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Examiners' Report/
Lead Examiner Feedback
Summer 2017

BTEC Level 3 Nationals in Children's Play,
Learning and Development
Unit 1: Children's Development (31597H)



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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, Pass and Near 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 - Children's Development (31597)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	25	38	51	65

Introduction

This was the first series of the new 2016 specification for Level 3 Children's Play Learning and Development. This mandatory unit was assessed via written external assessment. The specification for this unit differs from the similar unit in 2014 specification, in that it focuses on a smaller number of theories. However, the overall content is similar.

This Lead Examiner report should be considered alongside the exam paper and mark scheme, which can be found on the Pearson website.

The question paper followed the format identified in the additional sample assessment materials published on the Pearson website. The focus of the paper was on children's development, it covered a range of theories of child development, together with factors which may affect children's development. The total marks for the paper is 90.

The paper had 2 sections with 6 questions overall.

Section A contained 4 questions, each worth 16 marks, the total marks for section A is 64 marks. Each question was based upon a separate case study. These questions were then separated into 4 sub-questions, which range from multiple-choice, short answer and extended questions with a mark range of 1 to 8 marks.

Section B contained 2 questions which required an extended response, where learners had to analyse or evaluate; these questions were worth 12 and 14 marks. The total marks for section B is 26.

Each of the extended response questions were marked using a 'levels based' approach to assessment. The overall quality of the response was considered rather than the specific number of points included. There was a focus on the accurate use of vocational terminology and the application of knowledge to the given situation within each response. Two of the questions on the paper were multiple choice. The 4 mark questions required the learners to give two responses, these needed to contain the theory and the application of the theory selected from the case study.

The remainder of the questions were assessed using a range of indicative content.

Introduction to the Overall Performance of the Unit

The overall standard of learner responses was good. Theories appeared to be understood at a basic level and could be described by the majority of learners. However, the application of the theories were not so evident and this is where some learners lost potential marks.

Section B provided the learners with the opportunity to pick up marks as they were able to apply their understanding of the importance of rest/sleep and rules/boundaries to children's development. Only a few learners were able to write the required analysis and evaluation and this meant that hardly any were able to access the highest level mark band.

Some learners repeated the question in the answer, this wasted time and space and did not gain any marks. The space allocated on the paper indicates how much should be written and this does not include the question.

The individual case studies have supported the learners well and have made the paper more accessible. That said, learners need to ensure that they identify all the relevant information in the case study and apply it to each of the questions that it relates to. This is particularly the case in the (c) questions, where learners have to apply knowledge in a precise manner and in the (d) questions, which are overleaf from the case studies. It would assist learners to practice the application of knowledge specific to age-related questions, as some responses tended to be generic and did not address the age of the subject when areas of development were applied.

There were a significant number of responses where learners had used additional sheets to write answers. Some learners then focused too much on one or two questions and did not allocate their time according to the marks available. These longer answers also tended to be repetitive, rather than providing new information to gain marks.

Centres are strongly encouraged to ensure that all aspects of the unit content is covered through delivery of the unit, so 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

Question 1(a) - 1 mark

This question was a multiple choice question. Most learners answered this question correctly, however some learners missed the fact that the question was asking which statement did **not** relate to cognitive skills.

1 (a) Which statement does **not** relate to cognitive skills?

- A The process of change in intellectual abilities
- B The process of developing coordination
- C The development of thought processes
- D The development of problem solving

Question 1(b) - 3 marks

This question required learners to list three activities that would promote gross motor skills. It was answered well by the learners, who were able to correctly list 3 examples of activities. The majority of answers included those examples that were given in the case study, as in the first example below. However, this was not required in this particular question and any age appropriate activity gained marks.

This response gained 3 marks

- 1 riding scooters
- 2 Balancing on stepping stones
- 3 Pushing the dolls pram

The learner has used the information from the case study to give precise answers.

This response gained 3 marks

- 1 Sit and Ride toys will help her by strengthening the muscles and co-ordination skills
- 2 Obstacle course, that is age appropriate as this will enhance her balancing skills.
- 3 Climbing frame, could allow Elena to develop her co-ordination and strengthen the muscles in her legs and arms whilst climbing.

Here the learner achieved the maximum 3 marks. However, they wasted time writing an explanation when the command verb only indicated that they should **list** 3 activities to promote gross motor skills.

