

BTEC Level 3 National in Children's Play, Learning and Development

First teaching September 2016



Sample Marked Learner Work

External Assessment

Unit 1: Children's Development

In preparation for the first teaching from September 2016 and as a part of the on-going support that we offer to our centres, we have been developing support materials to help you better understand the application of Nationals BTEC Level 3 qualification.

What is Sample Marked Learner Work (SMLW)?

The following learner work has been prepared as guidance for centres and learners. It can be used as a helpful tool when teaching and preparing for external units.

Each question explores two responses; one good response, followed by a poor response. These responses demonstrate how marks can be both attained and lost.

The SMLW includes examples of real learners' work, accompanied with examiner tips and comments based on the responses of how learners performed.

Below displays the format this booklet follows. Each question will show a learner response, followed by comments on the command verbs and the content of the question. Tips may be offered where possible.

The appendix has attached a mark scheme showing all the possible responses that perhaps were not explored in the SMLW, but can still be attained.

The red box comments on the command verbs used in the question. Command typically means; to instruct or order for something to be done. Likewise, in assessments, learners are required to answer questions, with the help of a command verb which gives them a sense of direction when answering a question.

This box may choose to highlight the command verb used and comments if the learner has successfully done this, or not.

The green box comments on the content words and phrases. Content makes reference to subject knowledge that originates from the specification. Learners are required to use subject specific knowledge to answer the questions in order to gain maximum marks.

The comments may include:

- Any key words/phrases used in the learner's answer.
- Why has the learner gained x amount of marks? And why/how have they not gained any further marks?
- Any suggestions/ ideas regarding the structure of the answer.
- If the answer meets full marks- why it is a strong answer? What part of the content has been mentioned to gain these marks?



Tips offer helpful hints that the learner may find useful. For example:

- Recommended length of the answer
- Reference to the amount of marks awarded
- General advice for the learner when answering questions

Question 1a: Which aspect of Josh's language and communication development is expected by the time he is 3 months old? [Total marks for Q1a- 1 mark]

1 Bente and Ian have three children:

- new baby Josh who is 6 weeks old
- Sam who is 18 months old
- Heidi who is 4 years old.

The family have moved house to be closer to Ian's new job. Bente is sitting on the sofa holding Josh, who is cooing at his mum. Heidi is trying to get on her mum's knee and push Josh off. Sam has had a temper tantrum because Bente told him off for throwing a toy at Josh and is now sitting on the floor with his back turned to them, sucking his thumb. Heidi has started at her new nursery and is upset about being parted from her mother.

(a) Which aspect of Josh's language and communication development is expected by the time he is 3 months old?

1 mark

- A Imitates adult sounds.
- B Quiets to sound of familiar voice.
- C Babbles tunefully.
- D Laughs and squeals in play.

1

This is a multiple choice question which requires one answer. There is no command verb. However, the question asks "which aspect?"

Good response: The learner has selected only one response from the suggested four answers.

Good response: The learner has selected the correct answer as identified in the Mark Scheme. This answer relates well to the age of the child stated in the question.

In the case study Josh's age is given as 6 weeks old, but the question asks about his expected language and communication development by the time he is 3 months old.

It is important to notice and respond to the age range in the question to gain the allocated mark.

(a) Which aspect of Josh's language and communication development is expected by the time he is 3 months old?

1 mark

- A Imitates adult sounds.
- B Quiets to sound of familiar voice.
- C Babbles tunefully.
- D Laughs and squeals in play.

0

Poor response: Although, the learner has chosen only one of the answers this does not relate well to expect norms of development for a child aged 3 months.

All four responses relate to language and communication development.

Answer B relates best to the expected development of a baby who has reached 3 months of age. The other suggested answers relate more to expected milestones for an older baby aged 6 months of age.



- Assessors should remind learners to be aware of the age of the child given in the question to gain the allocated mark.
- Learners should choose the suggested answer that most accurately reflects the expected development for a child of the stated age.

Question 1b: List three behaviours that may describe Sam's action in this scene.

[Total marks for Q1b- 3 marks]

(b) List **three** behaviours that may describe Sam's actions in this scene.

3 marks

- 1 Throwing toys at the baby.
- 2 Sucking his thumb is comfort behaviour.
- 3 Sitting on the floor with his back turned to the rest of the family avoiding them.

2

The command verb is list. The glossary in Unit 1 explains a list is where the learner is expected to give the information as "an item by item record of the names of things."

In Question 1b the learners have to list the names of behaviours seen in the scenario.

Single words or phrases could be used to gain the marks.

Good response: The learner's answer relates well to the child named in the question.

The behaviours included relate to Sam who is the child aged 18 months in the scenario.

Sam's actions are taken from the case study and the more able learner will include the type of behaviour as well as the action.

Answer 2 thumb sucking is comfort behaviour - 1 mark

Answer 3 sitting with his back turned to rest of the family is avoidance behaviour - 1 mark

Answer 1 throwing toys at the baby is a specific action but there is no link to name the behaviour. Therefore no marks are awarded.

(b) List **three** behaviours that may describe Sam's actions in this scene.

3 marks

1. Attempts to push the baby off mum's knee.
2. Throwing things.
3. Having a tantrum because his mother told him off.



Poor response: The learner's responses relate to actions by the children in the scenario.

The answers are actions and not types of behaviour. The Mark Scheme lists the behaviour that describes Sam's actions: attention seeking, being withdrawn, avoidance and comforting behaviour.

Answers 2 and 3 relate to actions shown by Sam the 18 month old child.

Answer 1 is not the action shown by Sam in the scenario. It is 4 year old Heidi who is trying to push Josh off her mother's knee.

Answer 2 The learner has included an action, throwing toys, which is not a behaviour. Throwing toys is attention seeking behaviour.

Answer 3 Having a tantrum because his mother told him off is not noted in the Mark Scheme. It is an action that Sam had shown earlier.

There are no marks awarded.



- Assessors should give learners opportunities to practice reading the scenario and the full question before beginning to write.
- Assessors should give learners opportunities to practice identifying specific words and phrases from the scenario to use in answering the question.
- Assessors should help learners to look at the information in the scenario and apply it to the questions i.e. by identifying actions and linking to development areas or to behaviours.
- Learners should focus their answer using information from the scenario about the correct child referred to in the question.

Question 1c: Describe two attachment styles from Ainsworth's theory using behaviours shown in the scenario.

[Total marks for Q1c- 4 marks]

(c) Describe **two** attachment styles from Ainsworth's theory using behaviours shown in the scenario.

4 marks

Sam's attachment to his mother is insecure. He is disorganized and unsure how to react. He is wanting attention and trying to get Mum's attention by his actions but is also avoiding her attention by turning ~~his~~ his back on her. This behaviour shows he is confused. Sam is showing what Ainsworth calls disorganized behaviour. Heidi shows another type of insecure attachment identified by Ainsworth. Heidi has resistant/ambivalent behaviour. She is trying to push the baby off her mother's knee to get Mum's attention for herself.

4

The command verb is describe. The glossary in Unit 1 defines describe where the learner is expected to give a "clear objective account in their own words."

In this question, the learner needs to show they can recall information about Ainsworth's attachment styles and can apply this information to the behaviours shown by the children in the scenario.

Good response: The learner has provided two answers which are in two parts.

Firstly, recalling different styles of attachment described by Ainsworth and using the correct terms. Secondly, applying knowledge of attachment styles to give a clear account of the children's behaviour seen in the scenario.

There are two answers expected for this question. The better answers will include both parts to gain the maximum two marks, each answer needs to show knowledge of Ainsworth's styles of attachment and be extended to apply this knowledge to relate well to the age of the child stated in the question and to the case study.

The learner demonstrates knowledge of different types of attachment named in Unit 1 and has applied this understanding to present a clear picture of the children's insecure attachment behaviour.

This will gain 4 marks.

(c) Describe **two** attachment styles from Ainsworth's theory using behaviours shown in the scenario.

4 marks

1 Baby Josh is showing secure attachment because he has a bond with his mother.

2 Mary Ainsworth worked with John Bowlby. She devised the stranger situation where she tests if children are attached when the mother leaves them with a stranger.

2

Poor response: The learner gained 2 marks overall.

Answer 1 gained 2 marks because the learner named secure attachment as an attachment style from Ainsworth's theory and there is a link to the scenario to show how secure attachment is formed.

Using the correct behaviour term demonstrates the learner's knowledge of attachment theory. The link to the scenario is appropriate. Baby Josh is only 6 weeks old and is developing a secure attachment to his mother. By responding to his attempts to communicate Bente, his mother, will help to build a strong emotional bond with Josh.

Answer 2 gained 0 marks because it is not relevant.

The learner made a brief reference Ainsworth which shows awareness of attachment theory and the link to John Bowlby's work. However, this is not asked for in the question. Ainsworth's work on The Strange Situation (not Stranger Situation) is not relevant.

TIPS!

- Assessors should encourage learners to practice using correct vocational terms and names for key parts of development theory.
- Learners should read the question carefully.
- Learners should aim to use vocational terms confidently and accurately when answering questions.

