



GCE A LEVEL MARKING SCHEME

SUMMER 2024

**A LEVEL
HEALTH AND SOCIAL CARE AND CHILDCARE –
UNIT 3
1570U30-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCE A LEVEL HEALTH AND SOCIAL CARE AND CHILDCARE

UNIT 3: THEORITICAL PERSPECTIVES OF CHILDREN AND YOUNG PEOPLE'S DEVELOPMENT

SUMMER 2024 MARK SCHEME

Guidance for examiners

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising them for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. *The inclusion of 'Credit any other valid response.'* (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Banded mark schemes

For band marked questions, mark schemes are in two parts, the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, in order to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

In GCE Health and Social Care, and Childcare, each question will address one or more assessment objectives: from AO1, AO2 or AO3. Where appropriate, the assessment grid subdivides the total mark that may be allocated for a question into individual assessment objectives. These are shown in bands in the mark scheme. For each assessment objective, descriptors will indicate the different skills and qualities at the appropriate level.

Candidates' responses to questions are assessed against the relevant assessment objectives. Where a question addresses more than one assessment objective, candidates may achieve different bands within that question. In these cases, a mark will be awarded for each assessment objective then totalled to give an overall mark for the question.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

During standardising (the marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Section A

Question		Answer	AO1	AO2	AO3	Total mark
1.	Read the case study on Aisha and answer the questions below.					
	(a)	One key area of Aisha's physical development is puberty. Outline three physical changes experienced by girls during puberty.	6 [3X2]			6
		<p>Award up to 2 marks for each correct physical change girls may experience during puberty.</p> <p>Award 1 mark for a basic outline showing some knowledge and understanding of physical changes girls may experience during puberty.</p> <p>Award 2 marks for a good outline showing clear knowledge and understanding of physical changes girls may experience during puberty.</p> <p>Answers may refer to any three from:</p> <ul style="list-style-type: none"> • body shape – hips will widen and the body will get curvier • height – grow taller • may develop acne as hormonal changes during puberty can cause acne in teens • breast growth and tenderness • hair growth around the pubic area and under arms, and hair on legs and arms will darken • menstrual periods will start and girls may experience period pain and hormonal changes in mood • experience changes of energy and sleep patterns • puberty is a phase of rapid growth, at the end of which the body reaches reproductive maturity • other body systems mature during this time too (e.g. puberty is a time of rapid brain development) <p>Credit any other relevant response.</p>				

Question		Answer	AO1	AO2	AO3	Total mark
	(b)	<i>Describe the main features of emotional and social development for a twelve-year-old child, such as Aisha.</i>	6			6
		<p>Answers may refer to:</p> <p>Emotional:</p> <ul style="list-style-type: none"> • becoming critical and reflective of own performance and participation • developing a growing independence and self-worth • displaying emotions, sometimes frustration and anger • possibly becoming shy and withdrawn • emotions changing more quickly • high expectations of self and lack of confidence • experience more moodiness • be less affectionate toward parents; sometimes might seem rude or short-tempered • feel stress from more challenging schoolwork • feel sadness or depression leading to poor grades at school <p>Social:</p> <ul style="list-style-type: none"> • taking part in group activities and able to speak up for themselves • developing lasting friendships • developing a growing independence and self-worth • developing own opinions which may differ from parents and/or peers • show more interest in, and influenced by, peer group • fitting in with peers e.g., showing concern about body image, looks, and clothes <p>Credit any other relevant response.</p>				

Band	AO1
3	<p style="text-align: center;">5-6 marks</p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of the main features of emotional and social development for a twelve-year-old child a confident grasp of relevant concepts
2	<p style="text-align: center;">3-4 marks</p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of the main features of emotional and/or social development for a twelve-year-old child generally secure grasp of relevant concepts
1	<p style="text-align: center;">1-2 marks</p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of some main features of emotional and/or social development for a twelve-year-old child some grasp of basic concepts
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted</p>

