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Mark Scheme (Results)

Summer 2017

BTEC Level 3 National in Child Play  
Learning and Development

Unit 1: Child Development (20780E)

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# BTEC Next Generation CPLD L3 (Jun17) Confidential Mark Scheme

## Section A

Question Number	Answer	Mark
1	<p>Award <b>one</b> mark for identification of each example that is relevant to Jessie, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Uses tenses correctly (1)</li> <li>• Asks 'who' and 'why' questions (1)</li> <li>• Learns vocabulary quickly (1)</li> <li>• Tells long stories about herself (1)</li> </ul>	2

Question Number	Answer	Mark
2	<p>Award <b>one</b> mark for identification of each example that is relevant to Jessie, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Becomes upset when her routine is changed (1)</li> <li>• Frightened of carrying out the same activities as children her age/climbing up the climbing frame (1)</li> <li>• Feels sad when her mother leaves her (1)</li> <li>• Feels happier playing on her own (1)</li> <li>• Screams and shouts when asked to have a shower (1)</li> </ul>	2

Question Number	Answer	Mark
3	<p>Any from the following: award <b>one</b> mark for identification of a negative factor affecting Jessie's development and <b>one</b> mark for justifying/rationalising the potential effect on Jessie's development. Up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• Unable to mix with other children her own age (1) affecting her social development (1)</li> <li>• Being with her mother all the time (1) affecting her emotional/social development (1)</li> <li>• Unable to access resources such as climbing frame (1) affecting her physical development (1)</li> <li>• Struggles to follow instructions(1) affecting her cognitive development (1)</li> <li>• Lack of communication with other children(1) affects language development (1)</li> <li>• Will not want to leave her mother (1) attachment/emotional development (1)</li> </ul> <p>Any other reasonable ways from the case study that can be attributed to lack of pre-school education and states the area of development affected. They must be age related</p>	4

Question Number	Answer	Mark
4a	<p>Award <b>one</b> mark for identification of each example that is relevant to Ben, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• No longer concerned when his mother leaves him (1)</li> <li>• Shy when he meets other children (1)</li> <li>• Still has tantrums (1)</li> <li>• Gets frustrated/aggressive (1)</li> <li>• Likes to show independence (1)</li> <li>•</li> </ul> <p>Do not accept references to 'gets bored'.</p>	2

Question Number	Answer	Mark
4b	<p>Any from the following: answers should contain <b>two</b> linked points which <b>in combination</b> provide a logical description of how Chomsky's theory of language development could be used, up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• Ben was born with a 'language acquisition device'/has an innate ability (1) and is therefore already equipped to learn language (1)</li> <li>• Learning language is an environmental process (1) practitioners can stimulate Ben's learning of language through activities (1)</li> <li>• Children have a 'critical period' for learning language (1) Ben is three and is in that critical period (1)</li> <li>• Practitioners should ensure that there are sufficient language learning opportunities (1) for Ben to use language in a variety of ways, e.g. different audiences/situations (1)</li> <li>• Practitioners can create group activities with other children (1) in order that Ben communicates with others (1)</li> <li>• Ben needs to 'assimilate' language (1) Practitioners should provide opportunities for him to communicate/hear an extended vocabulary (1)</li> </ul> <p>Do not accept the abbreviation LAD. Accept any other relevant phrasing/wording linked to the case study.</p>	4

Question Number	Answer	Mark
5	<p>Any from the following: answers should contain <b>two</b> linked points which <b>in combination</b> provide a logical description of how Bruner's theory could be used to promote Ben's language development, up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• The Spiral Curriculum (1) could be used to encourage Ben by revisiting/developing (1)</li> <li>• Scaffolding can be used to encourage Ben (1) the adult gradually takes away support/the adult gives support (1)</li> <li>• Ben is in the iconic mode of learning (1) thinking is based on mental images (1)</li> <li>• Language acquisition support system (1) until language has improved/surrounding social or cultural environment (1)</li> </ul> <p>Accept no other mode other than iconic. Do not accept if all three stages have been listed.</p> <p>Accept any other relevant phrasing/wording.</p>	4