Question 1(c) - 4 marks

This question asked learners to describe two ways that Skinner's theory was being used to promote development. In general, the learners were able to answer this question well. Most were able to describe Skinner's theory of reinforcement, however, some learners did struggle to apply this to the case study. This would have limited their marks, as marks are given for the development of the theory. One incorrect answer that was given regularly was that praise was given to encourage Elena to continue trying. The correct answer should have been that Elena would repeat the action/behaviour to receive positive reinforcement again; it is not linked with encouragement.

This response gained 2 marks

1 She's using positive reinforcement by praising Elena when she balances on the stepping stones

2 She encourages Elena to try and do it herself and helps her if she needs it

In the first answer the learner has made one point (positive reinforcement) and then developed it (by praising Elena). However, the second answer has no rewardable material, as it is not linked to Skinner's theory.

Question 1(d) - 8 marks

This was the first extended question and learners needed to discuss how Vygotsky's theory could be used by the practitioner to promote the child's cognitive development in outside play. This was answered well by learners; they appeared to have a good understanding of the zones of development and links to scaffolding and were able to describe the theory clearly. However, most learners did not gain the higher marks in level 3 mark band, as they did not apply this accurately to the case study. For example, they omitted the application completely or linked the theory to physical development activities rather than the cognitive.

This response gained 7 marks (bottom of level 3 mark band)

Vygotsky believed that the role of an adult was important to a child's learning and development. Anne could find out Elena's zone of actual development (ZAD) to work out what she is able to do alone, and her zone of proximal development (ZPD) to find out what she can do with help. From this, Anne could create activities ^{based} on what Elena can already do, but make it at a harder level, which would push Elena.

Anne could also scaffold the tasks by asking questions or simplifying a task, to make it easier for Elena. For example, ~~if~~^{as} Elena finds it difficult to name the coloured stepping stones, ~~she~~^{Elena} could get help from a more able other (Anne) by going through the colours so Elena recognises them. Anne could also scaffold an activity by ~~giving~~ direction maintenance where remarks are made to help keep Elena focused. This is helpful as she can concentrate. Likewise, Anne could give task completion, which is when direct guidance is given to the child, which will help Elena complete an activity. Lastly, Anne could give Elena feedback such as praise for Elena's efforts. This would be effective as Elena will feel more confident and have a higher self esteem.

This response shows a good understanding of the theory and there are strong links to the case study. There are appropriate examples of how the practitioner could support Elena's cognitive development linked to how these would be scaffolded by the adult. This did not receive full marks as the description of Vygotsky's theory could have been extended further eg. to include observation of Elena or a clearer description of the Zone of Proximal Development

This response gained 4 marks (bottom of level 2 mark band)

Firstly, Anne (practitioner) could use Vygotsky's theory to help Elena's cognitive development. This is because Vygotsky said that children who are in the zone of proximal development, ^{and interactions,} need support [^] from a knowledgeable other to then be in the zone of actual development. Therefore, due to Elena not being able to recognise her colours, ^{when playing on the stepping stones outside} as she gets 'muddled', then Anne can provide an activity such as flash cards with colours and their correct name, ~~therefore~~ therefore being her knowledgeable other to help her develop her knowledge of colours independently. However, another cognitive theory such as Piaget suggested that children develop through stages at their own pace, therefore due to Elena being in the pre-operational stage she only thinks ~~egocentric~~ egocentric and cannot think logically at her age, therefore she is bound to become confused, however practitioners would support this.

This response includes a brief description of the zones of development, however these are a little muddled. There is reference to 'More Knowledgeable Other' and the learner has given an appropriate example linked to the case study of cognitive development. However, at the end of the response the learner then discusses Piaget's theory, which is not relevant and received no marks. It is important in the extended answers in Section A that the learners focus their answers on the theorist being asked about, unless the link enhances their answer and demonstrates a thorough understanding of the theory.

Question 2(a) - 1 mark

This question was multiple choice and the vast majority of learners selected the correct answer regarding the way that growth could be monitored.

2 (a) Identify **one** action that will monitor Poppy's growth.

- A Checking her weight
- B Observing her play
- C Listening to her babble
- D Watching her roll over

Question 2(b) - 3 marks

The command verb in this question was 'list' and the vast majority of learners were able to list three actions that would boost self-esteem. In most cases the case study was used to good effect and learners gained full marks.

This response gained 3 marks

- 1 by his teacher Praising him
- 2 his picture being put up on display
- 3 his mum saying 'thank you' and smiling when he helps to look after his sister.