Question		Answer	AO1	AO2	AO3	Total mark
	(c)	<p><i>Aisha's form teacher referred her to the school counsellor.</i></p> <p><i>Explain the possible benefits of counselling in supporting Aisha to develop positive behaviour.</i></p>		6		6
		<p>Answers may refer to:</p> <p>Counselling in schools offers Aisha the following possible benefits in developing positive behaviour:</p> <ul style="list-style-type: none"> • counselling is based on a child-centred approach, with children talking about their issues and developing solutions with the aid of the counsellor, rather than therapist-led approaches, such as CBT/Egan's skilled helper • children's counselling focuses on providing a non-judgemental, safe and confidential space • opportunities for Aisha to discuss issues in a safe environment • help Aisha to improve abilities to communicate and build relationships with peers • advocacy for suspected neglect or abuse • improvements in attention and academic achievement • reduction in anger and behavioural problems • improving communication between the school and parents. • counsellors help develop coping skills for Aisha who may be experiencing symptoms of anxiety • can find support from a counsellor when their environment becomes too overwhelming • offers a safe space while providing tools to bring about change in thoughts, feelings, and behaviours. • build self-esteem • helping to improve communication skills • stimulating healthy, normal development • improving emotional intelligence • techniques and exercises offer ways that are appropriate for Aisha to understand herself in the world • emotional and goal support in sessions <p>Credit any other valid response.</p>				

Band	AO2
3	<p>5-6 marks</p> <p>A very good explanation which shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of the possible benefits of counselling a confident grasp of how counselling could support Aisha to develop positive behaviour
2	<p>3-4 marks</p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of the possible benefits of counselling a generally secure grasp of how counselling could support Aisha to develop positive behaviour
1	<p>1-2 marks</p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of the possible benefits of counselling some grasp of how counselling could support children to develop positive behaviour
	<p>0 marks</p> <p>Response not creditworthy or not attempted</p>

Question		Answer	AO1	AO2	AO3	Total mark
2.		<i>To support children's development and behaviour, it is important for practitioners to understand the causes of children's challenging behaviours and the factors that impact on a child's behaviour.</i>				
	(a)	<i>Assess how Erikson's theory of the stages of psychosocial development may account for some of the behaviour demonstrated by Aisha.</i>			8	8
		<p>Answers may refer to:</p> <p>How Erikson's theory of the stages of psychosocial development:</p> <ul style="list-style-type: none"> • Erikson maintained that personality develops in a predetermined order through eight stages of psychosocial development from infancy through to adulthood • during each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development • successful completion of each stage results in a healthy personality and the acquisition of basic virtues • unsuccessful completion results in a reduced ability to complete further stages - a more unhealthy personality and sense of self results. This can be resolved successfully, later <p>How Erikson's theory may account for Aisha's behaviour:</p> <ul style="list-style-type: none"> • at twelve years old Aisha should be completing the Industry vs. Inferiority stage; Erikson's fourth psychosocial crisis, involving industry (competence) vs. Inferiority which occurs during childhood between the ages of five and twelve • during this stage children learn to read and become more independent. Teachers begin to take an important role in the child's life as they teach the child specific skills. Aisha will feel less competent as she struggles to form a positive relationship with teachers • Aisha's peer group will gain greater significance and will become a major source of her self-esteem. Her lack of friends and arguments with peers could damage her confidence and self-esteem 				

Question		Answer	AO1	AO2	AO3	Total mark
		<ul style="list-style-type: none"> the child feels the need to win approval by demonstrating specific competencies valued by society and begins to develop a sense of pride in their accomplishments. Aisha feels she is falling behind at school and often fails to complete homework which could make her feel she lacks competence, and this affects her self-worth if children are encouraged and reinforced for their initiative, they begin to feel industrious (competent) and confident in their ability to achieve goals. Aisha might feel her initiative is not encouraged, and is restricted by teachers and responsibilities at home, so may feel inferior, doubting her own abilities and not reach her potential at twelve years, Aisha is moving to the fifth stage of Erik Erikson's theory of psychosocial development – identity vs. role confusion, adolescence, from about 12-18 years Aisha will search for a sense of personal identity, through exploration of personal values, beliefs, and goals. The transition from childhood to adulthood is most important children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing and want to belong to a society and fit in Aisha may feel the difference in cultural background – her family circumstances and poor housing and economic status make her isolated amongst her peers and she might struggle to fit in at this stage a child has to learn the roles they will occupy as an adult. It is during this stage that the adolescent will re-examine their identity and try to find out exactly who he or she is. Failure to establish a sense of identity within society can lead to role confusion pressuring someone into an identity can result in rebellion in the form of establishing a negative identity and, in addition to this, feelings of unhappiness Aisha may feel confused by her responsibilities for her mother and siblings whilst being treated as a child at school and told off for not completing homework. This may cause her to display unwanted behaviour and a struggle to form positive relationships due to confusion over her identity <p>Credit any other valid response.</p>				

