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Surname					Other names				
Centre Number					Learner Registration Number				
Pearson BTEC Level 3 Nationals Extended Certificate									
<h1>Children's Play, Learning and Development</h1> <h2>Unit 1: Children's Development</h2>									
Wednesday 10 January 2018 – Morning Time: 1 hour 45 minutes					Paper Reference 31597H				
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 90.
- 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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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 ☒.

Read the following information and answer Question 1, which is based on this case study.

1

Afsana and Zach are three years old and attend Jolly Sheep Day Nursery.

The nursery has organised its role play area as a greengrocer's shop to promote imaginative play. The children have modelled salt-dough vegetables, which they painted. Each one has a price label.

There is a till with pretend money, shopping bags and weighing scales.

The early years practitioner, Thom, is playing with Afsana in the shop.

Afsana is the shop assistant and Thom is the customer. Thom politely asks for carrots. Afsana enjoys weighing and counting them and telling Thom how much they cost. Thom pays with the pretend money and puts the carrots in a bag and carries the bag across the room.

Zach was watching and wants to be the customer. Playing alongside Afsana, he copies how Thom chose carrots, and pays for them.

(a) Select **one** way that imaginative play promotes social development for Zach, in the case study.

(1)

- A** He begins to learn about the world around him
- B** He begins to take turns using resources
- C** He plays cooperatively with other children
- D** He can make up rules as he plays

(b) List **three** fine motor skills that are used by Afsana and Zach in the case study.

(3)

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(c) Describe **two** ways Bandura's social learning theory can be used to understand Zach's play in the shop.

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(d) Discuss how Bruner's modes of cognitive representation can be used to help practitioners understand Afsana and Zach's numeracy in the role play shop.

(8)

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QUESTION 2 BEGINS ON THE NEXT PAGE.



Read the following information and answer Question 2, which is based on this case study.

2

Magda is two and a half years old and attends Station Nursery.

In her assessment last year it was found that she was behind with her cognitive development milestones. Other areas of development are meeting norms. The nursery asked Sarah, an early years practitioner, to work one-to-one with Magda.

Sarah helps her to count bricks and plays with cups and jugs in the sand tray. During outside play, Magda kicks a large ball and jumps on the coloured squares with two feet together.

Sarah encourages Magda's parents to spend time with her playing with different coloured toys and counting when the opportunity arises. They take her to a parent and child music group where she enjoys singing with the other children. Magda also likes to play alongside her older cousins when she sees them at weekends.

(a) Identify the norm of fine motor development that Magda will be meeting at the age of two and a half years.

(1)

- A Kicks a large ball
- B Jumps with two feet together
- C Counts bricks accurately
- D Pours sand into cups

(b) List **three** activities from the case study that promote Magda's cognitive development.

(3)

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(c) Describe **two** ways Bronfenbrenner's theory could be used to understand Magda's social development.

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(d) Discuss how Sarah can use Vygotsky's zone of development theory to support Magda's progress in her cognitive development.

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QUESTION 3 BEGINS ON THE NEXT PAGE.



Read the following information and answer Question 3, which is based on this case study.

3

Floella is nine months old.

She has started going to a childminder. When her mother leaves, Floella cries, screws up her eyes and kicks out her legs. The childminder distracts her with bubbles. Floella stops crying, smiles and holds onto the blanket she brought from home.

During the day the childminder sings 'Heads, shoulders, knees and toes' pointing to the appropriate parts of Floella's body.

Later the childminder puts out a treasure basket and Floella plays with the objects for ten minutes. Floella picks up a wooden ball which she feels carefully with her hands and then her mouth. She drops it and it rolls under the basket, out of sight. Floella points to where the ball went and makes a sound.

(a) Identify **two** ways Floella is using non-verbal communication in the case study.

(2)

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(b) Identify **two** ways the childminder is promoting Floella's cognitive development, in the case study.

(2)

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(c) Describe **two** ways Piaget's universal stages of development can be used by the childminder to understand Floella's cognitive development.

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(d) Discuss how Floella's behaviour may be understood using Ainsworth's theory of attachment.

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QUESTION 4 BEGINS ON THE NEXT PAGE.



Read the following information and answer Question 4, which is based on this case study.

4

Rosanna and Liam are four and a half years old and attend Reception class.

The teacher has a sticker chart to reward good behaviour.

Liam likes to play on the tricycles and scooters outside with his friends. He runs around quickly and avoids obstacles. Liam can kick a large ball. He can throw the large ball to the adults.

Rosanna and Liam can hold conversations. Liam asks questions all the time, particularly asking 'Why...?'; Rosanna talks while she plays, making up stories. She often confuses fact and make-believe.

Rosanna will shout and scream if she can't get the toy she wants. Sometimes she will pull the toy away from another child or push them out the way to get to it.

- (a) Identify **two** gross motor skills used by Liam in the case study that show he has reached the development norms for a four-year-old.

(2)

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- (b) Identify **two** examples from the case study that show that Rosanna and Liam have reached the language development norms for a four year old.

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(c) Describe **two** ways that Chomsky's theory of language might be used by the teacher to promote Rosanna and Liam's language development.

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(d) Discuss how the Reception class teacher could use Skinner's theory to improve Rosanna's behaviour.

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(Total for Question 4 = 16 marks)

TOTAL FOR SECTION A = 64 MARKS

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QUESTION 5 BEGINS ON THE NEXT PAGE.



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(Total for Question 5 = 12 marks)



6

Mai is six years old and her family have recently moved house. Mai has joined Year 1 of her new primary school, halfway through the year.

Evaluate the impact on Mai's cognitive, social and emotional development of joining the new class.

(14)

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TOTAL FOR SECTION B = 26 MARKS
TOTAL FOR PAPER = 90 MARKS





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