Question Number	Answer	Mark
6	<p>Any from the following: answers should contain <b>two</b> linked points which <b>in combination</b> provide a logical description of how Skinner's theory of operant conditioning could be used to manage Jessie's behaviour, up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• Skinner's theory is based on positive reinforcement (1) a reward for having a shower will change her behaviour (1)</li> <li>• Jessie can be given a reward (1) encouraging her to not scream and shout (1)</li> <li>• Jessie can be given a treat (1) such as watch TV/stickers after her shower (1)</li> <li>• Jessie's behaviour can be shaped through positive reinforcement (1) so the behaviour will not be repeated (1)</li> <li>• Secondary reinforcement (1) so she knows what she has to do to get a reward (1)</li> </ul> <p>Do not accept references to punishments/negative reinforcement such as taking away things. Only accept one example of a reward Accept any other relevant responses.</p>	4

Question Number	Answer	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>Responses may include the following</p> <ul style="list-style-type: none"> <li>• Schemas are cognitive, which are repeated over and over again</li> <li>• Children learn through schemas/stages</li> <li>• Schemas are the basic building blocks of organising knowledge</li> <li>• Pre-operational stage of development– does not use logic or combine ideas</li> <li>• Symbolism – something stands in for something else</li> <li>• Animism is in place where everything has consciousness and is 'alive'</li> <li>• Egocentrism – things only considered from own point of view</li> <li>• Moral realism – belief that morals are shared by everyone else</li> <li>• Thought is not yet logical in the adult sense</li> <li>• Centration cannot focus on more than one point in time cannot decentre</li> <li>• Cannot yet 'conserve' numbers, e.g. bricks</li> </ul> <p>Ben</p> <ul style="list-style-type: none"> <li>• Ben thinks there are less blocks when stacked together – conservation</li> <li>• Ben wants to get to the blocks first – egocentrism</li> <li>• Ben has been told off but cannot understand what is wrong with pushing other children – moral realism</li> <li>• Ben tells the step off for hurting him – animism</li> </ul> <p>Accept any other valid response linked to the case study.</p>	8

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

Question Number	Answer	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><b>Bronfenbrenner</b></p> <ul style="list-style-type: none"> <li>• The theory is based on ecological systems</li> <li>• Theory explains how the ‘environment’ affects the child</li> <li>• Theory can be represented by concentric circles</li> <li>• Development does not happen in isolation but is interrelated to the environment</li> <li>• Microsystem, mesosystem, exosystem, macrosystem, chronosystem</li> </ul> <p><b>Jessie</b></p> <ul style="list-style-type: none"> <li>• Microsystem – is the relationship between Jessie and her parents</li> <li>• Mesosystem – immediate environment, school, should work in partnership with parents/extended family, involvement with immediate family helps Jessie’s social skills, play, etc.</li> <li>• Exosystem – facilities in area such as the children’s centre to provide advice on how Jessie should be treated</li> <li>• Macrosystem – government policy affects services for Jessie including children’s centres</li> <li>• Chronosystem – use of leisure centre to promote Jessie’s social development</li> </ul> <p>Diagrams without further development must remain in mark band level 1.</p>	10

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



## Section B

Question Number	Answer	Mark
9a	<p>Any from the following: answer should contain <b>two</b> linked points which <b>in combination</b> provide a logical description of Bandura's social learning theory, up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"><li>• Social learning theory is how behaviour is learnt (1)</li><li>• through social interactions (1)</li><li>• role models (1)</li><li>• positive role models promote good behaviour(1)</li><li>• adults actions are observed (1)</li><li>• learn through observation (1)</li></ul> <ul style="list-style-type: none"><li>• Children observe the behaviour of others (1)</li><li>• they encode the behaviour seen (1)</li><li>• imitate it at a later time (1)</li><li>• copy behaviour (1)</li><li>• motivation to copy behaviour is required (1)</li><li>• punish or reward of the child/adult will influence whether they follow the behaviour (1)</li></ul> <p>Bobo doll experiment maximum <b>one</b> mark.</p>	4