Question 1d: Discuss how early years practitioners can use attachment theories to help support Heidi's transition to nursery. [Total marks for Q1d- 8 marks]

(d) Discuss how early years practitioners can use attachment theories to help support Heidi's transition to nursery.

8 marks

Heidi has had a lot of transitions. This is changes in her life. A new baby, new home and new nursery. Bowlby's attachment theory says young children need a stable routine and emotional bonds with people who care for them so they can feel secure. The EYFS framework says Nurseries should have a key person to build a relationship with the children (EYFS is in England). The role of the key person is to get to know the child and to build an emotional bond so Heidi feels safe at nursery.

Ainsworth's theory says building a secure attachment is important for a child to feel settled. That is why nurseries have a key person for each child. The key person should work with Heidi's parents to find out what Heidi's interests, likes and dislikes are. Play activities and books that reflect Heidi's interests will help her feel she belongs in nursery. For example, stories about a new baby would be good for her. She needs to feel safe so she can learn. Heidi might not bond with the key person which would mean she didn't want to come to nursery. She may prefer to spend time with another adult. In my nursery, we would change the key person so the child is happy. Most

Total for Question 1 = 16 marks

of all, Heidi needs responsive adults who are consistent and meet her individual needs.

8

The command verb, discuss. The glossary in Unit 1 defines discuss where the learner is expected to "consider different aspects of a topic, how they interrelate and the extent to which they are important."

In Question 1d learners need to show they understand how attachment theory is used in practice to help a child settle into a new setting. The key aspects from attachment theory such as bonding, emotional security and meeting the child's individual needs are important in helping the child through the transition. The role of the key person is significant for the early year's practitioner.

Good response: The learner has provided an answer to show a good discussion of attachment theory and there are strong links to practice in an early years setting to gain 8 marks.

Bowlby's Attachment theory emphasises providing security so the child can learn consistency, a stable routine and building an emotional bond.

The learner demonstrates knowledge of the role of the key person in responding to the child's interests, likes and dislikes and of the need to work with Heidi's parents. Understanding of Heidi as an individual is shown in the example of using stories about a new baby and adding a relevant example makes the link between theory and practice more real.

Ainsworth's work on attachment behaviours shows children can experience secure and insecure attachment behaviours. The learner added depth to the discussion by considering that Heidi may not bond with her assigned key person which might mean she did not want to come to nursery because she did not have a secure attachment. As well as links to practice the learner has included a link to the appropriate National Early Years Framework.

(d) Discuss how early years practitioners can use attachment theories to help support Heidi's transition to nursery.

8 marks

In our nursery, children can play in the home corner to show their feelings. Heidi is jealous of the new baby & wants attention. Playing with baby dolls will help her come to terms with the changes at home. Books are good too if she can see herself in the story. There are some books about my new baby brother or sister we could read to Heidi. In our nursery, we have a great outdoor area with a new adventure playground.

where Heidi can run & play. Being able to run about will help her express her feelings and use up extra energy. The children really enjoy being outside it is fine exciting. She could have a visit to nursery before she starts to see what it is like and meet her key person. ^{more} This would help Heidi to become familiar with the new surroundings so it will not feel so strange for her when she arrives for her first day at nursery.

2

Poor response: The learner briefly introduced the idea of a key person but has not shown how a key person would support Heidi through the transition into nursery.

It is good practice to have an introductory visit to the nursery and to meet the key person. However, there is very little to link practice to attachment theory.

The answer loses focus on the question in describing what is available in the nursery. This includes the exciting outdoor area. Having stimulating activities will help Heidi learn but may not help her emotional development. Roleplay and books are helpful activities for Heidi to help her cope with the new baby at home but there is little to help her settle into nursery. There is a good point made that books are helpful if Heidi "can see herself in the stories."

The learner has made enthusiastic links to placement experience and has briefly mentioned Heidi's feelings, but there is limited understanding of attachment theory to gain more than 2 marks.

TIPS!

- Assessors should encourage learners to read the question carefully and to focus their answer.
- Learners should be making links to theory so they start to see how theory informs early years practice.
- Learners should aim to use vocational terms confidently and accurately when answering questions.

Question 2a: Which language and communication milestone should Asma have achieved by the time she is 5 years old?

[Total marks for Q2a- 1 mark]

2 Asma is 4 years and 6 months old, and has settled well at Jelly Bean Nursery. She enjoys taking part in singing sessions and role play.

Joan is Asma's new key person. She was asking Asma a question but could not understand Asma's response. Joan tells the room leader that Asma uses simple sentences and phrases and does not seem to understand instructions or engage with other children in activities.

Asma is starting school in 6 months. Joan is concerned that as a result of her language delay, Asma may have difficulty with her literacy skills.

(a) Which language and communication milestone should Asma have achieved by the time she is 5 years old?

1 mark

- A Can talk about past experiences.
- B Able to express ideas using words.
- C Speech is grammatically correct.
- D Uses descriptive speech.

1

This is a multiple choice question which requires one answer. There is no command verb. However, the question asks, "which milestone?"

Learners need to select only one response from the suggested answers.

Good response: The learner has selected the correct answer as identified in the Mark Scheme. This answer relates well to the age of the child stated in the question.

In the case study Asma's age is given as 4 years 6 months old, but the question asks about the language and communication development milestone she should have reached by the time she is 5 years old.

It is important to notice and respond to the age range in the question to gain the allocated mark.

(a) Which language and communication milestone should Asma have achieved by the time she is 5 years old?

1 mark

- A Can talk about past experiences.
- B Able to express ideas using words.
- C Speech is grammatically correct.
- D Uses descriptive speech.

0

Poor response: The learner has chosen two of the answers when the requirement is for one specific milestone reached by the time Asma is 5 years old.

The answers do not relate well to expected norms of development for a child aged 5 years.

All four responses relate to language and communication development.

Answer A relates to the expected development of a child who has reached 5 years of age. The other suggested answers relate to expected milestones for an older child.

No marks are awarded.



- Assessors should remind learners to be aware of the age of the child given in the question to gain the allocated mark.
- Learners should choose the suggested answer that most accurately reflects the expected development for a child of the stated age.

Question 2b: List three ways that Asma's language delay may impact on her literacy skills at school.
[Total marks for Q2b- 3 marks]

(b) List **three** ways that Asma's language delay may impact on her literacy skills at school.

3 marks

- 1 Asma may have difficulty in understanding phonics.
- 2 Asma may have difficulty with writing for example not being able to write her name
- 3 She may have difficulty with reading books.

3

The command verb is list. The glossary in Unit 1 states, a list is where the learner is expected to give the information as "an item by item record of the names of things."

As the space provided for each answer is two lines, this indicates that the answer should be more than a single word or phrase.

Good response: The learner's answer relates well to the child named in the question.

The literacy skills included relate to the scenario. Asma aged 4 years 6 months is the child who is starting school in 6 months.

The answers focus on literacy skills such as reading, writing, phonics and understanding the written word.

This answer would gain 3 marks.

(b) List **three** ways that Asma's language delay may impact on her literacy skills at school.

3 marks

- 1 Enjoys singing.
- 2 Uses simple sentences which is good because she is starting school in 6 months.
- 3 Settled well in nursery and enjoys role play.

0

Poor response: The learner's responses relate to details of the child in the scenario.

The responses relate to examples of language and communication Asma's key person has observed such as singing, communicating by using simple sentences and enjoying role play.

However, the focus of the question is not on language and communication but on how language delay may affect Asma's literacy skills. The learner's answer makes no reference to literacy skills. Therefore, it does not answer the question set.

The learner has misread Question 2b.

This response would not gain any marks.



- Assessors should give learners opportunities to practice the question carefully before beginning to write.
- Assessors should give learners opportunities to practice identifying specific content words from the question to enable a clear focus for their answers.
- Learners should focus their answer on the question and try to avoid being side-tracked by information in the scenario if it is not relevant to the answer.

Question 2c- Describe two language and communication theories and how they would be used by adults to support Asma's development.

[Total marks for Q2c- 4 marks]

(c) Adults can use theories of language and communications to support Asma.

Describe **two** language and communication theories and how they would be used by adults to support Asma's development.

4 marks

1. Chomsky says language is innate. The child has a Language Acquisition Device to be able to speak and to understand the spoken word. The child is pre-programmed for communication, but needs to hear and learn the language to be able to develop communication skills. Asma needs a language rich environment with opportunities for interaction with children and adults.
2. Vygotsky says children learn through interaction with others. Adults should provide opportunities to work in small groups with two or three other children. Adults can question to extend Asma's vocabulary and scaffold her learning into small steps.

4

The command verb is describe. The glossary in Unit 1 defines describe where the learner is expected to give a "clear objective account in their own words" showing they can recall information about language theories. Learners need to demonstrate they can apply information about theories to their role in supporting the language and communication development of the child in the scenario.

Good response: This will gain 4 marks overall. The learner has provided two answers which are in two parts. Firstly, recalling language theories and secondly, applying their knowledge of theory to give a clear account of how to promote Asma's development.

