

Please check the examination details below before entering your candidate information

Candidate surname

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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Friday 17 January 2020

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.

Nahla is three years and 11 months old. She has moved to the United Kingdom from Norway with her parents for one year because her father has a job at a local university. Both parents speak English and Norwegian. The family are living here with Nahla's aunt and uncle. Nahla's family attend church weekly, where her parents have made friends with other families.

Nahla attends nursery every day. Nahla's parents have met with the key person to discuss her progress. Nahla's mother volunteers once a week at the nursery.

Nahla speaks both English and Norwegian, however she is not meeting the language milestones for English.

Nahla's father takes her to group swimming lessons at the local authority swimming pool once a week.

1 (a) Which **one** of these relates to Piaget's cognitive stages theory? (1)

- A Disequilibrium
- B Scaffolding
- C Enactive
- D Preoperational

(b) List **three** opportunities from the case study that will promote Nahla's social development. (3)

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(c) Describe **two** ways early years educators can use Chomsky's theory to understand Nahla's English language development.

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(d) Discuss how early years educators can use Bronfenbrenner's theory to understand Nahla's social 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.

Isaac is 13 months old and attended the baby room at the day nursery for six months. He has recently moved to the toddler room where there are more children and adults.

Isaac has a new key person, Daniel. His previous key person met with Daniel and passed on all the information about Isaac, including his likes and dislikes.

On Isaac's first day, Daniel put a new photo of him on his coat peg and let him choose where to sit at snack time. Isaac took a while to settle in the new room. Isaac was crying and Daniel distracted him with toys.

Isaac can walk unaided and can pick up finger food with a pincer grip. He likes to push the brick trolley and enjoys banging a drum. When Isaac was in the ball pool, he enjoyed throwing the balls to Daniel.

The early years educators have been encouraging the children in the room to learn self-care skills, such as feeding and washing hands.

2 (a) Identify which **one** of the following would promote Isaac's sense of self. (1)

- A Getting to know his new key person
- B Putting his photo on his coat peg
- C Being able to push the brick trolley
- D Choosing where to sit at snack time

(b) List **three** examples from the case study that show Isaac is meeting expected milestones for gross motor skills. (3)

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(c) Describe **two** ways the early years educators could use Skinner's theory to encourage the children's self-care skills in Isaac's new room.

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(d) Discuss how Daniel, the key person, has used an understanding of Ainsworth's attachment theory to support Isaac's emotional development, during his transition to the toddler room.

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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.

Edith is 6 years old and is in Year 2 at school.

Edith is a popular member of the class and has several close friendships. She particularly enjoys sports and is a member of the school football and swimming teams. She recently won a medal at a swimming competition and this was shown in school assembly by the head teacher.

In class, Edith is behind in mathematics and the teacher has organised for additional support sessions with a teaching assistant. In these sessions they are using Edith's interest in sport to support her. One of the problems Edith has been set is to work out how long it takes her to swim one length of the swimming pool and measure the length of the swimming pool. They also practise times tables.

The school uses a 'Buddy' system to support younger children. Edith has been paired up with Oscar from Reception year. She shares books with Oscar at library time and Oscar copies her behaviour in the library and looks at books quietly. Edith praises him. The teacher gives Edith a certificate for being a responsible 'Buddy'.

3 (a) Identify, from the case study, **two** ways Edith's self-esteem is being promoted. (2)

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(b) Identify, from the case study, **two** mathematical processes Edith is working on. (2)

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(d) Discuss how Vygotsky's theory is being used in the school to support Edith's mathematical skills.

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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.

Sophia is two years and one month old and attends Stables Pre-school.

The pre-school has goldfish in a fish-tank and Sophia always enjoys feeding them. She tells the early years educators her father has fish at home.

The pre-school's current topic is 'The Sea'. They have objects out that the children can explore, these include different shells, pebbles, starfish and drift wood. The educators play music and Sophia enjoys moving like a fish.

The early years educator shows the children a book about fish in the sea. Sophia takes the book and sits by the fish tank. She looks at the goldfish and then at the pictures in the book.

Sophia and some of the other children are making a group collage of a fish. The children are painting the fish scales and sticking them with glue onto a large outline of a fish.

4 (a) Identify **two** activities from the case study that promote Sophia's fine motor skills. (2)

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(b) Identify **two** examples where Stables Pre-school is encouraging Sophia to use her senses. (2)

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(c) Describe **two** ways the early years educator has used an understanding of Bruner's modes of representation theory to promote Sophia's cognitive development.

