



Mark Scheme (Results)

June 2018

Pearson BTEC Level 3

Children's Play, Learning and  
Development

Unit 1: Children's Development (31597)

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# **Unit 1: Children's Development**

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## **General marking guidance**

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

## **Specific marking guidance**

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The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

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

**Children's Play, Learning and Development**  
**Unit 1: Children's Development**  
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**Section A**

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
1 (a)	B - the acquisition of skills, proceeding through a set order	1

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
1 (b)	<p>Award <b>one</b> mark for a correct response up to a maximum of <b>three</b> marks.</p> <ul style="list-style-type: none"><li>• crawling</li><li>• pulling to stand</li><li>• cruising around the table</li><li>• walking holding onto furniture</li><li>• banging two blocks together</li><li>• waving goodbye</li></ul>	3

Question Number	Answer	Mark
1 (c)	<p>Award <b>one</b> mark for each correct way and <b>one</b> further mark for a correct extension that describes how Chomsky's theory is used to support Prisha's language development. Up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• Critical period to learn language is birth to 10 years (1) and Prisha is within / starting this critical period (1) / so adults should take all opportunities to talk to Prisha / ask Prisha questions (1)</li> <li>• Provide a language rich environment (1) to promote extended vocabulary and communication opportunities / will mean that she learns new sounds/vocabulary by hearing it spoken (1)</li> <li>• Language Acquisition Device (1) means that Prisha is learning language by absorbing the language she hears from the adults and other children/ means that all children learn language in the same order (1)</li> <li>• Because Prisha is born with Language Acquisition Device/because it is innate (1) Prisha will learn the language/vocabulary she hears around her spoken by the adults (1)</li> </ul> <p>Do not accept abbreviation LAD. Accept any other age appropriate response linked to the scenario.</p>	4

Question Number	Answer	Mark
1d	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> <li>• Prisha has a secure attachment to her main carer.</li> <li>• Theory states maternal deprivation can lead to secure attachment not being made and may have long-term consequences.</li> <li>• Critical period for attachment to be formed - first 12 months.</li> <li>• She is happy to separate from her mother when she is in a familiar place.</li> <li>• Prisha has formed an attachment to one EYP/Sophie</li> <li>• If Sophie is not there Prisha is unsettled, she may not have formed attachments with other EYPs.</li> <li>• This attachment makes her feel secure.</li> <li>• With a secure attachment Prisha feels confident enough to explore/play.</li> <li>• Prisha will not have the language to express her feelings.</li> <li>• If Prisha is not happy then this may affect her behaviour and emotional development</li> <li>• Sophie may be her key person.</li> <li>• The key person provides continuity between home and nursery, which provides stability and security for Prisha.</li> <li>• Stages of distress on separation: Protest, Despair, Detachment.</li> <li>• Other practitioners can distract with activities / physical comfort.</li> <li>• Other practitioners need to develop attachments with Prisha as well as Sophie.</li> </ul> <p>Making links:</p> <ul style="list-style-type: none"> <li>• Links may be made to Ainsworth's attachment theory.</li> </ul> <p>Making connections:</p> <ul style="list-style-type: none"> <li>• Internal Working Models may be mentioned, secure / avoidant / resistant personality</li> <li>• Examples of how areas of development may be affected if attachment isn't made.</li> </ul> <p>Accept any other appropriate response linked to the scenario. If not linked to practitioners' use of theory then only Level 1 band to be awarded.</p>	8

<b>Mark scheme (Award up to 8 marks)</b> refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.		
<b>Level</b>	<b>Descriptor</b>	<b>Mark</b>
Level 0	No rewardable material.	
Level 1	Limited understanding of Bowlby's theory. No links to how attachment might explain behaviour/emotional development. Points made will be superficial/generic. Points may not be applied or directly linked to Prisha and may not be age/stage appropriate.	1-3
Level 2	There will be some description of Bowlby's theory. There will be some links to attachment might explain behaviour/emotional development. There may be some points described in detail. Some points are directly applied to Prisha and practitioners which are age/stage appropriate.	4-6
Level 3	A linked discussion of Bowlby's theory. There will be strong links made to how attachment might explain behaviour/emotional development. There will be a range of points discussed in detail. Points made are directly applied to Prisha and practitioners which are age/stage appropriate.	7-8