There are two answers expected for this question. The better answers will include both parts to gain the maximum two marks, each answer needs to show knowledge of language and communication theory and be extended to apply this knowledge to relate well to the age of the child in the case study.

Answer 1 gained 2 marks because the learner demonstrates knowledge of Chomsky's theory by including key information that a child's capacity for language is innate but needs opportunities for interaction.

Answer 2 gained 2 marks because there are age appropriate ways to support Asma's language. These include adult support when working in small groups, asking questions and scaffolding learning into small steps. Vygotsky is not named in the Mark Scheme. He is in the Specification as a cognitive theorist rather than a language theorist. However, answer 2 is also be appropriate as language and cognition are linked. Vygotsky is accepted under the accept any other response section of the Mark Scheme.

(c) Adults can use theories of language and communications to support Asma.

- Describe **two** language and communication theories and how they would be used by adults to support Asma's development.

4 marks

1 Chomsky has a LAD to help with language.

2 Vygotsky has a Zone of Development.

1

Poor response: The learner has not included sufficient detail of the language theories or how they apply to supporting Asma's language to gain full marks.

Answer 1 is a brief attempt to name Chomsky's idea of a LAD to help with language. Although the Language Acquisition Device is referred to by the initials only it shows the learner knows a relevant language theorist. This would gain 1 mark. However, learners should write the LAD out in full, Language Acquisition Device, to be sure that they gain the marks.

Answer 2 made a brief statement about Vygotsky. This gained no marks.

Using the correct theory and key terms would demonstrate the learner's knowledge of language theory.

Correct spelling of the names of theorists is not essential so long as it is clear which theorist is referred to.

Being able to show understanding of applying the theory in practice is more important than recalling the key terms such as Language Acquisition Device and Zone of Proximal Development. However, recalling key terms accurately would help the learner to demonstrate understanding.

The learner could have gained up to two marks by giving age appropriate examples of ways to support Asma's language development.

TIPS!

- Assessors should encourage learners to practice spelling and using the names and key terms for theorists included in the Unit 1 Content.
- Assessors can provide visual reminders of theorists in key terms in posters in the classroom.
- Learners should include examples of age appropriate ways to promote the area of development mentioned in the question even if they cannot remember the theory. This will gain some marks.
- Learners should aim to use theory terms confidently and accurately when answering questions.

Question 2d: Discuss how Vygotsky's sociocultural approach can help Joan provide appropriate activities that encourage Asma to engage with adults and children in the nursery.

[Total marks for Q2d- 8 marks]

(d) Discuss how Vygotsky's sociocultural approach can help Joan provide appropriate activities that encourage Asma to engage with adults and children in the nursery.

8 marks

Asma's delayed language may impact on her literacy skills so it is important to support her spoken language. Engaging her in a task such as building a castle with a small group of 3 other children will encourage her to interact, collaborate and problem solve. The adult can extend her learning by asking questions and scaffolding the next steps to help the children. For example, the children could be supported to organise the bricks into size and colour to help them chose the correct bricks to complete the project. Vygotsky talks about the importance of interaction to develop language and social skills. When children are engaged in sharing ideas on the same task, they will be interested and will stay with the activity for longer periods of time. Asma needs a task to reflect her culture and interests. Joan, Asma's key person, knows Asma enjoys role play. She could extend her interest by encouraging the children to dress as princesses and build a castle. Joan is a familiar person who knows her interests and can provide a sense of security when Asma is working with other children. Joan's role is to join in the play activity. She should become involved in developing the

Total for Question 2 = 16 marks

children's own ideas and suggesting new ways to develop their learning. This is sustained shared thinking.

6

The command verb is discuss. The glossary in Unit 1 defines discuss where the learner is expected to "consider different aspects of a topic, how they interrelate and the extent to which they are important."

In Question 2d learners need to show they understand how Vygotsky's sociocultural approach is used in practice to encourage a child to interact and work with adults and children in the setting. The key aspects from Vygotsky's theory such as Zone of Proximal Development, scaffolding, sustained shared thinking should be included as well as examples of age appropriate activities to support Asma's learning should be included.

Good response: The learner has provided an answer to show practical understanding of ways to support Asma's learning by engaging her in an appropriate play activity with a small group of children. This shows there are strong links to practical experience in a nursery.

Although, the learner has not provided a good discussion of Vygotsky's sociocultural approach, there are strong links to Joan's relationship as Asma's key person to show how she supports Asma in sustained shared thinking to develop her language and communication skills. This could gain 5 - 6 marks.

To extend this answer, the learner could include the term Vygotsky's sociocultural approach and explain what it means. There could be links to placement and the appropriate National Early Years Framework.

Nevertheless, a learner who cannot recall the meaning of the key term Vygotsky's sociocultural approach can pick up points by focusing on the case study to provide a discussion of activities to encourage a child aged 4 years 6 months to engage with adults and children in the nursery.

(d) Discuss how Vygotsky's sociocultural approach can help Joan provide appropriate activities that encourage Asma to engage with adults and children in the nursery.

8 marks

Vygotsky's sociocultural theory is about the Zone of Actual Development and scaffolding children's thinking with a ladder. The adult takes the ladder away when the child can do things for themselves.

1

Poor response: The learner briefly mentioned key terms such as Vygotsky's sociocultural theory, Zone of Actual Development and scaffolding but has not shown understanding of how knowing this can help a key person to support a child to join in activities with adults and children in a nursery.

The answer is not focused on the question and makes no reference to the scenario for Question 2.

The learner has listed some key terms, but there is limited discussion to show understanding of theory to gain more than 1 mark.



→ Assessors should encourage learners to read the question carefully and to focus their answer on early years practice.

→ Learners who cannot recall a specific theory should read the question and case study carefully to find clues to guide their answer. The question may direct the learner to focus on an area of development. Including relevant practical examples may gain some marks.

Question 3a: Identify two cognitive milestones Ben is expected to achieve in the next year when he will be 4 years old. [Total marks for Q3a- 2 marks]

3 Jasmine is a childminder who is looking after Ben and his brother Joe:

- o Ben is 3 years old
- o Joe is 7 years old

It is a sunny day and Jasmine decides to take the boys for a long walk to the park. Ben tries to copy Joe who is playing with a football. They then join Jasmine and share strawberries and fizzy drinks. When they get home Jasmine asks them to draw some pictures of their day in the park.

When their father collects them he asks them questions about their day and who they saw. They use their pictures to help explain what they did with Jasmine.

Jasmine has noticed that Ben kicks and bites other children, and does not share toys. Jasmine is concerned about Ben's behaviour, and has spoken to his parents.

(a) Identify **two** cognitive milestones Ben is expected to achieve in the next year when he will be 4 years old.

2 marks

1 Names primary colours: Red, blue, yellow.

2 Sort objects into large and small.

The command verb is identify. The glossary in Unit 1 explains identify is where the learner is expected to "indicate the main features or purpose of something and/or being able to discern facts or qualities."

For Question 3a the learner needs to recall and name two milestones of cognitive development for a 4 year old.

Good response: The learner's answer relates well to the child named in the question.

The cognitive milestones included relate to the scenario. Ben is aged 3 years but the question relates to next year when Ben will be 4 years old.

The answers focus on cognitive development including areas of intellectual abilities in thinking, reasoning, problem solving and understanding.

Learners will be able to use their knowledge of cognitive development of children in a nursery setting.

This answer would gain 2 marks.

(a) Identify **two** cognitive milestones Ben is expected to achieve in the next year when he will be 4 years old.

2 marks

1 Able to draw pictures.

2 Fizzy drinks may cause him to be hyper and be aggressive to other children. He will not concentrate and learn.



Poor response: The learner's responses relate to details of the child in the scenario.

The problem is these answers are not focused on the question so copying information from the scenario is not a good strategy unless it ties in with the question asked.

Answer 1 "Ability to draw pictures" is very general and is more appropriately a fine motor skill. This statement taken from the scenario could be used as a starting point and then linked to cognitive milestones. For example, it is appropriate to include ability to draw pictures and name primary colours.

Answer 2 The learner has mentioned concentration as a necessary attitude for learning but has missed the point of the question. This is not a cognitive milestone expected of a 4 year old.

The learner has misread Question 3a. The answers have digressed away from the question.

These responses would not gain any marks.

TIPS!

- Assessors should give learners opportunities to practice reading the question carefully before beginning to write.
- Assessors should give learners opportunities to practice identifying specific content words from the question to enable a clear focus for their answers.
- Learners should focus their answer on the question and try to avoid being side-tracked by information in the scenario if it is not relevant to the answer.

Question 3b: Identify two of the day's activities that would promote the children's healthy growth.

[Total marks for Q3b- 2 marks]

(b) Identify **two** of the day's activities that would promote the children's healthy growth.

2 marks

- 1 Going for a long walk for exercise outside.
- 2 Eating healthy strawberries.

2

The command verb is identify. The glossary in Unit 1 explains identify is where the learner is expected to "indicate the main features or purpose of something and/or being able to discern facts or qualities."

For Question 3b the learner needs to read the scenario and select two healthy activities.

