

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson BTEC  
Level 1/Level 2  
First Certificate

Centre Number

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Learner Registration Number

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**Thursday 10 January 2019**

Afternoon (Time: 1 hour)

Paper Reference **21486E**

**Children's Play, Learning and  
Development**

**Unit 1: Patterns of Child Development**

**You do not need any other materials.**

Total Marks

### 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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**Pearson**

**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** Development should be viewed holistically because children:

- A** Acquire skills at varying rates
- B** Develop a range of friendships
- C** Express emotions through behaviours
- D** Develop confidence in their abilities

**(Total for Question 1 = 1 mark)**

**2** Which **one** of the following will a child aged from five years start to do?

- A** Shake a rattle
- B** Tie and untie shoelaces
- C** Draw dots and circles
- D** Reach for a toy

**(Total for Question 2 = 1 mark)**

**3** **Cognitive** and **language** development combine to help children:

- A** Compare themselves to others
- B** Be positive role models
- C** Express their thoughts
- D** Develop secure attachments

**(Total for Question 3 = 1 mark)**

**4** Identify **two** aspects of **physical** development.

- A** Coordination
- B** Imagination
- C** Perception
- D** Balance
- E** Self-esteem

**(Total for Question 4 = 2 marks)**

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5 Identify **two** ways adults can support children's **communication** and **language** development.

- A Asking questions
- B Reciting rhymes
- C Cutting out shapes
- D Providing simple puzzles
- E Meeting nutritional needs

(Total for Question 5 = 2 marks)

6 Introducing daily routines helps children to:

- A Visit different places
- B Develop speech
- C Establish security
- D Focus attention

(Total for Question 6 = 1 mark)

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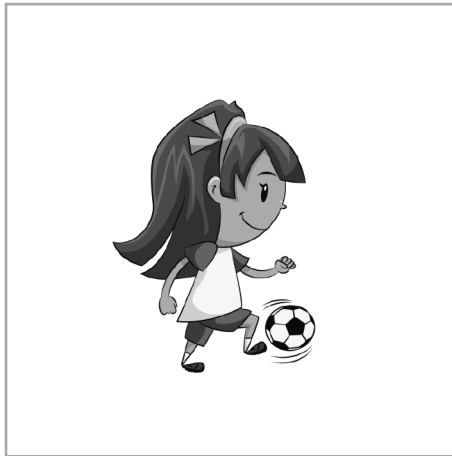
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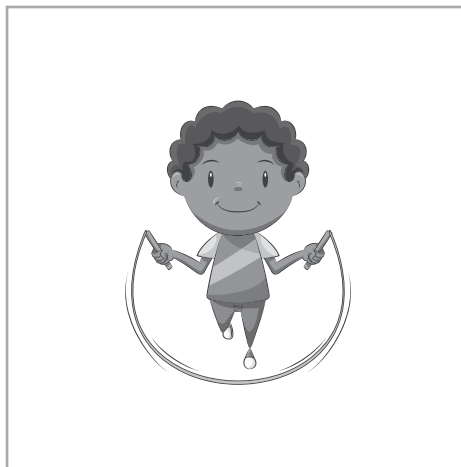




(Source: © Victor\_Brave/Getty Images)

**Figure 1**

- 7 (a) At what age should a child be able to kick a large ball? (1)



(Source: © Victor\_Brave/Getty Images)

**Figure 2**

- (b) At what age should a child be able to skip with a rope? (1)

- (c) What **area of development** is shown in Figures 1 and 2 above? (1)

**(Total for Question 7 = 3 marks)**

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8

At **18 months** a child is emotionally dependent on parents and key persons.

Give **two** other expected **emotional and social** milestones for a child aged **18 months**.

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2 .....

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(Total for Question 8 = 2 marks)

9

Jess can button and unbutton clothes and thread beads.

What **age range** is Jess likely to be within?

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(Total for Question 9 = 1 mark)

10 (a) Give **one cognitive** milestone a child should reach between **15 months** and **two years** old.

(1)

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(b) Give **two gross motor** development milestones a child should reach between **15 months** and **two years** old.

(2)

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(Total for Question 10 = 3 marks)



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11

Karen is **six months** old and recognises and responds to the emotions of others.

- (a) Give **two** other **emotional and social** milestones Karen should develop between **six** and **12 months** old.

(2)

1

2

- (b) Karen's key person is helping Karen sit unsupported by placing pillows around her.

Describe **one** other way the key person can support Karen's **gross motor** development between **six** and **12 months** old.

(2)

(Total for Question 11 = 4 marks)

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12 (a) Give **two cognitive** milestones a child should reach between **one** and **six months** old.

(2)

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(b) Give **two communication and language** milestones a child should reach between **one** and **six months** old.

(2)

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(Total for Question 12 = 4 marks)

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13

Miss Faulkner is a teaching assistant working with children aged **five years** old.

She is talking to children, explaining why it is important to understand the feelings of others.

Describe **one** other way Miss Faulkner can support the children's **emotional and social** development to reach expected milestones between **five** and **eight** years old.

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(Total for Question 13 = 2 marks)

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14

Ashwin is **15 months** old and meeting expected milestones.

To encourage Ashwin's speaking skills, his key person shows him objects and says their names.

Recommend **two** other ways the key person can support Ashwin's **communication and language** skills to meet expected milestones at **two years** old.

**Your response should include:**

- age/stage milestones at **two years** old
- age appropriate resources/activities
- how these resources/activities support Ashwin's **communication and language** skills.

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**(Total for Question 14 = 6 marks)**

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15

Elodie is **four years** old and meeting expected milestones.

Elodie's childminder is helping Elodie count up to 10 using some building blocks.

Explain **two** other ways Elodie's childminder can support Elodie's **cognitive** skills to meet expected milestones between **four** and **five years** old.

Your response should include the:

- age/stage milestones
- support/resources/activities the childminder can provide.

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(Total for Question 15 = 4 marks)

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16

Jessica is **15 months** old and meeting expected milestones.

Jessica's key person has been helping her develop her pincer grasp by putting small objects in a jar for her to pick out.

Explain **two** other ways the key person can develop Jessica's **fine motor** skills to meet expected milestones between **15 months** and **two years** old.

Your response should include the:

- age/stage milestones
- support/resources/activities the key person can provide.

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(Total for Question 16 = 4 marks)

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17

Adults at Shirevale Nursery are supporting children aged **three years** to develop their problem-solving skills, through an experiment on objects that float and sink.

Children are working in pairs predicting the outcome of the experiment. This helps them to enjoy being with other children. Not providing paired activities could affect their language and communication as they would not be learning new vocabulary.

Assess how using other problem-solving activities can support children’s **emotional and social** development between the ages of **three** and **four years**.

Your response should include:

- appropriate activities/resources linked to problem solving
- expected **emotional and social** milestones between the ages of **three** and **four years**
- judgements on the negative/positive impact for **one** other area of development.

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**(Total for Question 17 = 9 marks)**

**TOTAL FOR PAPER = 50 MARKS**





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