Band	AO3
4	<p>7-8 marks</p> <p>An excellent assessment demonstrating:</p> <ul style="list-style-type: none"> • perceptive and informed judgements about how Erikson's theory of psychosocial development may account for some of the behaviour demonstrated by Aisha • confident and detailed engagement with the theory of psychosocial development
3	<p>5-6 marks</p> <p>A good assessment which shows:</p> <ul style="list-style-type: none"> • reasoned judgements about how Erikson's theory of psychosocial development may account for some of the behaviour demonstrated by Aisha • thorough engagement with the theory of psychosocial development
2	<p>3-4 marks</p> <p>A basic assessment which shows:</p> <ul style="list-style-type: none"> • generally valid judgements about how Erikson's theory of psychosocial development may account for some of the behaviour demonstrated by Aisha • straightforward engagement with the concept of psychosocial development
1	<p>1-2 marks</p> <p>A limited assessment which shows:</p> <ul style="list-style-type: none"> • little evidence of judgements about how Erikson's theory of psychosocial development may account for some of the behaviour demonstrated by Aisha/12-year-olds • little engagement with the concept of psychosocial development
	<p>0 marks</p> <p>Response not creditworthy or not attempted</p>

Question		Answer	AO1	AO2	AO3	Total mark
	(b)	<i>Describe the sociological factors affecting Aisha and analyse the potential impact of these factors on her holistic development.</i>	6		8	14
		<p>Answers may refer to:</p> <p>The sociological factors affecting Aisha:</p> <ul style="list-style-type: none"> • family: caring responsibilities for mother and siblings • environmental: overcrowded housing, lack of privacy • cultural: different language and customs • friends: isolation lack of friends, struggling to build positive relationships with peers • socio-economic: poverty/affluence the family are struggling financially • discrimination: Aisha is a refugee and has a different language and culture to her peers so could face discrimination <p>Potential impact of the factors on Aisha's holistic development:</p> <ul style="list-style-type: none"> • family: caring responsibilities for mother and siblings could cause Aisha to feel resentful and stressed by her responsibilities. She may lack motivation at school and behave negatively as she has no free time for homework or friendships so feels there is no point trying to succeed at school or make friends. This could impact on her future as she will not achieve her qualifications to get a job or go to university • environmental: overcrowded housing, lack of privacy. Aisha has no private quiet space for homework or study which will negatively affect her performance at school causing her to get into trouble with teachers and disengage with education • cultural: different language and customs make it difficult to fit in. Aisha could feel insecure and anxious about fitting in and so not make the effort to make friends so feel isolated and lonely. She may not understand the language fully which could affect her ability to form relationships and do well at school • friends-isolation lack of friends, struggling to build positive relationships with peers and separation from previous friends and having to make new friends, negative behaviour at school, lack of feeling of belonging in school/community 				

Question		Answer	AO1	AO2	AO3	Total mark
		<ul style="list-style-type: none"> socio-economic: poverty/affluence the family are struggling financially as Aisha's mother is ill and unable to work and her father has a low paid job. This may cause anxiety about money, and she may feel embarrassed as her family can't afford school trips, school uniform etc and this could impact on her health if the family cannot afford nutritious food or to heat their home. discrimination: Aisha is a refugee and has a different language and culture to her peers so could face discrimination. which could make her feel isolated and affect her confidence and self-esteem negatively leading to lack of self-worth. <p>Candidates may refer to all areas of development.</p> <p>Credit any other valid response.</p>				

Band	AO1	AO3
4	<p>There are no Band 4 marks for this assessment objective.</p> <p>6 marks are awarded as for Band 3.</p>	<p>7-8 marks</p> <p>An excellent analysis demonstrating:</p> <ul style="list-style-type: none"> perceptive and informed interpretation of the potential impact of the sociological factors on Aisha's holistic development confident and detailed engagement with the impact of these factors
3	<p>5-6 marks</p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of the sociological factors affecting Aisha a confident grasp of relevant concepts 	<p>5-6 marks</p> <p>A good analysis demonstrating:</p> <ul style="list-style-type: none"> reasoned interpretation of the potential impact of the sociological factors on Aisha's holistic development thorough engagement with the impact of these factors
2	<p>3-4 marks</p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of the sociological factors affecting Aisha a generally secure grasp of relevant concepts 	<p>3-4 marks</p> <p>A basic analysis demonstrating:</p> <ul style="list-style-type: none"> some interpretation of the potential impact of the sociological factors on Aisha's holistic development straightforward engagement with the impact of these factors
1	<p>1-2 marks</p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of factors affecting Aisha some grasp of basic concepts 	<p>1-2 marks</p> <p>A limited analysis demonstrating:</p> <ul style="list-style-type: none"> little evidence of interpretation of the potential impact of the factors on Aisha's development little engagement with the factors
	<p>0 marks</p> <p>Response not creditworthy or not attempted</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted</p>