Good Response: The learner's answer relates well to the scenario.

The activities included are appropriate and would promote healthy growth.

The answers do not merely copy relevant activities from the scenario but they make a link to show why the activity is healthy. For example:

Answer 1 a walk provides exercise. Answer 2 Strawberries are healthy food. This answer would gain 2 marks.

(b) Identify **two** of the day's activities that would promote the children's healthy growth.

2 marks

- 1 Drawing pictures.
- 2 Copying older brother.

0

Poor response: The learner's responses relate to details of the child in the scenario.

The problem is these answers are limited. Although, the choice of the day's activities are appropriate there are no links to healthy growth.

Answer 1 "Drawing pictures" is an activity to develop fine motor skills but it is not a specific healthy activity so no marks are awarded.

A better answer to gain one mark would be "Being outside" as this is a healthy activity identified in the Mark Scheme. To gain the two marks the answer should be explicit to show that it is a healthy activity rather than simply implying that being outside is healthy. Saying fresh air promotes wellbeing and healthy heart and lungs would be a more effective answer. Alternatively, saying Vitamin D from sunshine helps healthy bone growth.

Answer 2 The learner has mentioned copying the older brother. The implication is by copying playing football the younger child is exercising. The statement is unfinished and misses the vital link to playing football. Unless information is presented in the answer no marks can be awarded. Learners need to remember the Examiner can only award marks for the evidence in the written answer.

These responses would not gain any marks.



- Assessors should give learners opportunities to practice answering the question in full to make their knowledge explicit.
- Learners should remember the person marking their answer can only award marks for what is written down.
- Learners should try to leave time to review their answers before the end of the exam so they can include additional information to make the answer more explicit.

Question 3c: Describe two ways that information processing theory can explain how Joe tells his father about the day. [Total marks for Q3c- 4 marks]

(c) Describe **two** ways that information processing theory can explain how Joe tells his father about the day.

4 marks

1 Information processing theory is about memory. Joe drew a picture about his day. He remembers what happened and he tells his dad about his picture.

2 Information processing theory is about how children learn. One of the ways they make sense of information is to make connections between past and present events. Joe enjoyed his day out in the park and drew a picture of what happened. When his father collects the children Joe

tells him about his picture and makes connections with a past event when he answers his father's questions about what happened during the walk. Using the picture helps to focus Joe's attention on explaining what happened earlier.

3

The command verb is describe. The glossary in Unit 1 defines describe where the learner is expected to give a clear, objective account in their own words to recall information about a subject.

For Question 3c the learner needs to show they understand the relevant features of information processing theory and can apply this to the scenario about Joe.

Good response: The learner's answer relates well to the scenario. The learner shows knowledge of key aspects of information processing theory. For example: it involves memory, paying attention, recalling information about something that happened earlier and making connections between past and present events.

Naming the theory is a useful strategy to help focus the answer and including a short summary of the theory would show understanding.

Both answers follow the structure outlined in the Mark Scheme of identifying an aspect of the theory and then showing how this fits with the child's actions in the scenario.

The answers do not merely copy relevant actions from the scenario but they make a link to the theory to show how Joe uses his picture to help him process and understand his experience of going to the park.

Answer 1 makes implicit links to short term memory to gain 1 mark. A more direct link would gain both possible marks. Answer 2 links to making connections with past events. Overall, this answer would gain 3 marks.

(c) Describe **two** ways that information processing theory can explain how Joe tells his father about the day.

4 marks

1. Joe talks to his dad.	
2. Drawing his pictures helps Joe remember what happened.	1

Poor response: The learner's responses relate to the scenario and give a brief account of the child's actions.

The problem is these answers are limited. Although, the learner selected information from the scenario relevant to cognitive development and learning, the examples used are not clearly connected to information processing theory.

Answer 1 Joe did talk to his dad. The answer is limited. It does not mention Joe is recalling past events so there is no link to information processing theory. There are no marks awarded.

Answer 2 The learner has mentioned memory which is an aspect of information processing theory and indicates drawing a picture helps Joe to remember his day. This response would gain 1 mark for remembering.

1 mark is awarded overall. There is not sufficient knowledge of the theory to gain higher marks.

TIPS!

- Assessors should give learners opportunities to recall the aspects of theories included in the Unit 1 Content.
- Learners should practice writing replies to questions with the command verb describe where they use information from a scenario to show their knowledge of theory.
- Learners should try to include both an aspect of the theory and the linked response to answer both parts of the question.

Question 3d: Discuss how Jasmine could use behaviourist theories to support Ben's social and emotional development. [Total marks for Q3d- 8 marks]

(d) Discuss how Jasmine could use behaviourist theories to support Ben's social and emotional development.

8 marks

Skinner's Operant Conditioning theory uses rewards to reinforce good behaviour. Jasmine needs to praise Ben when he behaves well. It will reward him and can encourage Ben to repeat the wanted action. When he is sharing toys, Jasmine can tell him well done and smile to show Ben that this is how we should behave. Ben is 3 years old and is still learning to share toys. Verbal praise and stickers are a good way to reward Ben. The theory says rewarding good behaviour is more effective than punishment. Poor behaviour such as biting and kicking cannot be ignored because other children are hurt. Jasmine should intervene and tell Ben NO but without making too much fuss as this may reward him by giving him focused attention. Ben is old enough to start to understand his actions have consequences. Having clear rules and boundaries for behaviour would help him know what he needs to do. Jasmine needs to be consistent so Ben does not become confused.

Ben is the younger child and may be used to having his own way at home. He may feel frustrated and angry when he cannot have the toy he wants. He has no sense of time and cannot wait for

Total for Question 3 = 16 marks

his turn. Ben needs understanding and support to express his feelings in a better way. Ben has an older brother who could be a role model for good behaviour including sharing. This would be Bandura's theory.

The command verb is discuss. This is higher level skill explained in the glossary in Unit 1. A discussion "considers different aspects of a topic, how they interrelate and the extent to which they are important."

For Question 3d the learner needs to show they understand behaviourist theories and can apply this to the scenario about Ben. There needs to be consideration of different aspects of the behaviourist approach to help modify Ben's behaviour.

Good response: The learner's answer relates well to Ben, the 3 year old child in the scenario. For example, the answer includes expectations for behaviour and rewards that are appropriate for a 3 year old.

The learner shows good knowledge of behaviourist theories. The answer includes both theories. For example: naming Skinner and key terms from the theory such as rewards, reinforcement, repeating actions. Bandura's social learning theory is briefly mentioned including having a role model for learning to share toys.

There are links to practice regards ways to manage a child's aggressive behaviour for example: saying No, having consistent boundaries so Ben knows what he needs to do and helping him to express his feelings in a better way.

The Mark Scheme indicative content is not prescriptive and not all is included in the answer. A range of points are discussed in detail.

The answer may be improved if there were stronger links to social and emotional development for 3 year olds. Nevertheless, this is covered by the learner. This answer would gain 7 marks.

(d) Discuss how Jasmine could use behaviourist theories to support Ben's social and emotional development.

8 marks

The best way to deal with Ben is to ignore his bad behaviour or distract him with another toy. He may have learnt to kick and bite from copying Bandura's Bobo dolls. Children do copy behaviour. I think Ben should be put in the naughty corner to think about his actions.

2

Poor response: The learner's response has very little rewardable content.

The strategies suggested do not all apply to the age of the child.

Ben is 3 years old so will not be able to think about his actions. He needs understanding from the adults around him and support to manage his feelings. He needs to know what behaviour is expected by having realistic expectations and clear consistent boundaries. Praise will reward him and then he is more likely to repeat acceptable behaviour.

Distraction with another toy is not mentioned in the indicative content. It could be a relevant answer. Although, it is more appropriate to distract a younger child, Ben is only 3 years old this is a strategy Janine could use to prevent disputes over toys.

Ignoring behaviour is only appropriate when it is safe and no one is hurt. Ben needs to realise it is not acceptable to kick and bite other children.

The answer shows little knowledge of behaviourist theory.

Bandura is briefly mentioned. Bandura's social learning theory is included in Mark Scheme indicative content. This would gain a mark. The point made is superficial without showing any depth of understanding.

The answer is inappropriate and limited. 2 marks are awarded.

It does not reflect best practice. For example: using a "Naughty corner"



- Assessors should give learners opportunities to recall the aspects of theories included in the Unit 1 Content.
- Learners must reflect best practice in their answers.
- Learners should focus answers on the age of the child.

Question 4a: Identify two language milestones that Jacob should have reached.

[Total marks for 4a- 2 marks]

4

- o Jacob is 2 years old.
- o His sister Sara is 3 years and 6 months old.

They both attend Teddy Bear Nursery. Sara has just moved into the pre-school room. She is an active child and enjoys taking part in physical activities, and especially loves art and crafts. Jacob enjoys looking at books and joining in action songs with his key person. He also likes playing outdoors.

(a) Identify **two** language milestones that Jacob should have reached.

2 marks

1 Jacob is starting to join words together e.g.
All gone.
2 Jacob enjoys looking at books and names
some familiar objects in the story.