The learner has used 3 of the 4 possible answers given in the case study.

This response has gained 2 marks

1 Praise

2 Putting the picture for everyone to see.

3 Allowing him to look after Poppy.

The incorrect answer is 'allowing him to look after Poppy', as this would not in itself boost his self-esteem. It is the thanks and smiles afterwards that the learner needed to select from the case study.

Question 2(c) - 4 marks

This question required learners to describe two ways Chomsky's theory on language development could assist in understanding Poppy's language development. This question was answered moderately well. There were some frequent errors. Learners were not given marks if they used the abbreviation LAD without explaining this was the Language Acquisition Device. Some answers referred to language development and Poppy babbling at 6 months, rather than to Chomsky's theory.

This response gained 4 marks

1 Poppy is within the critical period. This is the most important period (0-10 years) that children must be exposed to interaction and learning listening to her parents talking.

2 Chomsky believed that children were born with a language acquisition device that allows them to process and learn the grammatical rules to language. Therefore Poppy is learning by listening to her mother's voice and when her brother is playing with her. She is able to comprehend the sounds of language and attempt to form them.

This learner has made good use of the case study and has demonstrated a good understanding and application of the theory

This response gained 2 marks

- 1 He believed that the brain is like a computer that allows us to break down and decode language which gives us the ability to be able to take in and learn the language.
- 2 His Language Acquisition device is a genetically programmed device that allows us to absorb and learn the languages that we are exposed to so she would be learning to speak by being spoken to.

This learner has repeated the information in both answers and so can only be credited once.

Question 2(d) - 8 marks

This question requires a discussion of how Bowlby's attachment theory could be applied to support a 7 month old child starting nursery. This question was answered well. Many learners were able to describe Bowlby's basic theory, but there were some who could not apply it to the case study. It was pleasing to see that many learners made the link to forming an attachment to a key person within the setting. There was some confusion with Ainsworth's theory on attachment and the 'strange situation' but this was limited.

This response gained 7 marks (bottom of level 3 mark band)

poppy is only six months old and during this time poppy will start to form a strong attachment with her mother. Starting nursery during this critical period can be very positive as poppy is so young she may get upset when mum leaves her at the nursery but on the other hand during this time she can form a strong relationship with her key worker. At this age poppy might not be phased to long after mother leaves because as long as her needs are being met she will continue to develop typically. Bowlby believed that forming a strong attachment with the mother or main carer at this stage is very important and if poppy hasn't developed a secure enough attachment with mum during this time poppy could potentially be effected in the long term. practitioners can help support poppy's emotional development by using a settling in procedure and matching poppy's home routine to fit nursery, to maximise poppy's welfare the practitioners could do home visits to help get to know poppy and mum could bring poppy into the nursery and play with her and make sure she is comfortable and familiar with the children, nursery practitioners and routines.

This response contains detailed description of Bowlby's theory and the response of the child to being left at nursery. The learner has given clear examples of how the nursery could support the child when she starts at the nursery. The learner has mentioned involving the mother, although this aspect could have been developed further.

This response gained 3 marks (top of level 1 mark band)

The early years practitioners can use Bowlby's attachment theory to support her emotional development by getting her a key person. This means that she will have someone to go to at nursery if she wants to be comforted. This could be done by Poppy meeting her key worker before she starts nursery so she can get used to them a bit more. ~~Another~~

Another way they could do this and use Bowlby's theory is to understand that she has a strong bond with her mum and as a result, the mum could come to nursery a few times with her before she officially starts, to help her settle in.

This learner has mentioned allocating a key person but has not explained the reasons why this would be done. Also the learner has mentioned bringing the mother to the nursery, but there is a very limited discussion of why this would be useful. There is no description of Bowlby's theory and this has meant that the response has stayed within the level 1 mark band.

Q3(a) - 2 marks

The question asked learners to identify two gross motor skills being used in the case study. The vast majority of the learners gained full marks on this question.

This response gained 2 marks

- 1 BazeK uses the saw to cut a piece of wood.
- 2 BazeK copies Casper sweeping up the sawdust with a broom.

It is a clear and precise answer which gained full marks.

Q3(b) - 2 marks

This question asked learners to identify two ways that Casper was promoting social development. Overall this question was answered very well.

There were a number of learners who included asking BazeK questions as a response. However, this would not have promoted social development and was sign posted in the case study as extending vocabulary which should have alerted learners that this was linked to language development.