Section B

Question		Answer	AO1	AO2	AO3	Total mark
3.		<i>Practitioners support children's holistic development, which includes their physical, cognitive and language development.</i>				
	(a)	<i>Outline how regular active play can help children develop life skills and a lifelong habit of daily exercise.</i>	6			6
		<p>Answers may refer to:</p> <ul style="list-style-type: none"> • the key to a healthy life is physical activity at a young age • activities should incorporate many different skills • safe, stimulating environments are important, as are positive role models • young children need regular, vigorous, physical activity, such as active play, to develop and grow properly • active play strengthens bones, muscles and the brain and establishes connections between all of them • a physically active lifestyle is crucial for life-long health and physical and emotional wellbeing • to develop good habits, children should be physically active every day • regular active play can help to develop skills to prevent obesity (if children don't develop good habits of physical activity when they are young, they increase their risk of being overweight or obese later in life) • active play helps children to develop: <ul style="list-style-type: none"> ○ communication and social skills ○ an understanding of social rules ○ friendships ○ a sense of 'give and take' ○ patience and perseverance ○ an understanding of others ○ teamwork and a sense of belonging <p>Credit any other relevant response.</p>				

Band	AO1
3	<p style="text-align: center;">5-6 marks</p> <p>A very good outline, which shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of how regular active play can help children develop life skills and a lifelong habit of daily exercise a confident grasp of the importance of active play
2	<p style="text-align: center;">3-4 marks</p> <p>A good outline, which shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of how regular active play can help children develop life skills and a lifelong habit of daily exercise a generally secure grasp of the importance of active play
1	<p style="text-align: center;">1-2 marks</p> <p>A basic outline, which shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of how regular active play can help children develop life skills and/or a lifelong habit of daily exercise some grasp of the importance of active play
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted</p>

Question		Answer	AO1	AO2	AO3	Total mark
	(b)	<i>Assess how unstructured play promotes a child's intellectual development.</i>			6	6
		<p>Answers may refer to:</p> <p>Unstructured play is improvised and child-led. Unstructured play allows children the freedom to explore, create, experiment, and discover new things in the world around them. It supports their curiosity and helps them make sense of their surroundings. Adults intervene only if necessary, and in a sensitive way.</p> <p>Unstructured play promotes a child's intellectual development:</p> <ul style="list-style-type: none"> • children will become more creative and develop their creative thinking, they will begin to use their imagination to create their own games and visualise stories, using their imagination • develop problem solving skills as in their own games and unstructured play, children will face challenges like who should take the first turn, begin to establish rules and work through everyday problems • problem-solving is a key skill that helps develop critical thinking and improve cognitive development in children • unstructured play promotes teamwork and communication. Children's play will develop scenarios where children will learn how to ask questions, listen and share their experiences and make friends with other children • develop communication, language and vocabulary • in structured activities, a child is exposed to skills and processes that will help them develop. In unstructured play, children master those skills and further improve their development • builds resilience as unstructured play provides them with a space to experience this feeling in a safe and comforted environment. Things not working out allows a child to develop resilience and promotes perseverance and problem-solving • children learn how to negotiate to get what they want, make compromises, and develop decision-making skills that will assist them in structured play. These skills are important as they also assist in cognitive reasoning to help children develop an awareness of other people's feelings • unstructured play promotes imagination, because unstructured play enhances inventiveness, imagination <p>Credit any other valid response.</p>				

Band	AO3
3	<p style="text-align: center;">5-6 marks</p> <p>A very good assessment demonstrating:</p> <ul style="list-style-type: none"> • reasoned judgements of ways in which unstructured play promotes a child's intellectual development • confident engagement with the concept of unstructured play
2	<p style="text-align: center;">3-4 marks</p> <p>A good assessment demonstrating:</p> <ul style="list-style-type: none"> • generally valid judgements about ways in which unstructured play promotes a child's intellectual development • straightforward engagement with the concept of unstructured play
1	<p style="text-align: center;">1-2 marks</p> <p>A basic assessment demonstrating:</p> <ul style="list-style-type: none"> • little evidence of judgements about ways in which unstructured play promotes a child's intellectual development • some engagement with the concept of unstructured play
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted</p>