2

The command verb is identify. The glossary in Unit 1 explains identify is where the learner is expected to "indicate the main features or purpose of something and/or being able to discern facts or qualities."

For Question 4a the learner needs to recall and name two milestones of language development for a 2 year old child.

Good response: The learner's answer relates well to the child named in the question.

The language milestones included relate to the scenario. Jacob is aged 2 years old and the milestones included are appropriate for a child of this age.

The answers focus on language development including relevant milestones listed in the Mark Scheme.

(a) Identify **two** language milestones that Jacob should have reached.

2 marks

1 Attends teddy bear nursery.
2 Likes playing outside.

0

Poor response: The learner's responses relate to details of the child in the scenario.

The problem is these answers are not focused on the question so copying information from the scenario is not a good strategy unless it ties in with the question asked.

Answer 1 "Attends Teddy Bear Nursery" is a statement taken from the scenario. It is not linked to milestones of language development.

Answer 2 The learner has mentioned Jacob likes playing outside. This is not a language milestone.

The learner has misread Question 4a. The answers are not focused on the area of development in the question.

These responses would not gain any marks.



- Assessors should give learners opportunities to practice reading the question carefully before beginning to write.
- Assessors should give learners opportunities to practice identifying specific content words from the question to enable a clear focus for their answers.
- Learners should focus their answer on the question and try to avoid being side-tracked by information in the scenario if it is not relevant to the answer.

Question 4b: Identify two fine motor developmental milestones that Jacob should reach in the next year when he will be 3 years old.

[Total marks for 4b- 2 marks]

(b) Identify **two** fine motor developmental milestones that Jacob should reach in the next year when he will be 3 years old.

2 marks

- 1 Holding a pencil with thumb, and two fingers in a tripod grasp.
- 2 Drawing a circle.

2

The command verb is, identify. The glossary in Unit 1 explains identify is where the learner is expected to "indicate the main features or purpose of something and/or being able to discern facts or qualities."

For Question 4b the learner needs to focus on the question and recall two fine motor developmental milestones for a child of the stated age of three.

Good response: The learner's answer relates well to the child who will be 3 years old.

Although, Jacob's age is given as 2 years in the scenario the question asks about milestones he should reach in the next year when he will be 3 years old. The milestones included are appropriate fine motor skills expected at this age.

Answer 1 refers to the tripod grasp. Answer 2 is drawing a circle.

Both these answers are listed in the Mark Scheme. Marks could also be awarded for any other age appropriate response. This answer would gain 2 marks.

(b) Identify **two** fine motor developmental milestones that Jacob should reach in the next year when he will be 3 years old.

2 marks

- 1 Jacob can feed himself with a spoon.
- 2 Likes to colour in holding a crayon in a pincer grasp.

0

Poor response: The learner's responses relate to fine motor development milestones.

The learner has attempted to include a key development term relating to fine motor milestones of development. Palmer grasp is spelled incorrectly but it is obvious what is meant.

The problem is these milestones are expected development for a younger child than the question asks for.

These milestones are for a child aged 18 months.

The responses would not gain any marks because they do not relate to a child aged 3 years old.

TIPS!

- Assessors should give learners opportunities to practice reading the question carefully to identify the age of the child.
- Learners should read questions carefully to be sure they know what is being asked.
- Learners should focus their answer on the age of the child given in the question even when the child is mentioned in the scenario as being a younger age.

Question 4c: Describe two of Piaget's stages of cognitive development theory and how they can help the early years practitioners to support Jacob's development.

[Total marks for 4c- 4 marks]

(c) Describe **two** of Piaget's stages of cognitive development theory and how they can help the early years practitioners to support Jacob's development.

4 marks

1. Piaget's theory is children's cognitive development is in stages. The first stage is the sensori-motor stage. Children aged 0-2 years learn through the senses sight, sound, taste, smell and touch through their movement. Sensory treasure baskets allow Jacob to explore objects using his senses and start to organise objects into groups by size.

2. Jacob is 2 years old and is in Piaget's pre-operational stage where he is learning through his own experiences.

Construction toys are good to help Jacob use creative skills and imagination. The EYP can provide roleplay activities and join in so Jacob can develop his imagination and understanding of his world.

4

The command verb is, describe. The glossary in Unit 1 explains describe as a clear, objective account in their own words to recall information about a subject.

For Question 4c the learner needs to show they understand the relevant features of Piaget's cognitive development theory and can apply this to the scenario about Jacob.

Good response: The learner's answer relates well to the scenario. The learner shows knowledge of different cognitive stages from Piaget's theory. Answers follow the structure outlined in the Mark Scheme of identifying an aspect of Piaget's theory and then showing how this fits with the child's stage of development as in the scenario.

Answer 1 links to sensori-motor stage and explains what this is. Piaget's sensori-motor stage is not directly named in the Mark Scheme and as a 2 year old Jacob is moving to the pre-operational stage. The example of using a sensory treasure basket for Jacob to explore objects using his senses and start to organise objects by colour and size is appropriate. In the pre-operational stage children start to classify objects and make associations. Two marks are awarded because this is an example is an age appropriate response.

Answer 2 links to pre-operational stage which is covered in the Mark Scheme. The example of joining in roleplay to stimulate Jacob's imagination is relevant for adults working with 2 year olds. Overall, this answer would gain 4 marks.

(c) Describe **two** of Piaget's stages of cognitive development theory and how they can help the early years practitioners to support Jacob's development.

4 marks

1 Joe is developing his imagination by playing in the home corner. He enjoys pretending to be a shop keeper in the shop where the nursery teacher has set up a garden centre. This links with the theme of growing things which the children like. They have all planted sunflower seeds.

2 One of Piaget's stages is the concrete stage where children are learning to count buttons in a row.

It is best to get the child to slow down they are counting and touch each button in turn so they can ~~not~~ count properly. Children need to practice counting.

1

Poor response: The learner's responses briefly mention aspects of Piaget's theory. The problem is these answers are limited and do not show knowledge of Piaget's theory and how this applies to Jacob, the 2 year old child in the scenario. 1 mark is awarded overall.

Answer 1 The child is incorrectly named as Joe, not Jacob. Joe was the child in the previous question. Using an incorrect name is not a problem so long as the age of the child in Question 4c is clear. Stating the accurate age of the child in the scenario and making links to Piaget's theory would clarify the answer and gain the two marks. The learner has mentioned learning through role play using imagination. A relevant practical play activity is described but as there are no clear links to Piaget's theory this is only awarded 1 mark.

Answer 2 The learner has mentioned Piaget's concrete stage and made an attempt to explain this. More accurately the stage is named the concrete operational stage. However, this stage is for children aged 7 to 11 years which is not relevant for Jacob, a 2 year old child. This response would not gain any marks. There is not sufficient knowledge of the theory to gain higher marks.

TIPS!

- Assessors should give learners opportunities to recall the stages of development included in the Unit 1 Content.
- Learners should practice writing replies to questions with the command verb describe where they use information from a scenario to show their knowledge of theory applied to a child of a specified age.
- Learners should ensure they check the age of the child given in the scenario and question carefully so their answer is correct.

Question 4d: Discuss how an early years practitioner can promote Sara's physical development through exploring and using media and materials.

[Total marks for 4d- 8 marks]

(d) Discuss how an early years practitioner can promote Sara's physical development through exploring and using media and materials.

8 marks

Sara is aged 3 years 6 months and she is an active child. Outdoor play would help to develop her gross motor skills. At her age, she needs opportunities to move safely and to learn to co-ordinate her limbs and to balance. Hopping and skipping activities as well as climbing and balancing on outdoor equipment would help her. Indoor, dance and actions to songs would be fun and help develop her large muscles as she moves her body in different ways in time to the music. Fine motor movement and hand eye coordination can be developed through painting activities helping Sara to grasp and control paintbrushes of different sizes. Cooking activities such as making pizza will help her to learn to use tools stirring and mixing, cutting and spooning toppings onto a pizza base. This can be extended by having opportunities for roleplay in the home corner. Sarah needs to

Total for Question 4 = 16 marks

END OF SECTION

TOTAL FOR SECTION A = 64 MARKS

develop gross and fine motor skills.

7

The command verb is discuss. This is higher level skill explained in the glossary in Unit 1. A discussion "considers different aspects of a topic, how they interrelate and the extent to which they are important."

For Question 4d the learner needs to show understanding of physical development for a child aged 3 years 6 months. The question is specific in asking for a focus on media and material to show how they can be used in practice to support the child's physical skills.

Good response: The learner's answer relates well to Sara, the 3 years 6 months old child in the scenario. For example, the answer includes appropriate physical development milestones for both large muscle movement and fine manipulative skills.

The learner shows good knowledge of physical development. For example: key terms are used in context including balance, co-ordination, use of tools.

There are links to practice ways to promote the child's physical skills.

The Mark Scheme indicative content is not prescriptive and not all is included in the answer. A range of points are discussed in detail.

There are strong links to practice and the relationship between Sara's physical development and use of media such as music and materials such as paint and cooking activities. This answer would gain 7 marks.

