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Thursday 6 June 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 <input style="width: 50px; height: 30px;" type="text"/>	

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.

Albie is 11 months old. He has been going to a childminder, Rosa, for the last five months.

When his mother leaves him with Rosa he settles quickly. When a new student on work placement arrived, Albie became upset and would not play with the student.

Rosa often has a treasure basket for Albie to explore. Rosa observed that he bangs different objects together. Albie gets the wooden spoon and bangs it on the carpet, on a soft toy and then on a bucket. He plays with the stacking rings, the xylophone and looks at books with Rosa.

When his mother collects Albie, she sees him shaking a plastic bottle containing rice, he smiles and is pleased to see her.

1 (a) Which **one** of these would occur first in Albie's physical development? (1)

- A Control of fingers
- B Control of head
- C Control of legs
- D Control of shoulders

(b) List **three** resources the childminder has provided to encourage Albie to learn about sound. (3)

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(c) Describe **two** ways Bruner's modes of representation theory could be used to understand Albie's learning at the childminder.

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(d) Discuss how Rosa, the childminder, could use Ainsworth's theory of attachment to understand Albie's emotional development.

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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.

Harrison is three years old and attends Stables Pre-school. Emma is his key person.

Harrison has a language delay. Emma meets his parents and suggests they take opportunities to have conversations with Harrison about their everyday activities and read aloud to him.

At group-time the children look at items that start with the 'letter of the week', which the early years practitioners encourage the children to sound out.

Harrison likes to put objects into bags, he enjoys pushing the pretend shopping trolley and fills it with toys.

After observing Harrison, Emma creates a role-play post office with writing paper, pens, envelopes and a post box. Books about posting letters are placed nearby. At first Harrison puts toys into the post box, then notices other children put letters into it and he does the same.

2 (a) Identify the fine motor skill that is being developed when Harrison puts objects into bags. (1)

- A Locomotion
- B Hand-eye co-ordination
- C Reasoning
- D Balance co-ordination

(b) List **three** ways the pre-school is promoting literacy in the case study. (3)

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(c) Describe **two** ways Emma, the key person, can use an understanding of Chomsky's theory to support Harrison's language development.

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(d) Discuss how Emma, the key person, is using Piaget's schema theory to promote Harrison's 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.

Lexi is two years and three months old. She attends Hello Pre-school and Helen is her key person.

Lexi likes to look at books and turn the pages. She climbs on the chair and sits at the writing table. She makes marks on the paper, using her left hand.

At group-time Helen sings number songs with the children. Helen helps Lexi to count with her fingers.

Lexi watches Helen write up the lunch menu. Lexi then draws circles and lines on paper. Helen puts Lexi's 'writing' up next to the menu.

After lunch Helen puts out number floor tiles and calls out numbers for the children to run to. Lexi watches the other children and then runs to the different numbers.

3 (a) Identify **two** ways Helen, the key person, is promoting numeracy skills. (2)

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(b) Identify **two** examples that show Lexi is meeting the fine motor skill milestones for her age. (2)

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(c) Describe **two** ways Helen, the key person, could use Vygotsky's theory to promote Lexi's numeracy development.

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(d) Discuss how Helen, the key person, could use Bandura's theory to support Lexi's cognitive development.

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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.

Bree is six years old. She is in Year 1 at primary school.

After school she goes to a dance club at the community centre, which is funded by the local authority. At the dance club Bree enjoys making friends and dancing with children of all different ages. The dance club is going to perform a show at a whole school assembly and parents will be invited.

Bree's dance teacher demonstrates a new dance move and Bree watches her closely. Bree tries to copy the move and the dance teacher gives her praise for this. The dance teacher said that if she gets the move right Bree will be able to dance it in the show. One of the older children is practising the move with Bree.

When Bree succeeds, the other children all clap and cheer. Bree is excited she will now be performing the move in the show.

4 (a) Identify **two** benefits to the children's physical development of attending the dance club.

(2)

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(b) Identify **two** ways that Bree's self-esteem is being boosted in the case study.

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(c) Describe **two** ways Skinner's theory on operant conditioning is being used to support Bree's development as she learns a new dance move.

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(d) Discuss how the school teacher could use Bronfenbrenner's theory to promote Bree's social 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.



SECTION B

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

Scottie's Day Nursery is planning to carry out some activities to encourage children to think about the feelings of others. The nursery has set up a doctor's surgery in the role-play area and is having circle time each day.

- 5 Analyse how encouraging young children to consider the feelings of others would promote their emotional and social development.

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(Total for Question 5 = 12 marks)



Luca is five years old and is in Reception class at school. He has a brother, Maxim, who is two weeks old.

- 6 Evaluate the effect on Luca's overall development of having a new baby in the family. (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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