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Other names

Pearson BTEC Level 3
Nationals Extended
Certificate, Foundation
Diploma, Diploma,
Extended Diploma

Centre Number

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Learner Registration Number

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Children's Play, Learning and Development

Unit 1: Children's Development

Thursday 7th June 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 ☒.

1

Prisha is one year old and has attended Jolly Sheep Nursery for three months.

When Prisha is taken to nursery, she is happy to be left by her mother if the Early Years Practitioner, Sophie, is there to meet her. Prisha waves goodbye when prompted. If Sophie is absent, Prisha becomes very upset and clings to her mum.

Observations show that Prisha is meeting developmental norms.

When Prisha is settled, she crawls to reach the building blocks. She sits up and holds one block in each hand and bangs them together. She crawls to the table, pulls herself to a standing position and cruises around the table to reach the toys.

(a) Identify the definition of development.

(1)

- A an increase in physical size, beginning with muscular control
- B the acquisition of skills, proceeding through a set order
- C how children explore within their own environment
- D the process of change in intellectual abilities

(b) List **three** gross motor skills mentioned in the case study that show Prisha is meeting her development norms.

(3)

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(c) Describe **two** ways the early years practitioners could use Chomsky's theory of language to promote Prisha's language development.

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(d) Discuss how practitioners can use Bowlby's theory of attachment to understand Prisha's behaviour when arriving at the nursery.

(8)

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QUESTION 2 BEGINS ON THE NEXT PAGE.



2

Gareth is a lively four-year-old boy who has a mild hearing impairment in one ear.

He attends day nursery where he has made good friendships. He likes to sit at the literacy table with older children. Some boys run and shout indoors. Gareth has started to join in. The early years practitioners have asked them to stop.

Gareth likes to play with construction toys and build cars. He shares the resources with his best friend, Eryk. He takes turns using the sit-on cars outside, waiting patiently for his go.

The early years practitioner tells the children to put their coats on, Gareth watches the other children and copies them. The practitioner smiles and praises him.

(a) Identify **one** aspect of Maslow's hierarchy of needs that meets Gareth's basic physical needs.

(1)

- A praise
- B exercise
- C friendship
- D imagination

(b) List **three** ways mentioned in the case study that show Gareth is meeting his social development norms.

(3)

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(c) Describe **two** ways Bandura's social learning theory could help practitioners understand Gareth's behaviour.

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(d) The early years practitioners are concerned that Gareth's hearing impairment might make him fall behind in his cognitive development.

Discuss how the early years practitioners could use Vygotsky's theory to promote Gareth's cognitive development.

(8)

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QUESTION 3 BEGINS ON THE NEXT PAGE.



3

Konrad is five years old and is in Year 1. His teacher is Mrs Robins. His mother is German and his father is English. The family speak both languages at home.

Konrad can do simple addition and can sort objects into categories. He is struggling to learn phonics to help him to read and write in English and is behind his peers in literacy skills.

His parents work and Konrad goes to after-school club where he likes to play games on the computer.

Konrad's mother takes him to story time at the community library where he enjoys looking at books. He attends the children's activity sessions at the leisure centre on Saturday mornings.

He has an extended family, who often meet to celebrate occasions.

- (a) Identify **two** opportunities mentioned in the case study that Konrad has to develop his social skills outside of school.

(2)

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- (b) Identify **two** examples from the case study that show Konrad is meeting his cognitive developmental norms.

(2)

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(c) Describe **two** ways Konrad's teacher, Mrs Robins, could use Skinner's theory to support his development of phonics.

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(d) Discuss how Bronfenbrenner's theory can be used to understand Konrad's social development.

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QUESTION 4 BEGINS ON THE NEXT PAGE.



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Nadia is three years old and attends Blue-Sheep Day Nursery.

Corinne, the early years practitioner, observes Nadia. She noted Nadia threaded large beads, drew circles with pencils, played on the climbing frame and kicked footballs. She did not look at books in the quiet area.

After lunch, the nursery had group story time and looked at different letters of the alphabet. Nadia fidgets and does not listen very much.

Nadia can count to three independently. Corinne asks Nadia to sort the beads into different colours, which Nadia does with support. She names the colours.

Corinne shows Nadia cards with pictures of big, medium and small teddies. They play a matching game, which Nadia enjoys but she finds it difficult to match sizes without help.

- (a) Identify **two** fine motor skills that the nursery is promoting through the activities it is providing mentioned in the case study.

(2)

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- (b) Identify **two** activities that promote literacy in Blue-Sheep Day Nursery.

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(c) Describe **two** ways Piaget's theory could be used to promote Nadia's numeracy skills.