(d) Discuss how an early years practitioner can promote Sara's physical development through exploring and using media and materials.

8 marks

Sara is in school and is an active child. The staff should provide fun activities for literacy hour. Her small muscles and using her hands can be helped by painting, drawing, using crayons and felt-tips. Play dough is great to use and feel. Different smells can be added to make it more interesting. In my school the Year 1 children like to add different coloured glitter to the play dough at Golden Time. Golden Time is only when children have been good and they can choose what they would like to do.

1

Poor response: The learner's response has little rewardable content.

The answer is not age appropriate for the child in the scenario and is limited.

The learner has mis-read part of the question. Sara aged 3 years 6 months old is in pre-school, not school. References to Literacy Hour and to Golden Time are not appropriate.

The learner has included fine motor skills. There is a link to materials to help promote fine motor development by using a suitable sensory material, painting, drawing, felt tip, crayons and play dough is a relevant choice of materials to gain 1 mark.

The answer shows no knowledge of large muscle movement and control.

It could be enhanced by using key terms such as fine motor skills and fine manipulation. This answer would gain 1 mark.



- Assessors should help learners practice starting to answer the questions by stating the key information from the scenario and making links to areas of development obvious.
- Learners should concentrate and read the question carefully to be able to focus answers on the age of the child
- Learners should respond fully to the question. In Question 4d, both gross and fine motor skills should be covered.

Question 5: Analyse the effectiveness of using Bronfenbrenner's systems theory in supporting other domains of growth and development of a 2 and half year old child in an early years setting. [Total marks for 5- 12 marks]

5 Analyse the effectiveness of using Bronfenbrenner's systems theory in supporting other domains of growth and development of a 2 and a half year old child in an early years setting.

12 marks

A child aged 2 years 6 months in an early years setting is influenced by their home environment, early years setting and wider society. Bronfenbrenner describes these influences as a series of concentric circles where the child is in the centre.

(Microsystem) The first circle is the way family affects the child's growth and development. This could be because of parents' life style choices such as smoking which would increase the risk of respiratory illness for the child. This can affect growth. Diet can affect growth too. For example: if the child's parent wish the child to be vegan. A vegan diet may mean the child is not receiving a variety of vegetable proteins to provide the essential amino acids for growth. Parenting styles can affect confidence, learning and behaviour if the parents are authoritarian and expectations of the child cannot be easily achieved. A child who is the only child of a single parent will have a different experience

of social development from a child who has older brothers and sisters to take turns with and imitate. The family home is a child's immediate environment with the people the child interacts with everyday.

(Mesosystem) The next circle is the early years setting where the child has opportunities to play outside in the sunshine to build physical skills. Vitamin D, the sunshine vitamin is needed for healthy bone growth. A childminder needs to follow the parents' wishes with regard to diet, but also has a duty to provide healthy food. The childminder can introduce

Total for Question 5 = 12 marks

different vegan foods if the parent wishes and being with other children may encourage the child to try unfamiliar fruits and vegetables. This will broaden the child's experience. A childminder influences the child in other ways. Play and interaction are important for a child's development. The setting provides other stimulating experiences to explore objects and to work with other children. In early years setting, the child aged 2 years 6 months will develop language by learning new words and concepts such as colour names and numbers. Social and emotional skills will develop through role play and other children. The EYFS has three prime areas of learning for children up to 5 years of age. Physical development, personal, social and emotional development.

The next circle is the external environment where the child is not directly involved. The type of home they live in either in a busy city or isolated rural area can affect amenities such as libraries, or basic their parents' work or if they are unemployed affects family income and being able to afford outings to interesting places. The wider social environment (Macrosystem) includes the child's culture, religion and government. A child who is from a Travelling community or who is a refugee may have different values to their peer group which may make it difficult to settle into the early years setting. English as an additional language may affect social interaction. Children learn through interaction and play together so this can influence cognitive development and learning.

Bronfenbrenner shows important the environment is for a child.

The command verb is analyse. This is higher level skill explained in the glossary in Unit 1. Learners should present a "detailed examination by breaking down" a topic to "interpret and study the relationship between the parts."

For Question 5 the learner needs to show an understanding of Bronfenbrenner's theory and how this influences the way practitioners support a child's growth and development in an early years setting. The influence of the home, the early years setting and wider society should be considered.

Good response: The learner's answer shows in-depth understanding of Bronfenbrenner's theory. The different system levels clearly explain the influence of family, early years setting and wider society on the child. The learner added in names of the systems such as the microsystem, mesosystem and the macrosystem to show good knowledge. More importantly, the learner has included appropriate examples to explain the influence on the child at each level.

The answer covers most of the indicative content. For example: there are relevant examples to show influences at home (microsystem) include parent's life style choices, parenting styles and learning to interact with siblings. Influences in the Early Years setting (mesosystem) include the Early Years Curriculum, opportunities to play and interact with others to learn new words and concepts. The wider social setting (macrosystem) include the home environment and local amenities as well as influences of the child's culture and religion. The government is identified as an influence but the theme is not developed with an example.

The Mark Schemes indicative content is not prescriptive. There are two other systems in Bronfenbrenner's theory that are not named. There is a brief reference to wider social experiences which impact indirectly on the child such as the parent's work or unemployment; the exosystem. The chronosystem is not included. As this layer is about the changing influences over time as the child grows older, it is less appropriate for a child aged 2 years 6 months.

The learner makes strong links to the child's growth and development.

The examples included are age-appropriate and make links to the Early Years Curriculum in England.

There are strong links to practice and the way the child's environment influences their growth and development.

This answer would gain 9 marks which is the lowest Level 3 mark.

5 Analyse the effectiveness of using Bronfenbrenner's systems theory in supporting other domains of growth and development of a 2 and a half year old child in an early years setting.

12 marks

The child is in a circle. Growth and development depend on nature versus nurture. Nature is where the child has inherited their personality, height and colouring. This comes from genes from both parents.

Nature is the environment. This is all around us. It is the place and the people in the environment. Children need food and sleep for growth and stimulation to learn. Playing with other children helps social development such as learning to share and take turns. Children need to learn to read and write and use phonics. They also need to count and do sums and tell the time. It all takes practice and help from teachers and nursery nurses.

1

Poor response: The learner's response has very little rewardable content.

The answer makes no mention of Bronfenbrenner's systems theory. There is a brief attempt to recall that this theory can be represented by circles but the link is tenuous. It must be explicit to gain marks.

The learner has included a very brief link to the importance of a child's environment and the nurturing influence of early years practitioners. This information is limited and is superficial. This could gain 1 mark.

The learner has not covered the indicative content in the mark scheme.



Assessors should help learners to recall theories included in the Unit 1 Content to enable them to confidently answer questions.



Learners should name the theory they are asked to analyse and make effective links to practice.



Learners should leave sufficient time in the exam to be able to answer the extended questions in Section B.

Question 6: Evaluate how theories of memory are important in understanding the holistic growth and development of a 5 year old child in an early years setting.

[Total marks for 6- 14 marks]

6 Evaluate how theories of memory are important in understanding the holistic growth and development of a 5 year old child in an early years setting.

14 marks

A baby's brain is growing from birth. The brain growth is in spurts. The baby's brain doubles in size in the first year of life. By the time the child is 3 years old, the brain is 80% of the size of their adult brain. Connections between the brain cells also grow faster between the ages of 0 to 3 years than at any time in a person's life. The connections develop as they are used. This is why experiences in the first four years of life are so important. The child's brain develops as the child moves and has new experiences. The more frequent experiences are repeated the stronger the connection will become. For example, a baby learns to reach out for an interesting object and as they move their hands and eyes together the pathways for this movement are reinforced. 3 to 5 year old children continue to make strong connections as they learn through play and investigate for themselves.

Messages to and from the brain, are transmitted along nerve pathways. Brain cells are not touching but are connected by synapses. As the connections across the synapses are made, the brain remembers them and learns to use the pathway more quickly next time. Nerve pathways that are used more become stronger. The less used pathways are weaker and eventually are pruned because they are no longer being used. Useful pathways and connections are kept and grow stronger.

For example, when a baby smiles and an adult responds the baby will repeat the smile and as the baby smiles ^{neurological} ~~the~~ pathways are reinforced. 5 year old learn new words in the same way. The nerve pathways are further strengthened as myelin is laid down to insulate the nerve fibres and help the messages move more quickly to and from the brain. It is repeating an action or thought pattern that helps practitioners to allow children opportunities to repeat their experiences. For example: action songs with repeated words and actions help children build up memories to learn new words and movements. Children need to have time to practise their physical skills and reinforce connections in the brain. For example, at 5 year olds, this includes learning to balance and hop one one leg, and learning to count, matching and naming colours and starting to hold and control a pencil to draw a square. The more practice ~~recognition letters in their own name. Opportunities to practise the easier the skill becomes.~~
~~recognition letters in their own name. Opportunities to practise the easier the skill becomes.~~
~~helps with learning~~

The child uses ^{sense of} sight, sound, smell, taste and touch to gather information about the world. Piaget calls this the sensori-motor stage which is the way a child aged 0-2 years learns. Their memory stores new information and new words as they process information from the senses. Cognitive development means depends on repetition. For 5 year olds, this includes counting, matching and naming colours and starting to recognise letters in their own name. Opportunities to practise helps with learning.