Question Number	Answer	Mark
2 (a)	B - exercise	1

Question Number	Answer	Mark
2 (b)	<p>Award <b>one</b> mark for a correct response up to a maximum of <b>three</b> marks.</p> <ul style="list-style-type: none"> <li>• shares resources</li> <li>• takes turns</li> <li>• copies other children</li> <li>• has good friendships</li> <li>• waits patiently for his go</li> </ul>	3

Question Number	Answer	Mark
2 (c)	<p>Award <b>one</b> mark for each way that applies to Bandura and <b>one</b> further mark for a correct linked response to Gareth's behaviour. Up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• Children remember the behaviour they have observed/watched (encoding) (1) Gareth copies wanted and unwanted behaviour (1)</li> <li>• Children learn behaviour from copying the behaviour of other children (1) Gareth displays unwanted behaviour/ runs and shouts (1)</li> <li>• Practitioner/ other children can act as role models (1) Gareth copies the children putting their coats on (1)</li> <li>• Children want to please their role model (1) Gareth gets praise from the practitioner for putting his coat on / taking turns / sharing resources (1)</li> <li>• One mark only for Bobo doll (1)</li> </ul> <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
2d	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> <li>• Knowing Vygotsky's theory has a zone of actual development and a zone of proximal development.</li> <li>• Knowing that early years practitioners / older children need to support learning/reference to scaffolding.</li> <li>• Observing/assessing Gareth's zone of actual development/what he can do on his own, then plan relevant activities.</li> <li>• Help Gareth in the zone of proximal development where he will be able to achieve with the help of adults/older children.</li> <li>• Understanding the importance of the resources to support active learning.</li> <li>• Understanding the importance of giving Gareth time to consolidate/practise his learning/skills.</li> <li>• EYP can work alongside him in the zone of proximal development using questioning to extend learning by sharing ideas/encouraging reasoning.</li> <li>• Encouraging Gareth to sit with older children at the literacy table so the older children can help him.</li> </ul> <p><u>Making links</u></p> <ul style="list-style-type: none"> <li>• Getting advice from other professionals can support EYPs to help Gareth</li> <li>• Support Gareth's development of sustained shared thinking and help him to learn new concepts.</li> <li>• Early intervention can reduce the long-term impact</li> <li>• Gareth will need emotional support to cope with his hearing issue</li> <li>• Linking to other areas of the curriculum/development</li> <li>• Links to Bruner/scaffolding only</li> </ul> <p>Only accept answers that relate to Gareth's development up to the age of five years.</p>	8

**Mark scheme (Award up to 8 marks)** refer to the guidance on the cover of this document for how to apply levels-based mark schemes\*.

Level	Descriptor	Mark
Level 0	No rewardable material.	0

Level 1	Limited understanding of Vygotsky's theory. No links to how the theory promotes cognitive development Points made will be superficial/generic. Points may not be applied or directly linked to Gareth and may not be age/stage appropriate.	1-3
Level 2	There will be some description of Vygotsky's theory. There will be some links to how the theory promotes cognitive development There may be some points described in detail. Some points are directly applied to Gareth and are age/stage appropriate.	4-6
Level 3	A linked discussion of Vygotsky's theory. There will be strong links made to the theory promotes cognitive development There will be a range of points discussed in detail. Points made are directly applied to Gareth and are age/stage appropriate.	7-8

Question Number	Answer	Mark
3 (a)	<p>Award <b>one</b> mark for any of the following, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• extended family socialising / celebrating</li> <li>• attending after school clubs</li> <li>• children's activity sessions at the leisure centre</li> <li>• community library</li> </ul>	2

Question Number	Answer	Mark
3 (b)	<p>Award <b>one</b> mark for any of the following, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• can do simple addition</li> <li>• can play computer games</li> <li>• sort objects into categories</li> <li>• look at books</li> </ul>	2

