

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

Unit 1: Children's Development

Sample Assessment Materials (SAMs)

*For use with Extended Certificate, Foundation
Diploma, Diploma and Extended Diploma in
Children's Play, Learning and Development.*

First teaching from September 2016 Issue 1



Edexcel, BTEC and LCCI qualifications

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Pearson BTEC Level 3 Nationals

Write your name here

Surname	Forename
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Learner Registration Number

Centre Number

Level

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Children's Play, Learning and Development

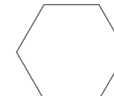
Unit 1: Children's Development

Extended Certificate, Foundation Diploma, Diploma, Extended Diploma

Sample assessment material for first teaching September 2016

Time: 1 hour 45 minutes

Total



marks

You do not need any other materials.

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in grey boxes
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Paper reference

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Turn over ►

PEARSON

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

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** Quietens to sound of familiar voice.
- C** Babbles tunefully.
- D** Laughs and squeals in play.

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

3 marks

1

2

3

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

4 marks

1

2

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

8 marks

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Total for Question 1 = 16 marks

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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.

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

3 marks

1

2

3

(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

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

- Ben is 3 years old
- 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

2

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

2 marks

1

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2

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

4 marks

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

8 marks

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Total for Question 3 = 16 marks

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- 4
- Jacob is 2 years old.
 - 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

2

- (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

2

(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

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

8 marks

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Total for Question 4 = 16 marks

END OF SECTION

TOTAL FOR SECTION A = 64 MARKS

SECTION B

Answer ALL questions. Write your answers in the spaces provided.

- 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

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Total for Question 5 = 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

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Total for Question 6 = 14 marks

END OF EXAM

TOTAL FOR SECTION B = 26 MARKS

TOTAL FOR PAPER = 90 MARKS

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)	Award one mark for a correct response A. Can talk about past experiences	(1)

Question Number	Answer	Mark
2 (b)	Award one mark for each correct response <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)	Award one mark for each theory that applies to Asma and one further mark for a correct linked response <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	<p>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</p>	1-3
Level 2	<p>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</p>	4-6
Level 3	<p>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</p>	7-8

Question Number	Answer	Mark
3 (a)	<p>Award one mark for each correct response</p> <ul style="list-style-type: none"> ○ Can name primary colours (1) ○ understands what is meant by 'more' (1) ○ can tell whether an object is heavy/light (1) ○ arranges objects into categories (1) ○ 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"> ○ Long walk (exercise) (1) ○ Eating strawberries (healthy food) (1) ○ Playing football (1) ○ 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 	
<p>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*.</p>		
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	
6	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <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 	
<p>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*.</p>		
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

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