Social and emotional development also depends on early experience in a child's life. A child who has not bonded with adults may feel stressed and anxious. Stress hormones can affect a child's brain development. Baby's need to experience situations where their needs for comfort are met to build the correct pathways inside the brain to help them cope with stress in later life. Attachment is important and when practitioners are aware that poor bonding can affect the healthy development of the child's brain they realise that having a key person is vital. A key person helps the child feel secure and also helps brain development so the child can learn. ~~A key person helps~~ Memories early in life affect the child later and may mean they have difficulty in building trusting relationships when they are adults. Feeling safe and secure in a new environment is vital for a child.

It is important to recognise developmental delay early so intervention can be given to support the child's learning. Children need play and fun learning activities that are a challenge, but are achievable so the child does not give up trying. Learning difficulties can mean the child has difficulty solving problems and remembering new things. It can affect social interaction with other children and self-esteem if the child feels different or excluded.

children need time to repeat actions and movements over and over again.

Understanding a child's neurological and brain development is important for a child's overall development so practitioners know how best to help the child learn.

12

The command verb is evaluate. This is higher level skill explained in the glossary in Unit 1. Learners need to "draw on varied information" to consider "strengths or weaknesses, advantages or disadvantages, alternative actions, and relevance or significance."

For Question 6 the learner needs to show understanding of theories of memory and how this influences a 5 year old child's holistic growth and development in an early years setting. Understanding how a child's brain and memory develops is critical here.

Good response: The learner's answer shows in-depth understanding of memory theory and how a baby's brain develops and grows. The learner makes strong links to the child's growth and development showing understanding of the development of neural and sensory pathways.

The importance of the child's early experiences is explicit. The examples included are age-appropriate and make links to the Early Years Curriculum in England.

The answer demonstrates higher level thinking skills in the way the evaluation is structured to give a detailed thoughtful account showing how memory theories are significant for practice when working in an early years setting.

The learner drew on understanding of theory and their knowledge of early years practice to consider details of memory theories and make a relevant conclusion about their importance for practice.

The Mark Schemes indicative content is not prescriptive. The answer covers most of the indicative content. For example: how the brain grows and develops, the development of neural and sensory pathways and how this links with memory. The importance of early experiences and play in the early years curriculum is included and shows understanding of how atypical development may affect a child's problem solving and remembering new things. The answer shows developmental delay can affect social interaction with other children and self-esteem if a child feels different or excluded. This answer would gain 12 marks.

6 Evaluate how theories of memory are important in understanding the holistic growth and development of a 5 year old child in an early years setting.

14 marks

Memory is about remembering things. Children grow and develop when all their needs are met. Holistic development is the whole child physical, cognitive, or intellectual, social, emotional, language and behaviour. Physical development is moving the body using gross motor skills and using the hands in fine manipulative skills. By the time a child is 5 years old they can run, jump, climb, skip and hop. The child can use a knife, fork, spoon to eat with, have good control of a pencil, sew large stitches, draw a person with a head, body, legs, arms, eyes, nose and mouth and start to copy some letters. Cognitive development is learning and thinking and solving problems. By the age of 5 years the child can remember their name, age and address. They can recognise letters in their name and may even attempt to write their own name. They can match colours and count. Social development is learning to get along with others. Sharing, taking turns and being cooperative are all apart of social development. By five years, the child enjoys team games and games with rules. The child can choose their own friends and will show sympathy when another child is hurt. At this age, children

have likes and dislikes. Emotional development is about feelings and self-esteem. 5 year olds who have had secure attachments from being a baby will be self-confident and will feel valued. This sense of self-worth will help them learn.

Language development is established around 5 years old. The child will speak fluently using correct grammar. They like to hear stories and enjoy looking at books. They like jokes and can talk about the past, present and future events. The behaviour of 5 year olds can be managed by having clear guidelines and boundaries. The child is old enough to understand the need for rules and boundaries. By the age of 5 years children know the social rules of their culture such as how to greet people. Growth depends on food. A child needs protein for growth from meat, fish, eggs and pulses. Calcium from dairy foods and vitamin D are needed for strong bones. Having a balanced diet will give children energy for growth.

Total for Question 6 = 14 marks

END OF EXAM

TOTAL FOR SECTION B = 26 MARKS
TOTAL FOR PAPER = 90 MARKS

Play is good for development. The child learns through play. The early years are the most important for a child. The child will learn to walk, talk and share and take turns. Pre schools and day nurseries are good from an early age for children to learn social skills and correct behaviour. The Early Years Curriculum makes sure children have the best start in life.

2

Poor response: The answer gives a knowledgeable description of holistic development for a 5 year old. The developmental milestones are recalled accurately. However, this does not answer the question.

It is a description rather than an evaluation to consider the value of the theories in helping practitioners with their practice in the early years.

The question asks how memory theories help in understanding the growth and development of a 5 year old and not to say what a typical 5 year old's development is.

There is no theory included.

There is no mention of how a child's brain develops and sensory pathways are established by repeating actions and thought patterns.

Information on how development is promoted is limited and is superficial.

The learner has not covered the indicative content in the Mark Scheme.

The learner's response has very little rewardable content because it does not answer the question. This could gain 2 marks.



- Assessors should help learners to recall theories included in the Unit 1 Content to enable them to confidently answer questions.
- Assessors should help learners to demonstrate higher order thinking skills and know what is needed in an evaluation.
- Learners should name the theory they are asked to evaluate and draw effective conclusions from practice.
- Learners should leave sufficient time in the exam to be able to answer the extended questions in Section B.

Unit 1: Children's Development - Sample mark scheme

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the candidate has replaced it with an alternative response.

Specific marking guidance for levels based mark schemes*

Levels based mark schemes (LBMS) have been designed to assess candidates' work holistically. They consist of two parts: indicative content, and levels based descriptors. Indicative content reflects specific content-related points that a learner might make. Levels based descriptors articulate the skills that a candidate is likely to demonstrate in relation to the Assessment Outcomes being targeted by the question. Different rows within the levels represent the progression of these skills.

- When using a levels-based mark scheme, the 'best fit' approach should be used.
- Examiners should first make a holistic judgement on which band most closely matches the candidate's response and place it within that band. Candidates 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.

Section A

Question Number	Answer	Mark
1 (a)	<p>Award one marks for a correct response</p> <ul style="list-style-type: none"> • B Quietens to sound of familiar voice 	(1)

Question Number	Answer	Mark
1 (b)	<p>Award one mark for each correct reason</p> <ul style="list-style-type: none"> • avoidant behaviour (turning his back) • comforting behaviour (thumb sucking) • withdrawn (sitting alone) • attention seeking (throwing toys) 	(3)

Question Number	Answer	Mark
1 (c)	<p>Award one mark for each correct attachment style and one further mark for a correct extension that describes how the attachment style applies to the scenario.</p> <ul style="list-style-type: none"> • Heidi is showing insecure ambivalent/resistant behaviour (1) because she is trying to push Josh off, and get attention from Bente, which are characteristics of this attachment style (1) • Sam is showing disorganised/disorientated behaviour (1) because he is showing avoidant/confused/apprehensive (1) <p>Accept any other correct responses</p>	(4)

Question Number	Indicative content	Mark
1 (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"> • Key person to form a bond with Heidi to help her feel secure, as suggested by Bowlby's attachment theory through interacting with child maintaining eye contact/talking in an appropriate tone • Forming a bond will help Heidi develop a secure base from which to explore and learn • However, Heidi might not bond with the key person, and form attachment to other adult(s) • Support Heidi to feel secure by understanding wishes of parents as to her individual needs • Bowlby suggests that a secure bond is formed when children have positive relationships with responsive adults, routines that recognise their individual needs and are consistent • The nursery could provide activities, books and pictures that reflect her interests and home situation to help her feel secure • Ainsworth recognises that children may experience different attachment behaviours due to transitions and separations • The nursery could develop resources/activities through implementing areas of the early years curriculum to help support Heidi's transition into the nursery 	

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 attachment theories No links to relationship to practice in an early years setting Points made will be superficial/generic Points may not be applied or directly linked to theory	1-3
Level 2	There will be some description of attachment theories There will be some links to relationship to practice in an early years setting. There may be some points described in detail Some points made are directly applied to theory	4-6
Level 3	A good discussion of attachment theories There will be strong links made to practice in an early years setting. There will be a range of points discussed in detail Points made are directly applied to theory	7 - 8

Question Number	Answer	Mark
2 (a)	<p>Award one mark for a correct response</p> <p>A. Can talk about past experiences</p>	(1)