Question Number	Answer	Mark
3 (c)	<p>Award <b>one</b> mark for each aspect of the theory identified and <b>one</b> further mark for a correct linked response. Up to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• Positive reinforcement of Konrad (1) is used to encourage him to try new things / practise skills, e.g. learning phonics (1)</li> <li>• If Mrs Robins/the teacher praises Konrad (1) he will keep trying to please her (1)</li> <li>• Rewards should be given for trying (1) to encourage Konrad not to give up (1)</li> <li>• Positive body language and facial expressions can be a positive reinforcement (1) and can mean Konrad is more likely to repeat the activity (1)</li> <li>• Operant conditioning (1)</li> </ul> <p>Accept any other appropriate response linked to the scenario.</p> <p>No marks given for negative reinforcement.</p>	4

Question Number	Answer	Mark
3 (d)	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> <li>• Understanding of Bronfenbrenner's systems theories (micro/meso/exo/macro/chrono)</li> <li>• Impact of family/friends/others on influencing a child's growth and development including family dynamics/position in family/socio-economic status/parenting style/lifestyle choices (parents' language/parenting - macro)</li> <li>• Impact of environment and settings in influencing a child's growth and development (school/activity club/ library-meso)</li> <li>• Impact of society systems of sanctions/norms/values/attitudes/beliefs/culture/religion/c class affect a child's growth and development (library club - exo/chrono)</li> <li>• Links to other areas of development</li> <li>• Links to areas of curriculum</li> <li>• Friends may interact wanting to know about words in German - social</li> <li>• Library club/ after-school activities gives him a wider circle of friends - social (micro)</li> <li>• Extended family socialising will boost social development</li> </ul> <p><u>Links to other areas of development</u></p> <ul style="list-style-type: none"> <li>• Increased awareness of two different cultures / celebrations (intellectual development)</li> <li>• Knowing two languages may boost self-esteem (emotional development)</li> </ul> <p><u>Links to theories</u></p> <ul style="list-style-type: none"> <li>• Skinner - positive reinforcement if teacher praises his knowledge of German / bilingualism</li> <li>• Chomsky - critical period of learning language, children can become bilingual more easily at this time</li> </ul> <p>If diagram only, limited to mark band one.</p>	8

**Mark scheme (Award up to 8 marks)** refer to the guidance on the cover of this document for how to apply levels-based mark schemes\*.

<b>Level</b>	<b>Descriptor</b>	<b>Mark</b>
Level 0	No rewardable material.	
Level 1	Limited understanding of Bronfenbrenner's theory. No links to how the theory supports social development. Points made will be superficial/generic. Points may not be applied or directly linked to Konrad and may not be age/stage appropriate.	1-3
Level 2	There will be some description of Bronfenbrenner's theory. There will be some links to how the theory supports social development There may be some points described in detail. Some points are directly applied to Konrad and are age/stage appropriate	4-6
Level 3	A balanced discussion of the impact of Bronfenbrenner's theory. There will be strong links made to how the theory supports social development There will be a range of points discussed in detail. Points made are directly applied to Konrad and are age/stage appropriate	7-8

Question Number	Answer	Mark
4a	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• threading</li> <li>• drawing / using pencils</li> <li>• handling cards</li> <li>• turning book pages</li> <li>• handling beads</li> </ul>	2

Question Number	Answer	Mark
4b	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• drawing with pencils</li> <li>• books readily available</li> <li>• having a quiet space for reading</li> <li>• group story time</li> <li>• looking at alphabet letters</li> </ul>	2

