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Surname					Other names				
Centre Number					Learner Registration Number				
Pearson BTEC Level 1/Level 2 First Award									

Children's Play Learning and Development

Unit 1: Patterns of Child Development

Tuesday 13 January 2015 – Morning Time: 1 hour	Paper Reference 21486E
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<p>You do not need any other materials.</p>	<p>Total Marks</p>
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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 50.
- The marks for **each** question are shown in brackets – *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.

Turn over ►

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Answer ALL questions.

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 Children can roll over from back to front at

- A** Twelve months
- B** Six months
- C** Nine months
- D** Three months

(Total for Question 1 = 1 mark)

2 Which **two** of the following are examples of cognitive development?

- A** Showing wariness of strangers
- B** Exploring objects by putting in mouth
- C** Pointing using the index finger
- D** Starting to take turns with others
- E** Recognising numbers up to 100

(Total for Question 2 = 2 marks)

3 A child is able to use simple sentences. Which type of development is this an example of?

- A** Gross and fine motor
- B** Cognitive and problem solving
- C** Communication and language
- D** Emotional and social

(Total for Question 3 = 1 mark)

4 How can adults support a child's emotional and social development?

- A** Provide outdoor play
- B** Encourage writing skills
- C** Play memory games
- D** Introduce daily routines

(Total for Question 4 = 1 mark)



5 The expected communication and language milestone of a child at six months is

- A Making short babbling sounds
- B The ability to communicate wishes
- C Constructing complex sentences
- D Understanding simple instructions

(Total for Question 5 = 1 mark)

6 State what is meant by the term 'social development'.

.....

.....

(Total for Question 6 = 2 marks)

7 Grant is 12 months old and developing as expected.

Give **two** examples of emotional and social development milestones that Grant should reach in the next six months, when he will be 18 months old.

1

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2

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(Total for Question 7 = 2 marks)

8 Give **one** reason why early years practitioners use norms or milestones.

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.....

(Total for Question 8 = 1 mark)



9 Identify the reason for using a centile chart.

.....

(Total for Question 9 = 1 mark)

10 Scarlett is starting to pick up small objects. What fine motor skill is she using?

.....

(Total for Question 10 = 1 mark)

11 What is the expected age of a child who has just started to jump with two feet together from a low step?

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(Total for Question 11 = 1 mark)

12 A child can 'conserve' quantities and numbers. Describe what is meant by this.

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(Total for Question 12 = 2 marks)

13

Siraj enjoys doing gymnastics. He can hop and jump confidently and balance on a beam.

Which age range is Siraj likely to be within?

.....

(Total for Question 13 = 1 mark)



14

Ava has recently started in reception class at school.

Explain **two** ways in which early years practitioners could support Ava's communication and language development at school.

1

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2

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(Total for Question 14 = 4 marks)

15

Abdul is two years old. He is unsettled at nursery.

Explain **one** way Abdul can be supported when playing in the role-play area.

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(Total for Question 15 = 2 marks)



16

Peter is seven years old and has started a new school. His grandfather has recently moved to Spain. He is very close to his grandfather. Peter has become emotionally withdrawn.

(a) Identify **two** recent transitions Peter has experienced.

(2)

1

2

(b) Explain **two** ways in which adults could minimise the impact of these transitions on Peter's emotional and social development.

(4)

1

2

(c) Explain **two** ways that Peter's emotionally withdrawn state may affect his language development.

(4)

1

2

(Total for Question 16 = 10 marks)



17

Kath is almost three years old. She had a broken right arm and was in plaster for four months. Kath is right-handed. Her plaster has recently been removed and she is showing reduced fine motor development for her age.

(a) Give **one** way being in plaster may have affected Kath's fine motor skills.

(1)

(b) Describe **one** activity that adults could provide to help support Kath's fine motor development.

(2)

(Total for Question 17 = 3 marks)



18

Harry is four years old.

- (a) Describe **one** emotional and social milestone Harry will be expected to meet between four and five years of age.

(2)

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.....

Harry is reaching the expected milestones. He enjoys story time and actively joins in by asking lots of questions.

- (b) Explain **two** ways in which story time could help Harry's cognitive development.

(4)

1

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2

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(Total for Question 18 = 6 marks)



19 Assess the importance of adults in supporting children's physical development

[Dotted lines for writing]

(Total for Question 19 = 8 marks)

TOTAL FOR PAPER = 50 MARKS





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