Question Number	Answer	Mark
2 (b)	<p>Award one mark for each correct response</p> <ul style="list-style-type: none"> • Asma would have difficulty reading books/words (1) • Asma would have difficulty in writing her name/sentences (1) • Asma would have difficulty in understanding written words (1) • Asma would have difficulty in understanding and using phonics to decode regular words (1) • Asma would have difficulty in understanding simple sentences (1) <p>Accept any other age appropriate response</p>	(3)

Question Number	Answer	Mark
2 (c)	<p>Award one mark for each theory that applies to Asma and one further mark for a correct linked response</p> <ul style="list-style-type: none"> • Chomsky states that children have an innate capacity to learn/born with a language acquisition device/LAD (1) so by involving Asma in interactions will improve her language skills (1) • Skinner said that children learned language through reinforcement/association/imitation (1) so adults can support Asma's language skills through repeating/modelling/associating words with objects (1) • Chomsky proposed that there is a critical period for developing language (1) and Asma should be encouraged by giving her a language rich environment (1) <p>Accept any other response including responses that give age appropriate examples of ways to support and enhances Asma's language development</p>	(4)

Question Number	Indicative content
2 (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"> • Vygotsky's Zone of Actual/Proximal Development in engaging and extending children's learning, understanding children's actual development/potential development • The role of scaffolding (Bruner) in providing ongoing support at the required level, removing as skills are developed • Adults/children using sustained/shared thinking to support collaborative learning • Examples of resources and curriculum activities that help engage and extend Asma's learning • Ways that engaging in sustained shared thinking can support Asma's language and communication skills • Ways that engaging in sustained shared thinking can support Asma in relating to children and adults • Language skills affect the ability to use phonics when learning to read and write • The impact of late recognition of delayed language on literacy skills

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 sociocultural approach No links to relationship with how it encourages Asma to engage in sustained shared thinking or developing language and communication skills Points made will be superficial/generic Points may not be applied or directly linked to Asma and may not be age stage of development	1-3
Level 2	There will be some description of Vygotsky's sociocultural approach There will be some links to relationship to how it encourages Asma to engage in sustained shared thinking and developing language and communication skills There may be some points described in detail Some points made are directly applied to Asma and are age/stage appropriate	4-6
Level 3	A good discussion of Vygotsky's sociocultural approach There will be strong links made to how it encourages Asma to engage in sustained shared thinking and developing language and communication skills There will be a range of points discussed in detail Points made are directly applied to Asma and be age/stage appropriate	7-8

Question Number	Answer	Mark
3 (a)	<p>Award one mark for each correct response</p> <ul style="list-style-type: none"> o Can name primary colours (1) o understands what is meant by 'more' (1) o can tell whether an object is heavy/light (1) o arranges objects into categories (1) o makes connections between people and events (1) 	(2)

Question Number	Answer	Mark
3 (b)	<p>Award one mark for each correct response</p> <ul style="list-style-type: none"> o Long walk (exercise) (1) o Eating strawberries (healthy food) (1) o Playing football (1) o Being outside in the sunshine (vitamin D) (1) 	(2)

Question Number	Answer	Mark
3 (c)	<p>Award one mark for each aspect of the theory identified and one further mark for a correct linked response</p> <ul style="list-style-type: none"> • Recalling information from the picture (1) using short term memory (1) • Encoding memory into his picture (1) and then decodes it back to language as he talks to his father (1) • He stores his memories of the day in his picture (1) and then responds to questions from his father/makes connections to past experiences (1) <p>Accept any other appropriate response that links information processing theory to Joe's day.</p>	(4)

Question Number	Indicative Content	
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"> • Skinner's theory of operant conditioning • Bandura's social learning theory • Concept of modelling/role-modelling • Use of positive reinforcement/praise and reward • Age appropriate rewards • Consistency of approach • Conflict negotiation • Understanding rules and boundaries • Family issues which may be affecting behaviour • Helping children express feelings • Promoting cooperation 	
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	Marks
Level 0	No rewardable material	0
Level 1	Limited understanding of behaviourist theories No links to relationship with to social and emotional development Points made will be superficial/generic Points may not be applied or directly linked to Ben	1-3
Level 2	There will be some description of behaviourist theories There will be some links to relationship to practice and social and emotional development There may be some points described in detail Some points made are directly applied to Ben	4-6
Level 3	A good discussion of behaviourist theories There will be strong links made to practice and social and emotional development There will be a range of points discussed in detail Points made are directly applied to Ben	7-8

Question Number	Answer	Mark
4 (a)	<p>Award one mark for each correct response</p> <ul style="list-style-type: none"> • Joins two words together • Has a 50 word vocabulary • Enjoys looking at books 	(2)

Question Number	Answer	Mark
4 (b)	<p>Award one mark for each correct response</p> <ul style="list-style-type: none"> • Can use a tripod grasp (1) • Can draw a circle (1) • Hand preference is established for most tasks (1) <p>Accept any other age appropriate response</p>	(2)

Question Number	Answer	Mark
4 (c)	<p>Award one mark for each aspect of Piaget's theory that applies to Jacob and one further mark for a correct linked response</p> <ul style="list-style-type: none"> • Jacob is in the pre-operational stage (1) so he will learn best through experiences that develop his memory/imagination (1) • Jacob will learn through role play (1) by giving him resources to stimulate his imagination (1) • Jacob will be starting to classify objects (1) so the practitioner can give him activities to help him learn to make associations (1) <p>Accept any other age appropriate response</p>	(4)

Question Number	Indicative content	
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"> • For fine motor development provide Sara with art activities/painting/colouring • Help develop Sara's fine manipulative movement/small muscles/help control tripod grasp/enable her to manipulate small objects • For fine motor development provide Sara with craft materials • Help develop hand-eye coordination through the use of tools/role play/cooking tools • Provide Sara with songs/music/dance • To help develop her gross motor skills/large muscles/limbs/locomotion/balance/coordination • Provide Sara with role play activities 	
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 physical development No links to media and materials Points made will be superficial/generic Points may not be applied or directly linked to Sara	1-3
Level 2	There will be some description of physical development There will be some links to practice and the relationship between physical development and media and materials There may be some points described in detail Some points made are directly applied to Sara	4-6
Level 3	A good discussion of physical development There will be strong links made to practice and the relationship between physical development and media and materials There will be a range of points discussed in detail Points made are directly applied to Sara	7-8

Section B

Question Number	Indicative content
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> <ul style="list-style-type: none"> • Understanding of Bronfenbrenner's systems theories (ecological and bio-ecological) • Impact of family/friends/others on influencing child's growth and development including family dynamics/position in family/socio economic status/education of parents/parenting style/lifestyle choices • Impact of environment and settings in influencing child's growth and development • Impact of society systems of sanctions/norms/values/ attitudes/beliefs/culture/religion/class affect a child's growth and development • Links to other areas of development • Links to areas of early years curriculum

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*.

Level	Descriptor	Mark
Level 0	No rewardable material	0
Level 1	<ul style="list-style-type: none"> • Limited understanding of Bronfenbrenner's systems theory • No links between this theory and supporting a child's growth and development in early years settings • No links to other domains of growth and development • Examples may not be age/stage appropriate • Points made and examples may be superficial/generic • Limited analysis or reference to effectiveness of this theory 	1-4
Level 2	<ul style="list-style-type: none"> • Good understanding of Bronfenbrenner's systems theory • Some links between this theory and how it can be used to support a child's growth and development in early years settings • Some links to other domains of growth development but examples may be brief • Examples are mostly age/stage appropriate • There are some points described in detail • Some analysis of effectiveness of this theory but this may be brief 	5-8
Level 3	<ul style="list-style-type: none"> • In-depth understanding of Bronfenbrenner's systems theory • Strong links made between this theory and how it can be used to support a child's growth and development in early years settings • Strong links and good understanding made to other domains of growth and development providing detailed example • Examples are age/stage appropriate • Detailed analysis of effectiveness of this theory 	9-12

Question Number	Indicative content	
	<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"> Understanding how brain and memory develops Understanding of development of neural and sensory pathways, increase in brain size Importance of early experiences in first four years of life Understanding of impact of genes and heredity on brain development, mental capacity, atypical development Impact of memory development on other areas of growth and development Impact of atypical development on other areas of growth and development, delayed global development, gifted and talented Links to other areas of development Links to areas of early years curriculum 	
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*.		
Level	Descriptor	Marks
Level 0	No rewardable material	0
Level 1	<ul style="list-style-type: none"> Limited understanding of memory theories No links between theories and supporting a child's growth and development in early years settings No links to other domains of growth and development Examples may not be age/stage appropriate Points made and examples may be superficial/generic Limited evaluation of importance of memory theories 	1-5
Level 2	<ul style="list-style-type: none"> Good understanding of memory theories Some links between memory theories and supporting a child's growth and development in early years settings Some links to other domains of growth and development but examples may be brief Examples are mostly age/stage appropriate Some evaluation of importance of memory theories but this may be brief 	6-10
Level 3	<ul style="list-style-type: none"> In-depth understanding of memory theories Strong links made between memory theories and supporting a child's growth and development in early years settings Strong links and good understand made to other domains of development Examples are age/stage appropriate Detailed evaluation of importance of memory theories and a conclusion is made 	11-14