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(d) Discuss how early years educators can use knowledge of Piaget's schema theory to understand Sophia'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.

Carlos is nine months old. He was born eight weeks premature and spent some time in the special care baby unit at the hospital.

- 5 Analyse the impact being born prematurely may have on Carlos's physical and emotional development.

(12)

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(Total for Question 5 = 12 marks)



Fraser is seven years old and lives with his parents. Both parents are unemployed and they do not have much money coming into the household. They rely on food banks and are living in temporary accommodation.

6 Evaluate the short-term impact of living in poverty on Fraser's overall development.

(14)

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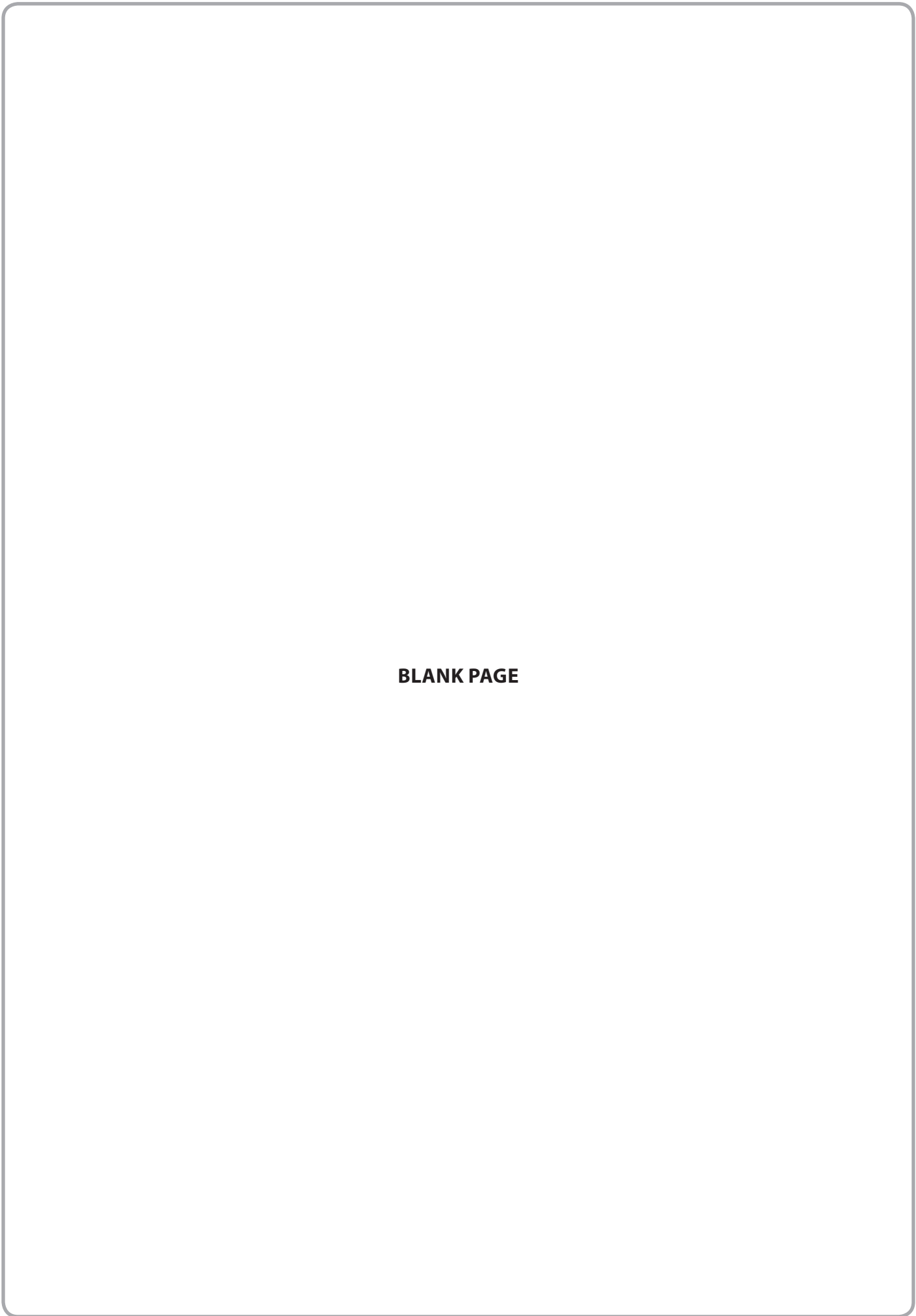
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(Total for Question 6 = 14 marks)

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





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