

Pearson BTEC Level 3 National Subsidiary Award, Award,
Subsidiary Certificate, Certificate and Diploma

Children's Play, Learning and Development

Unit 1: Child Development

Wednesday 22 January 2014 – Morning

Scenario

Paper Reference

20780E

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SECTION 1 – Case Study

You are advised to spend up to 15 minutes reading the case study before attempting all questions.

Read the following information and answer questions 1 to 7, which are based on this early years case study.

Family background information.

Tammy and Jessie are 7-year-old identical twins.

The family have a farm on the outskirts of a large village and keep a small number of animals.

Tammy weighed 2.8 kilograms (6.2 pounds) when she was born. She enjoys writing and drawing, playing on the floor with her toys and helping her mother in the kitchen. Tammy's mother sits down and reads with her; this has promoted Tammy's language development. They also do maths together. Her mother uses packets in the kitchen regularly to help Tammy understand mass and volume. Tammy and her mother are very close and enjoy watching television together. Tammy is overweight for her age.

Jessie weighed 2 kilograms (4.4 pounds) when she was born. She is very active and loves to participate in sports and has joined the local ballet class. Jessie prefers to be outdoors and has just learned to ride her new two-wheeler bike around the farmyard. Sometimes her friends from school come to the farm and they enjoy games that involve role-play. Jessie loves to feed and clean the animals with her father. The farm cat has just had six kittens and Jessie has been given the job of choosing names for the kittens.

Information from the Early Years Settings.

The twins go to the same school and are in Year 3. They are in different classes.

Tammy is in Tigers Class. The teacher, Mrs Ahmed, always gives her additional work in maths because she completes the work quickly and is good at problem solving and number sequences. Tammy likes the praise that she gets from her teacher. She has recently been using counters to help her to understand division. Her written work is helped because she can hold a pencil properly and has learned to form numbers correctly, as well as copy triangles and circles.

Tammy enjoys music and played percussion in the summer concert. Tammy likes Mrs Ahmed. She was delighted when she went with her family to see Mrs Ahmed play drums in a concert for a children's charity, which the school supports. Tammy and Jessie now support the charity and are doing the school's sponsored walk to raise money.

Jessie is in Leopards Class. She is always active in group activities and good at dance. Jessie receives a lot of positive encouragement from her teacher and head teacher and is proud to have been chosen to represent her school in the local dance competition.

Jessie's ability in numeracy and reading is not as advanced as that of Tammy. Jessie is having difficulty adding up numbers and does not understand place value. She knows few words by sight when she is reading. Jessie does not enjoy reading as she finds it difficult. The teacher is trying to help Jessie by giving her the opportunity to practise her reading and number work. The teacher has placed Jessie at a table with children who are at a higher level than she is in the hope that Jessie will learn from them and be able to use them as role models. The teacher has a smiley face chart on the wall and ensures that Jessie gets a smiley face sticker when she has put a lot of effort into her work.