

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Learner Registration Number

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Level 3 National  
Extended Certificate

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**Friday 18 January 2019**

Morning (Time: 1 hour 45 minutes)

Paper Reference **31597H**

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

**Unit 1: Children's 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 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.

Honey is three and a half years old and attends Flying Flags Nursery. Her favourite activities are jumping on the trampoline and drawing, where she can hold crayons in a tripod grip.

Outside, Honey likes to ride the red scooter and plays running races with her friends. Inside, she chooses to build towers and bridges with small bricks.

When the early years practitioners are reading books at story time they encourage the children to sound out words and then ask them questions about the story. They give stickers to children who sit well and participate. Honey does not always sit quietly during this and often rolls around the floor instead of looking and listening.

Honey's key person has decided to sit next to her during story time. He prompts her to look at the other children who are sitting well and gives her praise when she tries to do the same.

1 (a) Identify which literacy skill the children are developing by sounding out words. (1)

- A Understanding of grammar
- B Understanding the story
- C Increasing their phonic awareness
- D Increasing their creative expression

(b) List **three** fine motor skills Honey is using in the case study. (3)

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(c) Describe **two** ways the early years practitioners are using Skinner's theory during story time to promote behaviour.

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(d) Discuss how Bandura's social learning theory could be used by the early years practitioners to improve Honey's behaviour.

(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.

Amira is 20 months old. She has been living with foster carers since she was 12 months old. She has settled well to living with them.

She has started to talk and can now say 15 words. She vocalises when she points to objects she wants.

She plays alone but often looks to check one of her foster parents is nearby. Her favourite toys make a noise. She does not like to be left with babysitters when her foster parents go out for an evening.

She understands simple instructions, such as 'Get your shoes, please' and remembers where things belong. She is keen to be independent and tries to dress herself, saying 'Me do!'

Amira's foster parents want her to attend nursery, but are concerned about how she will settle in.

2 (a) Identify which aspect of Amira's actions relates to her development of self-concept.

(1)

- A Choosing toys that make a noise
- B Pointing to objects she wants
- C Playing alone but near others
- D Wanting to be independent

(b) List **three** of Amira's skills that show her language development is meeting the expected norms for her age.

(3)

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(c) Describe **two** ways Chomsky's theory can be used to understand Amira's language development.

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(d) Discuss how the early years practitioners can use Bowlby's attachment theory to understand Amira's development as she starts nursery.

(8)

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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.

Neal is two years and three months old. He attends Eastern Day Nursery full time. He lives with his mother, father and older brother.

The early years practitioners encourage the children to play outside and have provided a wide range of activities out there for the children to choose from. This includes a role-play kitchen, large wooden building blocks, easels for painting and mats where small world toys can be played with. Today, Neal has played with the garage and cars, painted a picture at the easel and played on the slide.

There is a police station next to the nursery and the police officers often come to visit the children. The nursery has police uniforms in their dressing up clothes for the children to play with.

Neal's parents recently attended an open evening at the nursery. They talked to Neal's key person and discussed his progress. They looked at some of his activities.

Neal goes to swimming lessons on Saturday mornings at the local leisure centre.

3 (a) Identify **two** activities that the setting are providing to promote cognitive development through imaginative play.

(2)

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(b) Identify **two** activities, from the case study, that promote Neal's gross motor skills.

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(c) Describe **two** ways the early years practitioners can use Bruner's modes of representation theory to understand Neal's cognitive development.

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(d) Discuss how the early years practitioners are using an understanding of Bronfenbrenner's theory to promote Neal's social development.

(8)

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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.

Ezra is six years old and attends primary school.

Ezra is good at mathematics and is ahead of most of his class, so his teacher sets him different maths activities. He likes to work on his own on problem-solving tasks, the teacher gives him praise for working hard.

Ezra can add numbers up to 20 in his head. He uses the weighing scales to check if he is right when he guesses which object is heaviest. He plays at the water tray with jugs, showing the teacher what he has noticed about the amount of water in the different sizes of jug. The teacher listens carefully to him.

During a PE session the children were catching and throwing balls in pairs. Ezra did not want to take part because he is not as good as the other children. The teacher demonstrates how to throw the ball and encourages him to have a go. Ezra's partner cheers when Ezra catches the ball.

4 (a) List **two** ways that Ezra's self-esteem is being promoted.

(2)

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(b) List **two** mathematical skills Ezra uses in the case study.

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(c) Describe **two** ways Piaget's universal stages of cognitive development can be used to understand Ezra's mathematical skills.

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(d) Discuss how the teacher can use Vygotsky's theory to promote Ezra's physical development.

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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)



Drew is four years old and attends a day nursery. The early years practitioners suspect that he may have delayed global development and have spoken to his parents about this. The practitioners have started to give him extra support at nursery.

- 6 Evaluate the benefits of the early intervention given to Drew to support his delayed global development.

(14)

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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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