Question		Answer	AO1	AO2	AO3	Total mark
	(c)	<i>Explain the importance of attachment for the development of children from birth to three-years-old.</i>		8		8
		<p>Answers may refer to:</p> <ul style="list-style-type: none"> attachment to an adult caregiver is of vital importance for all babies from birth as they rely on their carer to meet all their needs the type of attachment a child forms can have an impact on their development throughout their childhood and into adult life attachment is part of the survival need of all infants as they are unable to care for themselves and although some babies have more secure attachments than others; an attachment to a caregiver is always formed. This attachment is most commonly to the mother but can also be to the father, grandparent, or caregiver attachment is thought to develop in stages and babies form a specific attachment to 1 person by 7-9 months but by 10 months form attachments to multiple people children form attachment to the person who responds to their needs - rather than the person who spends most time with them Bowlby, Rutter were theorists who studied attachment there are four main classifications of attachment: secure, anxious/avoidance, resistant, disorganised attachment helps children develop independence as they can go out and explore the world from a secure base attachment influences not only how children will interact with others but how they feel about themselves, including their sense of self and their relationship with themselves and others attachment influences all aspects of child development affecting how confident they are in themselves and others and in all their social interactions including those at nursery, school with friends and family children who have formed a secure attachment have better early communication skills due to better interactions and engagement with their caregiver which promotes self-confidence. They are more likely to form strong attachments in adulthood. They are more confident in school and have better relationships with teachers, practitioners and peers. They perform better at school and are more able to co-operate and work as a team; they also have less tendency to behaviour problems, and problems in their relationships with others 				

Question		Answer	AO1	AO2	AO3	Total mark
		<p>Candidates may also consider what happens when a child does not form an attachment:</p> <ul style="list-style-type: none"> not all children are given the opportunity to form the same attachment as others e.g., looked after children, or children who have been separated from their parents Insecure attachment can often have a negative effect on children's development, where children may find it difficult to form successful relationships and this can continue into adulthood. These children often display behaviour problems such as being withdrawn, clingy and having temper tantrums. They often have poor social skills and are less resilient than other children. These children often find it difficult to regulate their emotions and can be aggressive or show depression or anxiety from an early age. They also frequently suffer from low self-esteem which can further impact on their socialisation and cause further difficulties in forming friendships and relationships. <p>Credit any other valid response.</p>				

Band	AO2
4	<p>7-8 marks</p> <p>An excellent explanation that shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of the importance of attachment for the development of children from birth to three-years-old a confident grasp of the concept of attachment
3	<p>5-6 marks</p> <p>A good explanation that shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of the importance of attachment for the development of children from birth to three-years-old a generally secure grasp of the concept of attachment
2	<p>3-4 marks</p> <p>A basic explanation that shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of the importance of attachment for the development of children from birth to three-years-old some grasp of the concept of attachment
1	<p>1-2 marks</p> <p>A limited explanation that shows:</p> <ul style="list-style-type: none"> little knowledge and understanding of the importance of attachment for the development of children from birth to three-years-old little grasp of the concept of attachment
	<p>0 marks</p> <p>Response not creditworthy or not attempted</p>

Question		Answer	AO1	AO2	AO3	Total mark
4.	<i>Play underpins the Foundation Phase Framework.</i>					
	(a)	<i>Explain how Piaget's theory helps practitioners understand how children learn through play.</i>		6		6
		<p>Answers may refer to:</p> <ul style="list-style-type: none"> the Foundation Phase in Wales which promotes children's learning through play and experiential learning is underpinned by Piaget's theories. Piaget's theories have an emphasis on active rather than passive learning, through exploring the world and discovery learning which are key aspects of the Foundation Phase the model for Piaget's theory of play was based on his experiments and observations of children playing. He recognised the differences between physical and symbolic play, and he believed that play provided a relaxed environment where learning took place more easily Piaget's theory of play suggested that children's play and intellectual development are keenly intertwined. As children grow and develop, their play environment should too Piaget's theory is based on how children learn through play and the benefits of learning through play. His theory also provides a clear foundation for the education of children. It allows professionals to gain knowledge on how they should work with children and ensure that children are given the correct opportunities Piaget's work was based around the concept that there are four developmental stages. His four-stage theory of child development was seen as a ladder that children climbed as they gradually increased their knowledge of the world around them Piaget suggests that all children will go through these stages in this order but will do so at their own pace. Some children may take longer to move to the next stage than others, and this is to be expected Sensorimotor Stage (0-2 years) - babies and toddlers live in the present and experience the world through exploration using their five senses. This stage in a child's development was that a child does not know an object still exists when it is out of sight Preoperational Stage (2-7 years) - young children will look at the world only from their own point of view. They can think about things that are not in front of them with pictures or words, but are not very skilled in problem-solving yet 				