Question Number	Answer	Mark
4 (c)	<p>Award <b>one</b> mark for identification and <b>one</b> additional mark for appropriate expansion.</p> <ul style="list-style-type: none"> <li>• A schema is a repeated action (1) / adults can provide activities to repeat numeracy concepts (1)</li> <li>• Children learn through experiences/ active learners (1) so they need a wide range of numeracy activities in the nursery to explore (1)</li> <li>• There are four stages to a schema - assimilation / accommodation / equilibrium / adaptation (1) and children progress through them with each new experience (1)</li> <li>• Schemas help children to make sense of the world around them (1) so practitioners should give Nadia time to explore (1)</li> <li>• Asking Nadia open-ended questions (1) can help her through the process of learning numbers (1)</li> <li>• Nadia is at pre-operational stage (1) so will use symbols in her play. (1)</li> <li>• Nadia has interest in circles/ round objects (1) practitioners could use this to develop her maths/cognitive skills (1)</li> </ul> <p>Accept any other appropriate response linked to the scenario, but do NOT accept sensori-motor, concrete operations stage or formal operational.</p>	4

Question Number	Answer	Mark
4 (d)	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> <li>• Active learning is happening as Nadia can manipulate objects/cards</li> <li>• The nursery provides a wide range of activities and resources so active learning can happen</li> <li>• Nadia is in the iconic mode, so she is making/using mental images to help her cognitive development</li> <li>• Having a wide range of resources helps children learn through play and experiences</li> <li>• Giving adult support to Nadia when she is playing will help her to count/order by size/compare/ learn more colours</li> <li>• Supporting Nadia during story time will help her to develop listening skills / concentration</li> <li>• Provide Nadia with experiences of playing with teddies/ sorting beads and other objects to build on</li> <li>• Adults can scaffold Nadia's learning/ introducing new vocabulary/ concepts</li> <li>• Help her make connections between past and present, as development is continuous</li> <li>• Adults could use the EYFS/ to support Nadia move into symbolic mode, by reading and writing numbers/ by sharing books</li> </ul> <p><u>Making links</u></p> <ul style="list-style-type: none"> <li>• Scaffolding can support children in the iconic mode</li> <li>• Links to EYFS/curriculum</li> <li>• Links to other areas of development</li> </ul> <p><u>Links to theory</u></p> <ul style="list-style-type: none"> <li>• Vygotsky - adult support/scaffolding</li> <li>• Skinner - praise and encouragement</li> </ul> <p>Accept any other relevant phrasing/wording, do <b>not</b> accept enactive stage/mode.</p>	8

**Mark scheme (Award up to 8 marks)** refer to the guidance on the cover of this document for how to apply levels-based mark schemes\*.

Level	Descriptor	Mark
Level 0	No rewardable material.	
Level 1	Limited understanding of the theory. No links to how to promote area of development. Points made will be superficial/generic.	1-3

	Points may not be applied or directly linked to the child and may not be age/stage appropriate.	
Level 2	There will be some description of the theory. There will be some links to how to promote the area of development There may be some points described in detail. Some points are directly applied to the child and are age/stage appropriate.	4-6
Level 3	A good discussion of the theory. There will be strong links made to how to promote the area of development. There will be a range of points discussed in detail. Points made are directly applied to the child and are age/stage appropriate.	7-8

## Section B

Question Number	Answer	Mark
5	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p><u>Recall:</u></p> <ul style="list-style-type: none"> <li>• Asthma affects breathing/ reduces effectiveness of lungs</li> <li>• May need to use/ can be controlled by inhalers</li> <li>• Hulin may not develop gross motor skills, as he cannot run around as much as other children (physical development)</li> <li>• Asthma can lead to increased chest infections</li> <li>• Asthma attacks may frighten Hulin (emotional development)</li> <li>• He may miss time at school because of illness</li> <li>• Friendships may be affected because of time away from school (social development)</li> </ul> <p><u>Understanding:</u></p> <ul style="list-style-type: none"> <li>• Use of inhalers/ unable to participate in exercise fully may make him feel different to other children (emotional/social development)</li> <li>• Hulin may not want to participate in exercise/PE/physical activity as he gets out of breath</li> <li>• He may miss out playing team games/ play time games with other children as they might not understand why he gets out of breath (social development)</li> <li>• If he misses lots of school, then this will impact on his learning and cognitive development</li> </ul> <p><u>Analysis:</u></p> <ul style="list-style-type: none"> <li>• The teacher may need to encourage him to take part in exercise/PE</li> <li>• Hulin may develop an awareness of his condition/ learn new vocabulary and may be able to say when he needs medication/inhalers (cognitive development)</li> <li>• Parents may become overprotective and not let him participate in physical exercise, as they worry he will become ill/ they may keep him off school.</li> <li>• May not be allowed to play with other children outside of school as parents concerned about infections</li> </ul> <p><u>Making links:</u></p> <ul style="list-style-type: none"> <li>• Skinner - positive reinforcement if Hulin takes part in physical activity</li> <li>• Vygotsky - teacher may need to support him in physical activity</li> </ul> <p>Accept any other relevant response.</p>	12

