jesine 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.

Session social skills are underaverage and not meeting the normal milestone target, the could be due. too not going too pre-school, we know her social skius are jacking when sne feets happier playing on her own, she reguses to play on equipment when other chudren are there and that she spends most or her time with mum of home, Bropenbrenners theory states that by Interacting with family so such as some eavid Play auside with ben, she would greavally increase her social skuls, by having a younger brother it is easy to take bropenbrenners theory unto Concideration, by sessie starting too socialise with her brother is easily help her at school so she can play with her peers and share equiptment. family parents should incoverage 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 now Children ream behaviour
they see other people as models.
»»»»»»»»»»»»»»»»»»»»»»»»»»»»»»»»»««««««
2 For a child to copy a behaviour they will follow a
process, mey will pay attention to it. They will Show
retention and reproduction (remember it and do it) but
also they need me 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 freact to it, getting that and which had be 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.

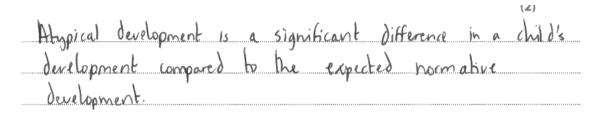
The following example was placed in Level 2 Band and is considered a typical response of what examiners saw from learners who knew Bandura's theory and could therefore, make some attempt to apply it.

Children aborb and pick up behavior from older children and adults. Ray has heard the older boys use bad language so he therefore believes it is the right and acceptable wous to behave tle doesn't undertand that it is unacceptable to use bad language, because he is only imitating what he had seen from more longule agable other To Change Raj's behavior, unite caud role model positive language Il Raj pitas up on this She could explain to Ray the correct language to be wettrait punishing him for his bad language she shouldn't over-react because Ray is unaware that what he is saying is wrong hos only capying upot ht's heard she should attempt to keep him away from the acces boys and should be a positive role model, using the correct language

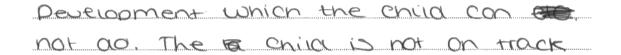
#### Question 10(a)

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.

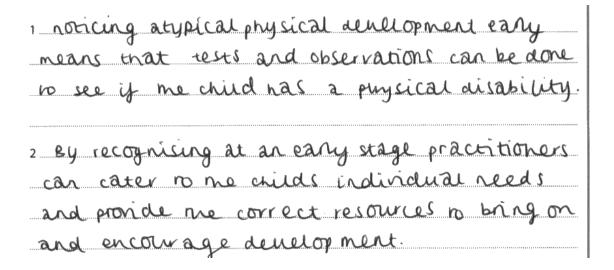


Whereas, as the following was too vague to be awarded any marks:



#### 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 apporpriately. This response is an example of a well thought out answer that was awarded the full four marks.



#### 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.

proebe cauld be above in her language development, meaning they exceeding the norms for her age traverer she could be durayed and not reaching the outestones of the is delayed it can affect her communication with adults and other children Consequently, this impacts on ner read development as she may find it difficult to communicate with other 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 he emotional development as it can result in her hourga law self-etteen She will lack the controlled to play with other children meaning she may miss aut on play opportunities could his out on apportunities which premate her physical alevelopment due te the fact she doesn't have the ability to conmucate to ask to join in If she attends a pre-school huser ber atypical lenguage development can regatively impact on her coopitive dwelcoment. This is due to the fact she doesn't have the ability to ask practitioners to help and support of

she is someguing phoebe could be advanced in her language development. This can also have an impact on her social development due to the feet she many not wont to socialise with children her age because they're not as accounted as he If she does socialise with them, she may become bored early as she doesn't relate to them on an intellectual lavel phoebe may be aware to the fact that she isn't following the typical development for language for a child of her age This con result in her classing healt as different which con cause her to have a low self-citeen and with contidence If practitiones don't support her 'atypical' divolopment for language, proche may miss aut on opportunities which could to extend his airelepment

## 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.

halshis
If phoebe is above the average norms as
Wallow Other children in her class may not be able
to understand has this could impact her social doublepan
25 str may not be able to make frends as
easily. This could also result in her not emotionally
developing as well as others, she may become flusticated
or analy as the other children connot understant har.
She may also start to lack in self-confidence and
self-esteem causing her to parhaps become withdrawn
and not wanting to go to school as and feels no one
likes for, This could link to Charles Codey's
bohing gloss self theory, who children see thomselves
how others see (react towards them.
If Dinebe is below the name she may also Struggle to make friends as she may not be able to communicate effectively and this again could cause fristration and emotional distress
Her intellectual development may be affected if the children are not able to communicate with her, as they may not won't her to ion in the gener again making
her lose self-confidence and self-estern, 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 unlikley 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 freenothips and attachments with new and unfamilia people. This can be very nerve wracking for him and it can regatively impact on his confidence. This emotional development will be afterded due to the fact he will be leaving turnity and tried behind the will have to settle into a new school which will be scong for him. The transition con cause his parents to be strelled which can then result so him teeling stressed. The more may affect he appetite and suppositive which has a knock on effect on his mood . He may speak another language if he is nowing to a different country meaning has to be very difficult to a child of his age and the longuage barrier will affect his longuage and social development, the will struggle to indestend and communicate with the other children and adults is the new courts Consequently he will miss out an apportunities to socialise and to ferm relationship. This can peak him in him having a low self-esteem, in last of sloop and food can cause short term changes to his body and his behavior The may become more initable and tired. The transition can have a negative impact on his against development due to the fact he will have to learn the new style of learning in the new country. However, moving to a new carry con positively impact on Meholi due to the fact he could live a happier life. The move may cesit in him beig senoued from a negotive and unsafe enionest

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

Short term the transition could affect the
overall development as they can become
unvertised and being thrown in to a new
Situation, could reverse the rate of his
development completely. Banduras social learning
therey 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 shows he will still be
offing by the way his old environment war
and what eve wed to impact him
Another theorist that links to affecting
his development would be Mary ainsworth
his development would be Mary ainsworm attachment meory, where she carried out an
his development would be Mary ainsworth attachment of the strange situation'. This is
his development would be Mary ainsworm attachment meory, where she carried out an
his development would be Mary ainsworth attachment of the strange situation'. This is
his development would be Mary ainsworth attachment oneory where she carried out an experiment of 'the strange situation'. This is where the child is placed with someone they are not familial with and she sees how the child reacts, depending how
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his development would be Mary ainsworth attachment oneory 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 linus 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 changer instantly.
his development would be Mary ainsworth attachment oneorg where she carried out an experiment of the strange situation. This is where the child is placed with someone they are not familial with and she sees how the child reacts, depending has affected they are. This lines to mendi moving countrys as he is put in a place that

Also depending where he used to ive it could I meach his age t stage and could be behind in his mirestones companied to other children. However vygotsay zone of proximal development and scaffolding could link to short term supporting him to cake up. By putting Scaffolding in place, he is getting adult support, to where in the end he will be able to it by himself.





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