Question		Answer	AO1	AO2	AO3	Total mark
		<ul style="list-style-type: none"> Concrete Operational Stage (7-11 years) – Children become more empathetic and can think about the world from other's points of view. They are developing logic skills and can now work things out in their heads rather than using physical representations Formal Operational Stage (12+ years) - older children can now talk more about abstract ideas and form arguments. Their logic skills are more developed and children can now think more independently and offer their own ideas Piaget was interested in how children began to develop an understanding of concepts such as time, numbers and quantities. Piaget believed that knowledge does not simply develop out of experiences, but that we have internal building blocks called schemas that help us organise knowledge and make sense of the world around us. Adaptation: Piaget believed cognitive development was a process where we adapt or adjust to the world through assimilation, accommodation, and equilibration Piaget's theory of cognitive development suggests that in the early years children learn most effectively when exploring the world around them and making use of all of their senses. This supported the popularity of discovery learning and sensory play. These enable children to explore their environments and provide practitioners with ideas and suggestions for activities that stimulate the senses to help keep children engaged, involved and learning teachers emphasise student-centred activities to promote learning where children learn through active discovery rather than direct tuition and there is a focus on the learning process rather than the end product Piaget also recognised the importance of observing children to assess their developmental level in order to plan tasks activities that are age and stage appropriate, and this is an important part of session planning in settings. Children are given many opportunities to learn and develop and are given the opportunity to use any resources and materials that are necessary to the task. They have access to all resources that they need and have work that is appropriate to their age and capability <p>Credit any other valid response.</p>				

Band	AO2
3	<p style="text-align: center;">5-6 marks</p> <p>A very good explanation which shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of how Piaget's theory helps practitioners understand how children learn through play a confident grasp of Piaget's theory.
2	<p style="text-align: center;">3-4 marks</p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of how Piaget's theory helps practitioners understand how children learn through play a generally secure grasp of Piaget's theory.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of how Piaget's theory helps practitioners understand how children learn through play some grasp of Piaget's theory.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total mark
	(b)	<i>Describe the stages of children's play from birth to five-years-old.</i>	8			8
		<p>Answers may refer to:</p> <ul style="list-style-type: none"> there are 6 stages of play during early childhood. All of the stages of play involve exploring, discovering using their imagination and being creative. Children's play changes by age as they grow and develop their skills unoccupied Play (Birth-3 Months) making a lot of movements with their arms, legs, hands, feet, etc. They are learning about and discovering how their body moves solitary play (Birth-2 Years) where children prefer to play on their own as they are taking the opportunity to explore their environment. This can be from the sound of their voice to the feeling of their body parts. It is also normal for older children to want to play on their own. They can spend long periods concentrating on a particular activity spectator/onlooker behaviour (2 Years) a child begins to watch other children playing but does not play with them. Watching helps a child develop confidence and learn the way children play together. During onlooker play, by observing a child is building their own skills. Children in onlooker play may comment on the observed activities. They are learning about how children interact ready for their eventual participation in such group play parallel play (2+ Years) children prefer to play alongside other children but tend not to interact with them. They may be participating in similar activities or sometime activities that completely different, but they like to be around other children that are of a similar age associate play (3-4 Years) a child starts to interact with others during play, but there is not a large amount of interaction at this stage cooperative play (4+ years) a child plays together with others and has interest in both the activity and other children involved. They will discuss aspects of their play, make rules, take turns and share demonstrating the social skills they will need throughout their lives. This usually occurs between four and five years of age; this is the main type of play seen in children of this age, although the earlier stages of play will still be observed as children use all types of play to develop their skills, knowledge and understanding <p>Credit any other valid response.</p>				

Band	AO1
4	<p>7-8 marks</p> <p>An excellent description which shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of the six stages of children's play from birth to five-years-old a confident grasp of the stages of play
3	<p>5-6 marks</p> <p>A good description which shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of most of the stages of children's play from birth to five-years-old a generally secure grasp of the stages of play
2	<p>3-4 marks</p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of some of the stages of children's play from birth to five-years-old some grasp of the stages of play
1	<p>1-2 marks</p> <p>A limited description which shows:</p> <ul style="list-style-type: none"> little knowledge and understanding of the stages of children's play little grasp of the stages of play
	<p>0 marks</p> <p>Response not creditworthy or not attempted</p>