This response gained 2 marks

The early years practitioners are encouraging children to share/care ^{things}. They are also getting older children to work with younger children.

This response gained 1 mark

Using new words to extend vocabulary.

Encouraging the children to work together.

Question 3(c) - 4 marks

In this question learners had to apply Bandura's theory to how Bazek's social development was being promoted.

Some learners lost marks when they applied the theory to the case study because they stated that Bazek learnt through Casper, rather than Bazek having learnt through observing the skills demonstrated.

The majority of learners included details about observation and role models. In this question the information in the case study was used to better effect.

This response gained 4 marks

Bazek observes Casper cutting the wood with a saw. He then copies Casper's actions as Casper is acting like a good role model. Likewise, Bazek copies Casper by sweeping up the sawdust. All of the children are working together, sharing and taking turns. Casper praises them. Bazek observes this and joins in. This is because a child is likely to copy someone's actions, especially if they are praised for it.

2 marks were achieved for the linked response, "Bazek observes Casper cutting the wood..... he copies Casper's actions."

2 mark were achieved for Caspar is a good role modelBazek is likely to copy someone's actions, especially if they are praised for it.' This answer was split over the two answers, examiners mark positively and will give marks where understanding is shown.

This response gained 2 marks

1. Bandura's theory is that children copy the actions of others around them. Therefore as Bazek is watching Caspar doing something, he will want to copy
2. As Bazek sees Caspar enjoying himself and being safe, Bazek will try to mirror this behaviour

The marks were gained in the first answer: 'Bazek is watching Caspar doing something he will want to copy.' The second answer is a repetition of the first, so no further marks could be achieved.

Q3(d) - 8 marks

This question required learners to discuss how Piaget's schema theory could be used to support Bazek's cognitive development.

This question achieved the lowest marks out of all the extended questions in Section A. It was disappointing to see that often this question was not attempted or the learners wrote about Piaget's universal stages theory, rather than schema. These 2 theories are listed separately on the unit specification and so it was expected that learners would be able to discriminate between them.

Many learners could not demonstrate enough understanding and knowledge of the theory to be able to apply it. Very often there was little beyond a list of the stages of schema development. This would mean that only marks in Level 1 band could be applied.

This response gained 8 marks (top level 3 mark band)

Piaget's schema theory is the way children about different concepts and base it around the experiences. This could be about construction for Bazek or the exploration of materials. For example Bazek would construct a schema that all materials get cut by a saw based on his experience of woodcutting, that's his 'Assimilation'. His equilibrium would be the 'wood cutting experience as it fits the schema'. But then one day he is cutting paper but he use scissors instead. That 'Disequilibrium' as it doesn't fit the schema. Early years practitioners could use this by doing different activities at the club which allow Bazek to explore a range of materials, concepts and equipment to construct schema's and Bazek would have a range of experiences in order to support his cognitive development. Early years practitioners should also refer back to past experiences so children can consistently be remembered and they make the link between the schema and the activity they did. They can also use Piaget's schema theory by creating fun enjoyable activities that allow the child to gain new experiences and come up with schemas relating to his cognitive development such as awareness of colors and etc. different types of materials

This is an excellent answer. The learner linked the relevant aspect of Piaget's theory to the case study throughout their answer. They have made recommendations as to how the setting could use this knowledge and have given examples throughout. This was a well written, precise answer, demonstrating application of knowledge.

This response gained 4 marks (bottom level 2 mark band)

Piaget came up with a theory that allowed children to learn a new concept and then develop it into a schema. He had 4 stages of this: Assimilation - this is where children have a new experience and they put the concept into a schema. This can support Bazek's cognitive development as he has learned a new concept.

Equilibrium - this is when the child has the same experience again and it fits with the new schema. This will allow Bazek to learn that everything has a rule and you must follow it.

Disruption - this is where a new experience disturbs the schema. Bazek will now learn that not all things follow that schema. He will then make a new schema and learn something new. This all supports his cognitive as it allows Bazek's mind to learn that to make sense of things you have to understand them.

This learner has accurately described the different stages of schema, but the answer is repetitive and has not been applied to the case study, although the learner has attempted this by including the name of the child.

Question 4(a) and 4(b) - 2 marks each

Both questions had the command verb 'identify. In Q4(a) learners had to identify two ways the teacher was promoting literacy and in Q4(b) two ways that Amir was using communication skills. In general, both these questions were answered well, with most learners gaining full marks. However, some learners confused communication with literacy in Q4(a) and lost marks because of this. An example of this is shown below.