**Mark scheme (Award up to 12 marks)** refer to the guidance on the cover of this document for how to apply levels-based mark schemes\*.

<b>Level</b>	<b>Descriptor</b>	<b>Mark</b>
Level 0	No rewardable material.	0
Level 1	Limited understanding of effects of asthma/ long-term health condition No links between the impact of asthma and development. No links to other areas of development. Examples may not be age/stage appropriate. Points made and examples may be superficial/generic. Limited analysis or reference to impact of ill health on a child.	1-4
Level 2	There will be a good understanding of effects of asthma/ long-term health condition. Some links between the impact of asthma and development. Some links to other areas of development but examples may be brief. Examples are mostly age/stage appropriate. There are some points described in detail. Some analysis or reference to impact of ill health on a child, but this may be brief.	5-8
Level 3	There will be an in-depth understanding of effects of asthma/ long-term health condition. Strong links between the impact of asthma and development. Strong links made to other areas of development providing detailed examples, good understanding shown. Examples are age/stage appropriate. Detailed analysis of the impact of ill health on a child.	9-12

Question Number	Answer	Mark
6	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p><u>Recall:</u></p> <ul style="list-style-type: none"> <li>• Nature is genetic / what you're born with / innate / hereditary</li> <li>• Nurture is the environment influence on a child / any experience that a child has</li> </ul> <p><u>Understanding:</u></p> <ul style="list-style-type: none"> <li>• Nature is physical characteristics from parents and other ancestors</li> <li>• Nature can relate to other aspects such as personality / intelligence / likes and dislikes</li> <li>• The quality of interaction and relationships has a direct impact on a child's development</li> <li>• Nurture can take lots of different forms. It could be activities / adult encouragement / lifestyle / culture / access to resources</li> <li>• Attachment is both nature and nurture</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• Practitioners should build on the strengths a child has through nature by giving nurture opportunities</li> <li>• Areas to be developed can be supported by nurture opportunities</li> <li>• Disability caused by nature can be supported / alleviated by nurture</li> <li>• Early years practitioners should have an awareness that they need to provide a balance to support both nature and nurture</li> </ul> <p><u>Making links:</u></p> <ul style="list-style-type: none"> <li>• Chomsky – Language Acquisition Device and language rich environment</li> <li>• Bowlby – the mother attachment</li> <li>• Vygotsky – adult support</li> <li>• Bruner – scaffolding</li> <li>• Bandura – imitation</li> </ul> <p>Accept any other <b>age appropriate</b> responses.</p>	14

**Mark scheme (Award up to 14 marks)** refer to the guidance on the cover of this document for how to apply levels-based mark schemes\*.

<b>Level</b>	<b>Descriptor</b>	<b>Mark</b>
Level 0	No rewardable material.	0
Level 1	Limited understanding of the effects of nature/nurture. No links between nature/nurture and the effects on development. Examples may not be age/stage appropriate. Points made will be superficial/generic and may not be applied. Limited evaluation of the impact of nature/nurture.	1-5
Level 2	A good understanding of the effects of nature/nurture. There will be some links between nature/nurture and the effects on children's development Examples are mostly age/stage appropriate. Some evaluation of the impact of nature/nurture but this may be brief.	6-10
Level 3	In-depth understanding of the effects of nature/nurture. There will be strong links made between transition and the effects on Mai's development. Examples are age/stage appropriate. Detailed evaluation of the impact of nature/nurture and a conclusion is made.	11-14

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