Question		Answer	AO1	AO2	AO3	Total mark
	(c)	<i>With reference to Maslow's theory, consider how practitioners meet the holistic needs of young children.</i>			8	8
		<p>Answers may refer to:</p> <p>Maslow's theory</p> <ul style="list-style-type: none"> • Maslow's theory is based around the need for humans to find a state of fulfilment called self-actualisation, where a person achieves the highest level of their capability • Maslow's most famous theory is the hierarchy of needs, he argues that humans all have the same needs, and these must be met in a certain order • he presents these needs in the form of a pyramid with an individual's most basic physical needs at the bottom and reaching self-actualisation at the top. Each step of the pyramid must be fulfilled before moving to the next stage and the higher level of needs <p>Practitioners meet the holistic needs of young children:</p> <ul style="list-style-type: none"> • practitioners need to try to ensure that the children are well-fed, sleeping well, feeling safe at home, and have confidence in themselves. Maslow's hierarchy of needs helps practitioners understand how to meet children's specific needs • practitioners must try to ensure that biological and physiological needs must first be met. If children are hungry or tired, they have difficulty concentrating. It is important to meet these needs before encouraging them to play, listen to a story, complete work, etc. • once basic needs are met, children may be more aware of separation anxiety or fear of new activities relating to the safety and security stage. Belongingness needs can be met in settings as children will be able to make friends or form attachments to a key person • the fourth stage, esteem, relates to children's need to gain independence, self-respect, or achievement. Children benefit from being praised by practitioners for their work or being able to accomplish something on their own, like tie their shoelaces or eat their snack • self-actualisation is the realisation of personal potential. This develops over time as a sense of contentment with oneself and situation 				

Question		Answer	AO1	AO2	AO3	Total mark
		<ul style="list-style-type: none"> all of children's developmental needs are encompassed in Maslow's theory – physical development, emotional development, social development, cognitive and language development <p>Credit any other valid response.</p>				

Band	AO3
4	<p>7-8 marks</p> <p>An excellent response demonstrating:</p> <ul style="list-style-type: none"> thorough understanding which considers how practitioners use Maslow's theory to meet the holistic needs of young children confident and detailed engagement with Maslow's theory
3	<p>5-6 marks</p> <p>A good response demonstrating:</p> <ul style="list-style-type: none"> generally secure understanding which considers how practitioners use Maslow's theory to meet the holistic needs of young children thorough engagement with Maslow's theory
2	<p>3-4 marks</p> <p>A basic response demonstrating:</p> <ul style="list-style-type: none"> some understanding showing some consideration of how practitioners use Maslow's theory to meet the holistic needs of young children straightforward engagement with Maslow's theory
1	<p>1-2 marks</p> <p>A limited response demonstrating:</p> <ul style="list-style-type: none"> little understanding of how the use of Maslow's theory can meet the needs of young children little engagement with Maslow's theory
	<p>0 marks</p> <p>Response not creditworthy or not attempted</p>

Question	Answer	AO1	AO2	AO3	Total mark
5.	<p><i>Jac is five-years-old and has recently started showing behaviour in school that challenges, such as hitting, biting and being unwilling to share or take turns with others.</i></p> <p><i>Jac has recently moved house and school and his parents suggest this could be the reason for the change in his behaviour. The school and Jac's parents are keen to support him to develop positive behaviour patterns. His teacher suggests using the behaviour modification approach, such as reward charts.</i></p>				
	<p><i>Describe the strategies used in the behaviour modification approach that aim to develop positive behaviour patterns in children and evaluate the potential impact of these strategies on Jac.</i></p>	8		10	18
	<p>Answers may refer to:</p> <p>How the behaviour modification approach aims to develop positive behaviour patterns in children:</p> <ul style="list-style-type: none"> • behaviour modification is a psychotherapeutic intervention primarily used to eliminate or reduce unwanted behaviour in children • behaviour modification is developed from Skinner's theory of operant conditioning. This is generally the reinforcement of desired behaviour and ignoring or punishing unwanted behaviour • Practitioners modelling positive behaviour: Bandura's social learning theory also demonstrates the practical ways in which children's behaviour can be adjusted to give them the best possible outcomes • positive reinforcement is a behaviour modification where children are given a pleasant or desirable stimulus after good behaviour. Children who receive positive reinforcement for good behaviour are more motivated to continue the same actions • the use of behaviour modification allows the child to feel valued creating positive relationships • those working in childcare can promote positive behaviour patterns in children and young people by modelling good behaviour, setting boundaries, consistency, reinforcement and creating an environment for good behaviour • to promote positive behaviour a behaviour policy justifies expectations, includes children's input, expresses rules positively, includes rules about group behaviours and promotes resilience strategies. • reward charts are where targeted or desired behaviours are exchanged for tokens such as stickers, stars and certificates which are later exchanged for rewards such as privileges or favoured activities. They reward positive behaviours such as taking responsibility, being kind to another child or sharing 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> other forms of behaviour modification strategies include: <ul style="list-style-type: none"> managing the environment being consistent key person creating behaviour or routine cards continuing observations and tuning in to what the child is really trying to say through their challenging behaviour Antecedents, Behaviours and Consequences charts (ABC charts) <p>The potential impact of these strategies on Jac:</p> <ul style="list-style-type: none"> the use of behaviour modification could lead to significant improvements in his behaviour he will build better relationships with teachers feel more valued in the school and feel more of a sense of belonging through being praised and rewarded Jac will feel more confident in the setting and build better relationships with other children as Jac's behaviour improves, other children will be more likely to want to play with him and he will feel less isolated Jac will be less likely to be bullied by other children the classroom environment will be more positive, benefitting Jac and the other children behaviour modification will develop Jac's character as young children who are encouraged to behave appropriately by means of behaviour modification tend to show more positive results in terms of character development using a positive approach will motivate Jac to exceed expectations. He will want to gain the praise and rewards so will try hard to meet behavioural goals children who are motivated by fear of punishment only comply with minimum effort; they only do the bare minimum so that they can avoid being punished Jac will understand that good behaviour results in positive consequences such as rewards or recognition. This teaches him the value of personal responsibility and self-discipline using a positive approach will make Jac feel valued and cared for behaviour modification helps develop a child's self-esteem. if Jac is confident and has healthy self-esteem he is more likely to find success later in life by using behaviour modification, Jac will feel good about himself when he has done something right. Instead of feeling terrible and focusing on the things he did wrong Jac will realise he feels better when he behaves well and will try to behave well all the time behaviour modification will teach Jac to feel good about his accomplishments and successes – no matter how small they are <p>Credit any other valid response.</p>				