Question Number	Answer	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> <p><u>Bandura</u></p> <ul style="list-style-type: none"> <li>• Children surrounded by role models</li> <li>• Children encode behaviour from others</li> <li>• Children copy/imitate behaviour of others</li> <li>• Children copy gender specific behaviour</li> <li>• Children copy behaviour of those seen nearest to self</li> <li>• Reaction of others affects behaviour</li> <li>• Positive and negative reinforcement</li> <li>• Copying role models</li> <li>• Humans are active information processors and think about their behaviour</li> </ul> <p><u>Raj</u></p> <ul style="list-style-type: none"> <li>• Raj is imitating/copying the behaviour of older children</li> <li>• Raj sees them as role models</li> <li>• Raj and the older boys are the same gender and so should be imitated</li> <li>• Raj is observing the behaviour of others</li> </ul> <p><u>Ms White</u></p> <ul style="list-style-type: none"> <li>• Should ignore it when Raj uses bad language</li> <li>• Raj should be excluded from activities when he uses bad language so he sees no reward in the behaviour</li> <li>• Should praise Raj when he does not use bad language</li> <li>• Ms White should act as a role model for Raj</li> <li>• Ms White should provide Raj with good behaviour that he can copy</li> <li>• Organise activities for Raj to join in with other children where there is no bad language</li> <li>• Joining in activities with other children will help to change role models</li> <li>• Discussion with parents</li> </ul> <p>No credit for Bobo doll as it is credited in Q09a</p>	8

<b>Level 0</b>	No rewardable material.	0
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</li> <li>• Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information.</li> <li>• Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>	<b>1-3</b>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions.</li> <li>• Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context.</li> </ul>	<b>4-6</b>

	<ul style="list-style-type: none"> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>	
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor.</li> <li>• Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context.</li> <li>• Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently.</li> </ul>	<b>7-8</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
10a	<p>Award up to <b>two</b> marks for the meaning of the term</p> <ul style="list-style-type: none"> <li>• Atypical development is when children do not meet the milestones (1) in one or more areas of development (1)</li> <li>• Atypical development is when development does not follow the predicted course (1) it can happen in any area of development (1)</li> <li>• A significant difference in one or more areas of a child's development (1) compared to the expected normative development (1)</li> <li>• The child could be gifted in one or more areas (1) compared to the expected norm</li> </ul>	2

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
10b	<p>Any from the following: award <b>one</b> mark for identification and <b>one</b> mark for justifying/rationalising the benefits. Up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• Specialist help can be made at an early stage (1) to enable additional resources to be put in place (1)</li> <li>• Appropriate physical resources/aids can be provided (1) to help the child's development (1)</li> <li>• Additional support may be provided by other professionals (1) e.g. physiotherapist (1)</li> <li>• Assessment may be made (1) to identify conditions affecting development (1)</li> <li>• Medical treatment may be required (1) to correct aspects of physical disability (1)</li> <li>• Special assistance put in place early (1) would help the child develop prior to attending school (1)</li> <li>• Parents and professionals can work in collaboration to support the child (1) by carrying out activities that promote physical development</li> <li>• Minimises effect of developmental delay (1) to lessen the difficulties shown in inappropriate behaviour, e.g. frustration (1)</li> <li>• Help reduces negative effect on learning/cognitive development (1) as the child receives support or resources to help them join in activities (1)</li> <li>• Adaptations to environment/classroom (1) allows access to learning/socialising (1)</li> <li>• Planning in place (1) to develop activities to promote development(1)</li> </ul> <p>Accept any other appropriate response.</p>	4