This response gained 1 mark

1. Write sentences about the visit.

2. Told the pupils to ask questions.

Question 4(c) - 4 marks

Learners were required to describe two aspects of Bruner's mode of representation theory and apply it to Amir's cognitive development. It was disappointing that this question was not answered as well as expected, as this theory was included in exam papers for the previous specification. Some learners wrote about the different modes, however a large number quoted the Enactive mode, which was not applicable as the child in the case study is 5 years old. There were clear examples in the case study that could have been applied, but very few learners made use of this. eg Iconic mode - drawing pictures about the visit / symbolic mode - writing sentences about the visit.

This response gained 4 marks

Bruner's modes of representation are enactive, iconic and symbolic. Iconic could be used to promote Amir's cognitive development by the pictures the children draw, as this is learnt through images.

The third stage, symbolic can be promoted in the key word posters and books for Amir to look at, as this is learnt through symbols.

This was a very good response which demonstrates how theory can be applied. The learner has provided a succinct, precise answer.

This response gained 1 mark

1. ~~Symbiotic~~ The Symbolic mode of representation from Bruner's theory supports Amir's cognitive development as he will see a fire truck and link it to firefighters.
2. Bruner's enactive mode of representation is also used as he will learn how to do Judo physically.

This learner gained one mark for stating symbolic mode. However, they appeared to have confused symbolic play with Bruner's symbolic mode of representation, which was a recurrent error. The second answer relates to the incorrect mode and is also linked to physical development instead of cognitive.

Question 4(d) - 8 marks

It was pleasing to see that most learners could describe at least some of the systems of Bronfenbrenner's Ecological Theory accurately, although the answers did tend to focus on the Micro and Meso systems. Often the learners did not make use of the information given in the case study to show their understanding of the theory. Examples such as the father coming to the school and Amir going to judo club with his grandfather should have provided adequate information to support their application of the theory.

This response gained 7 marks (bottom level 3 mark band)

Miss Lakhani could use Bronfenbrenner's micro system to support Amir's social development as she can talk to him about his ~~father~~ ^{grandfather who} he spends a lot of time with and ~~fire fighter~~ he has a range of vocabulary. Miss Lakhani can also use the meso system to promote Amir's social development as she could get him to talk to others about what he does out of school such as judo. Miss Lakhani can also use the exo system to support his social development as she could talk to Amir about his dad's job of being a fire fighter. Miss Lakhani can also ~~support~~ ^{use} the macro system to support Amir's social development as he may have to spend longer time with his granddad if his dad has to work longer hours which may be stated by the government.

This learner has applied the case study to different systems involved in Bronfenbrenner's theory, giving examples for each one. It did not receive full marks, as the learner could have included more information such as the Dad's visit to the school or different types of home/school interaction.

This response gained 4 marks (bottom level 2 mark band)

Bronfenbrenner's ~~the~~ theory consists of 5 ecological systems that are; microsystem, mesosystem, exosystem, macrosystem and chronosystem. The microsystem is the child's immediate family, the mesosystem is the child's education, the exosystem is ~~about~~ ^{about} employment, the macrosystem is about culture and religion and finally the chronosystem is about history, and technology. ~~The practitioners~~ Miss Lankhani could use these systems to promote Amir's social development because it will allow her to understand who Amir spends time with and what he does in his spare time. This will also provide her with an idea of his likes and dislikes which she could use to plan activities to get him interacting with others.

In this example, the learner has described the different systems within Bronfenbrenner's theory well. However, they have not applied to Amir using the information from the case study. This means that it cannot be given higher marks than bottom of the level 2 marks band.

SECTION B

Question 5 - 12 marks

This question was set in the context of a day nursery and stated that nurseries provide areas for children to rest and sleep. It then stated a fact regarding Maslow's Hierarchy theory and asked learners to analyse the impact on rest and sleep on children's development.

Responses to this question gained high marks with many learners able to describe the impact on children's development if they did not receive sufficient rest and sleep. Some learners were able to consider both sides and discussed the positive effects of sleep. Maslow's hierarchy appeared to be understood and the best answers were those that embedded Maslow within the effects on children's development. There were limited numbers of learners who were able to analyse the effects on development, but a few learners were able to make links to other theorists. Chomsky was included appropriately, as was Vygotsky. Most learners were able to achieve marks in high level 1 or level 2 mark band. There were a few who achieved level 3 mark band.