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(d) Discuss how Bruner's modes of cognitive representation can be used to promote Nadia's cognitive development.

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TOTAL FOR SECTION A = 64 MARKS

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QUESTION 5 BEGINS ON THE NEXT PAGE.



SECTION B

Answer ALL questions. Write your answers in the spaces provided.

5

Hulin is four years old and in Reception class at school. He has asthma and frequent chest infections.

Analyse how Hulin's ill health may affect his physical, cognitive and social development, and his progress in school.

(12)

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(Total for Question 5 = 12 marks)



6 Evaluate how knowledge of nature and nurture can help early years practitioners to understand a child's overall development.

(14)

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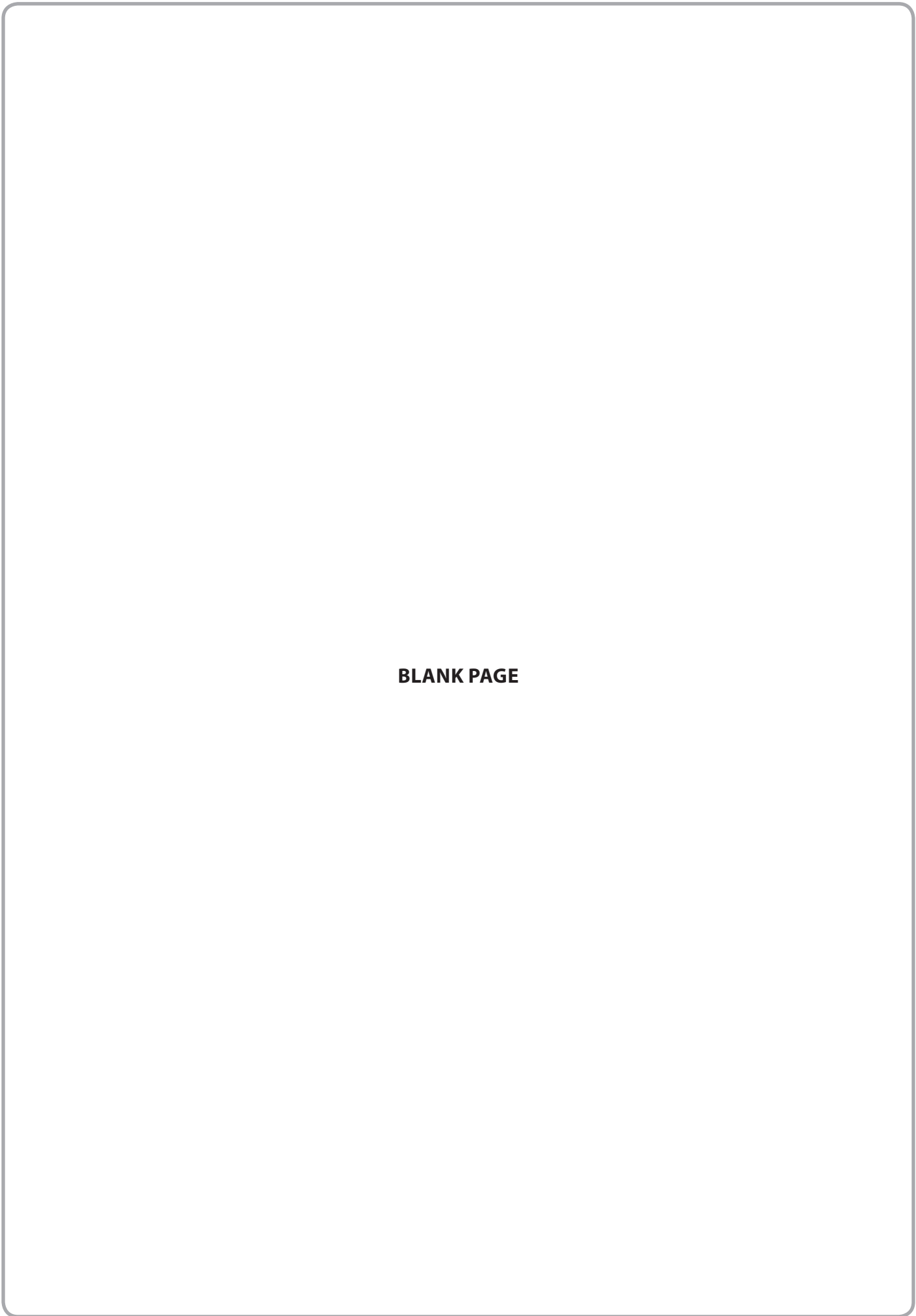
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(Total for Question 6 = 14 marks)

TOTAL FOR SECTION B = 26 MARKS

TOTAL FOR PAPER = 90 MARKS





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