Question Number	Answer	Mark
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> <p><u>Social</u></p> <ul style="list-style-type: none"> <li>• May not interact with others</li> <li>• Not be able to play with others</li> <li>• Isolation</li> <li>• Lacks language to communicate with other children so cannot form friendships easily</li> </ul> <p><u>Cognitive</u></p> <ul style="list-style-type: none"> <li>• Language/Speech difficulties may affect thought processes</li> <li>• May not meet intellectual/cognitive milestones</li> </ul> <p><u>Emotional</u></p> <ul style="list-style-type: none"> <li>• Development of personal traits</li> <li>• Development of feelings/emotions</li> <li>• Frustration</li> </ul> <p><u>Phoebe</u></p> <p><u>Physical</u></p> <ul style="list-style-type: none"> <li>• Phoebe may not be able to join in physical activities due to a lack of ability to communicate</li> <li>• Phoebe may not follow instructions and may be excluded from the games by other children</li> </ul> <p><u>Social</u></p> <ul style="list-style-type: none"> <li>• Phoebe may not be able to communicate with other children as she does not have the language/speech skills</li> <li>• Phoebe may be rejected by others as she cannot communicate properly</li> <li>• Phoebe may not be included in play</li> <li>• Play will be affected as she has no friends</li> <li>• Phoebe may get frustrated and start to lash out at other children</li> </ul> <p><u>Emotional</u></p> <ul style="list-style-type: none"> <li>• Phoebe may feel rejected as she cannot join in games</li> <li>• Phoebe may feel isolated as other children do not include her</li> <li>• Phoebe may feel sad that she cannot play with others</li> <li>• Phoebe may feel frustrated and have behavioural problems as she is unable to communicate properly</li> <li>• Phoebe may have low self-esteem/lack confidence</li> </ul> <p><u>Intellectual/Cognitive</u></p> <ul style="list-style-type: none"> <li>• Phoebe may not be able to carry out the same tasks as the other children</li> <li>• Phoebe may be restricted in learning new things and games</li> <li>• Phoebe may not be able to process thoughts, which will affect her play and interactions</li> <li>• Phoebe may fall behind the other children</li> <li>• Phoebe may demonstrate additional needs in other areas</li> </ul>	10



<b>Level 0</b>	No rewardable material.	0
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</li> <li>• Provides little evidence of application and links between relevant information. Assessment likely to consist of basic description of information.</li> <li>• Judgements on significance may be presented, but are likely to be generic assertions rather than supported by evidence.</li> <li>• Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>	<b>1-3</b>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few omissions.</li> <li>• Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made.</li> <li>• Assessment is presented leading to judgements on significance but some may be lacking support.</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>	<b>4-7</b>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of relevant information; Any gaps or omissions are minor.</li> <li>• Evidences thorough application containing linkages and interrelationships between factors leading to a judgement/judgements being made.</li> <li>• Displays a well-developed and balanced assessment leading to rationalised judgements on significance.</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>	<b>8-10</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
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><u>Mehdi</u> Social/Emotional</p> <ul style="list-style-type: none"> <li>• Interaction with others may be difficult as there is a language barrier</li> <li>• The formation of friendships may be difficult due to language difficulties</li> <li>• Difficult to bond with other children due to joining school late</li> <li>• Mehdi may be perceived as problematic by his teacher</li> <li>• May feel lonely adjusting to new school system</li> <li>• May feel excluded by other children in the class</li> <li>• May feel culturally isolated and unaware of cultural norms</li> <li>• May get bullied by other children and may feel intimidated</li> <li>• May be welcomed by other children and feel included</li> </ul>	12

Cognitive/Language

- ESOL difficulties may affect understanding for cognitive learning
- May be at a different stage of learning than the other children
- May be seen as less able than others by his teacher
- May use a different language at home and may become confused
- May have used different methods, e.g. in maths in country of origin and may get confused
- May lack confidence
- May have difficulty reading due to change in script
- May develop further language skills in English by learning from other children
- May develop further language skills by playing with other children
- Bilingual - learns additional language quickly at age six
- Chomsky critical period – Mehdi will find it easier to learn another language

Physical

- May not like the food/balanced diet
- May have access to greater outdoor resources
- May have difficulty adjusting to sleep patterns

<b>Level</b>	<b>Descriptor</b>	<b>Marks</b>
<b>Level 0</b>	No relevant material.	<b>0</b>
<b>Level 1</b>	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 be 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.	<b>1-3</b>
<b>Level 2</b>	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.	<b>4-6</b>
<b>Level 3</b>	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.	<b>7-9</b>
<b>Level 4</b>	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.	<b>10-12</b>

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