Some learners did not apply this question to nursery- aged children, but discussed effects on school age children or they discussed effects in general, which limited the marks gained.

This response gained 4 marks (top of level 1 mark band)

Sleep
Rest allows children to ~~pg~~ physically grow and also relax the muscle for them to be able to use the next day.

Intellectually, sleep allows the brain to process the activities and information that occur during the day.

Emotionally, resting allows children to be calmer and relaxed which could result in them being more happy and have reduced stress.

Socially, you have more energy to go out and interact with others and also do activities e.g visiting the park.

In this answer the learner has written basic descriptions of the impact of a lack of sleep on each area of a child's development. They have not included any reference to Maslow's Hierarchy and the answer is very generic and could apply to any age.

This response gained 7 marks (top of level 2 mark band)

Rest and sleep is a key part of a babies/ child's life. If they lack in rest and sleep it will affect them physically, this is because the child will have no energy. If a child has no energy they will struggle to keep up with the people around them as they feel lethargic.

A child having no rest or sleep will also affect them ~~physically~~ intellectually. This is because they will ~~be~~ find it tricky to focus. This will have a negative impact on the child as it may result in bad behaviour.

Thirdly, lacking on rest and sleep could affect the child emotionally. This is because they may be very needy and upset. Sleep recharges everyone's batteries, therefore not sleeping will result in a negative way.

Lastly, it could also affect the child socially. When a child is tired they are less resilient to the people around them, therefore the child may snatch toys off of their friends and generally just not want to take turns or play. This will have a impact on them negatively as nobody will want to join in with them.

This answer shows an improvement on the previous one, as there are statements which show an understanding of the effect on children. eg. 'The child may snatch toys off their friends and just generally not want to take turns or play.' The learner has attempted to include relevant examples. There is no reference to Maslow's Hierarchy or any links to an appropriate theory.

This response gained 11 marks (middle of level 3 mark band)

Rest and sleep are very important as children need to energize and recharge themselves.

Maslows theory was his pyramid/hierarchy of needs. His idea was that if the basic physical needs are not met a child cannot move up the pyramid. If the child didnt get enough sleep then it cannot move up to the psychological needs or the self actualization. Maslow argued that a child cannot achieve their full potential unless they receive rest and sleep. Lack of

Rest and sleep will have an impact on all areas of a child's development. Physically, it would make the child tired and they will have lack of energy. They wouldnt want to be able to do anything and would feel very lethargic.

Intellectually, they wouldnt be able to concentrate and they would find it difficult to remember things so they may just forget.

The children wouldnt be able to understand

concepts and cannot link it back to past experiences. Emotionally, they would feel frustrated and may have temper tantrums. For the babies they may be grizzly and don't want to settle down and may cry for care.

Socially, lack of sleep could make them lash out at others and not want to play with anyone.

However if a child does go sleep it could benefit them as they would be physically charged and able to concentrate. They would be full of energy and eager to play. It would allow them to rest themselves before the rest of the day as children are very active.

This response gained high marks. The learner has discussed Maslow's hierarchy and has covered the impact of a lack of sleep on a young child's areas of development. They have included babies, as well as children. Theory has been implied and if they had linked directly then this would have achieved full marks. They have included a conclusion which puts the positive side of children having sufficient sleep.

Question 6 - 14 marks

Most learners attempted this question which asked them to evaluate the impact of rules and boundaries that demonstrates an improvement in time management and exam technique.

Learners were able to discuss the impact of rules and boundaries on different areas of children's development. Many answers focused on each of the different areas of development. Examiners were pleased to see that the majority of learners were able to bring in the impact on children's safety. The responses which gained the highest marks were logical, coherent and included links to relevant theories.

Some learners believed the rules and boundaries in question were those which related to staff, rather than those which related to children.

Other learners wrote about behaviour, particularly linked to Skinner's theory of reinforcement. This is relevant, however, some learners did not include any other aspects and so limited their chance for higher marks.

This response gained 12 marks (middle level 3 mark band)

Setting out guidance and rules in a setting is key for child development. It is an EYFS regulation, that settings must apply utmost care and concern for children's health and welfare. Through applying the correct boundaries and rules at a setting, the child is developing properly, efficiently, and most importantly, safely.