Band	AO1	AO3
4	<p>7-8 marks</p> <p>An excellent description which shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of the strategies used in the behaviour modification approach confident grasp of behaviour modification. 	<p>9-10 marks</p> <p>An excellent evaluation demonstrating:</p> <ul style="list-style-type: none"> perceptive, informed judgements of the potential impact of the strategies on Jac. confident and detailed engagement with the strategies used in the behaviour modification approach <p>The candidate's response is clearly expressed and shows accurate use of a broad range of terminology. Writing is very well structured and highly organised using accurate grammar, punctuation and spelling.</p>
3	<p>5-6 marks</p> <p>A good description which shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of the strategies used in the behaviour modification approach generally secure grasp of behaviour modification 	<p>6-8 marks</p> <p>A good analysis demonstrating:</p> <ul style="list-style-type: none"> reasoned judgement of the potential impact of the strategies on Jac thorough engagement with the strategies used in the behaviour modification approach <p>The candidate's response is clearly expressed and shows accurate use of terminology. Writing is well structured using mostly accurate grammar, punctuation and spelling.</p>
2	<p>3-4 marks</p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of the strategies used in the behaviour modification approach some grasp of behaviour modification 	<p>3-5 marks</p> <p>A basic analysis demonstrating:</p> <ul style="list-style-type: none"> generally valid judgements of the potential impact of the strategies on Jac straightforward engagement with the strategies used in the behaviour modification approach <p>The candidate's response is adequately expressed and shows appropriate use of terminology. Writing is mainly well structured using reasonably accurate grammar, punctuation and spelling.</p>
1	<p>1-2 marks</p> <p>A limited description which shows:</p> <ul style="list-style-type: none"> little knowledge and understanding of the strategies used in the behaviour modification approach little grasp of behaviour modification. 	<p>1-2 mark</p> <p>A limited analysis demonstrating:</p> <ul style="list-style-type: none"> little evidence of judgement of the potential impact of the strategies little engagement with the strategies used in the behaviour modification approach <p>The candidate's response shows basic use of terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Mapping of questions to specification content and assessment objectives

Unit 3

Question			Specification content (main focus)				Mark allocation			
			Section			Part	Total marks	AO1 marks	AO2 marks	AO3 marks
			2.3.1	2.3.2	2.3.3					
1	(a)		6			(a)	6	6	0	0
	(b)		6			(a)	6	6	0	0
	(c)				6	(b)	6	0	6	0
2	(a)		8			(a)	8	0	0	8
	(b)				14	(a)	14	6	0	8
Section A			20	0	20		40	18	6	16
3	(a)			6		(b)	6	6	0	0
	(b)			6		(d)	6	0	0	6
	(c)		8			(a)	8	0	8	0
4	(a)		6			(b)	6	0	6	0
	(b)			8		(c)	8	8	0	0
	(c)		8			(b)	8	0	0	8
5					18	(b)	18	8	0	10
Section B			22	20	18		60	22	14	24
Total marks			42	20	38		100	40	20	40