The impact cognitively that rules and boundaries will have is that children must process these rules and encode them into long-term memory for necessary retrieval. It also provides the child with key information for a schema (Piaget) to be recalled upon in general life. An example of this is that rules such as "no running or walking when eating", provides the child of the key retrieval to understand that this is wrong and unsafe, and can recall this at later dates when necessary.

An emotional impact is that the child can feel they are being cared for, which impacts their self-esteem and confidence. When a child feels safe they begin to try new things, important for rules and boundaries.

A social impact on having rules and boundaries is that children will feel confident to make new friends when in a safe environment. These friendships have a very important role in the child's life in



order to play together, talk among a group, sharing thoughts. This has been formed through rules and boundaries as children will play safely, which will impact the level of enjoyment for everyone involved, forming closer friendships.

Through observation of these rules being implemented (A practitioner reminds a child of a rule) it allows children to recognise and respond to right + wrong. For example the child may see someone doing something not right, and may use language such as "do not" or "you shouldn't" which is important in the language area of instructions.

This was a very good response which shows that quality of work is more important than the amount written. This learner has covered a range of relevant points, including appropriate examples to demonstrate their understanding. They have also included theories in a logical, coherent way. If they had included evaluation this may have achieved full marks.

This response gained 10 marks (top level 2 mark band)

Having rules and boundaries in a setting can be a good thing because it can help support children's holistic development in a number of ways. For example, rules can promote a safe environment which helps support children's physical health. Communication and social skills can be developed because the children have to listen to the rules in order to follow them. Rules can also promote cognitive development because they can help children think about how they are being asked to behave and what they should be doing in order to follow the rules and behave correctly. Having rules can also influence a child's emotional behaviour in some ways because if they do not follow the rules there will be consequences which may cause them to become upset when they realise they have done the wrong thing.

However, having rules and boundaries doesn't always support overall development in children. Sometimes, too many rules and

Boundaries can hold children back. For example, they may not be getting the chance to explore and learn about their environment fully. This can impact on both physical and cognitive skills. Emotional development may be affected if the children aren't able to express their emotions freely. Social skills may be affected if children aren't able to interact in various ways if and when they choose. Bandura said that children learn through past experiences and imitation, this means that instead of just placing rules down to be followed, examples should be set by staff & children should make mistakes to learn from them. It also links with positive and negative reinforcement.

I believe that there should be basic rules to follow to keep children safe and happy, but children should always be allowed to express themselves the way they want to and explore their surroundings so that they can learn and develop at their own pace.

This learner has evaluated some aspects of the impact of rules and boundaries on children. They have attempted to include theories but these have not been sufficiently developed to move the answer into the level 3 mark band.

This response gained 6 marks (bottom level 2 mark band)

Having rules and boundaries in an early years setting can support children's development in lots of different ways.

It can physically support a child because have rules whilst do physical activities will prevent accidents so using scissors for fine motor skill there will be rules for that. for gross motor skills in PE there will also be rules and boundaries to prevent accidents.

It can intellectually support a child as having rules and boundaries the children will know what is expected before they can go out to play or for lunch.

children as they could all discuss the rules and boundary for that class and by doing it this way children will know what's expected.

It will develop a child's social skills because having rules and boundaries will help the children stay safe within the environment.

It can affect their emotional development because they will feel secure and safe. However, if those boundaries and rules get broken they may be upset from getting told off.

This learner has written some statements on the effects of having rules on different areas of children's development. They have not extended the answers beyond a basic description, but they have tried to include relevant examples to show their understanding.

Summary

Based on their performance on this paper, learners should:

- read the question thoroughly to check which theory / area of development is involved and be aware theorists may have more than one theory included in the specification and they could be asked about these separately.
- not use abbreviations without stating them in full first. eg. LAD = Language Acquisition Device.
- only use additional sheets of paper when necessary. Learners should be encouraged to write succinctly to ensure they allow enough time to answer all questions.
- keep referring back to the relevant case study for all questions in Section A and use the appropriate details to demonstrate their understanding.
- understand that for 4 mark questions in Section A they need to make two statements about the theory and then develop these to link to the case study.
- consider the command verb when answering the question. This will indicate the length of answer required and how it should be written eg. the command verb 'evaluate' will need to include both sides of an argument
- avoid repetition of the question at the start of their responses and be mindful that they do not repeat themselves unnecessarily in their answer.

Please click [here](#) for the specification and SAMS

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