

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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Thursday 5 November 2020

Afternoon (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.

Tamara is two years and four months old and lives with her parents. Her mother works for a national company and Tamara attends a day nursery that is provided at a lower cost by her mother's employers.

Tamara has a good relationship with her key person, Ozkan, and enjoys spending time with him. Tamara can become jealous if he gives attention to other children; she will cry and have a tantrum if he does not respond to her.

Tamara will play alongside others but is not yet able to share toys. She enjoys playing with sensory activities, such as water and sand. She also likes the slide and climbing frame. She is starting to take turns, but sometimes forgets.

When Tamara's mother collects Tamara from the nursery, Ozkan tells her about Tamara's day. The nursery maintains records of the children's progress and shares these with their parents each month.

1 (a) Which **one** of the following terms relates to **nature** in the 'nature/nurture' debate? (1)

- A Genetic
- B Economic
- C Lifestyle
- D Experience

(b) List **three** examples from the case study that show Tamara is meeting her social development milestones. (3)

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(c) Describe **two** ways Early Years Educators are using Bronfenbrenner's theory to understand Tamara's development.

(4)

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(d) Discuss how Ozkan, the key person, can use Vygotsky's theory to support Tamara in developing her social skills.

(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.

Nancy is three years old and lives at home with her father and her six-year-old brother. She attends Turtle Pre-school and her key person is Rose. Her favourite toys are a musical keyboard and threading beads.

Nancy has a language delay and has seen a speech and language therapist for a few weeks. The therapist has given the pre-school some activities she would like Rose, the key person, to carry out with Nancy.

During these sessions, Rose and Nancy build towers of bricks, sing songs and nursery rhymes, play with puppets and make playdough models. Rose observes that Nancy struggles with phonics and fine motor skills. Rose tells Nancy's father that Nancy is trying hard in the sessions.

2 (a) Which **one** of these states the purpose of phonics? (1)

- A To compare quantities
- B To write visual timetables
- C To decode regular words
- D To develop a sense of morality

(b) List **three** activities from the case study that promote Nancy's fine motor skills. (3)

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(c) Describe **two** ways Rose, the key person, can use Chomsky's theory to understand Nancy's language development.

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(d) Discuss how Skinner's theory could be used by Rose, the key person, to support Nancy's language 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.

Gethin is six months old and lives with his parents.

His mother is returning to work after maternity leave and Gethin is going to be cared for by Megan, who is a childminder.

When Gethin's mother leaves him at Megan's home, Gethin becomes distressed and cries. Megan holds him and distracts him with a rattle and he stops crying.

Megan puts Gethin into a seated position, with cushions to support him. Gethin reaches for the toys that are placed nearby, he holds them and puts them into his mouth. He is smiling and making babbling sounds.

Megan also gives Gethin time laying on the floor, where he rolls over from back to front to reach a rattle. He coos when he manages to touch the rattle.

3 (a) Identify **two** examples from the case study where Gethin is using verbal communication.

(2)

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(b) Identify **two** examples from the case study that show Gethin is meeting his physical development milestones.

(2)

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(c) Describe **two** ways Megan, the childminder, can use Bowlby's theory to support Gethin's emotional development.

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(d) Discuss how Megan, the childminder, can use Bruner's modes of representation theory to promote Gethin'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.

Mohamed is four and a half years old. He is the youngest of four children and has been in the Reception class at primary school for two months.

Mohamed is meeting all his academic targets however he has not yet made friends in the class and is very shy. At playtime he rides a scooter around on his own, watching the other children as they play with the large building blocks and draw with large chalks on the playground.

Mohamed's favourite activities at school are painting, crawling through the tunnels and playing in the role-play area where he sits in a cardboard box and pretends it is a car.

When the teacher is making a collage, Mohamed sits next to her, watches for a while and then copies what she is doing.

When Mohamed gets home, he tells his toy donkey, which he calls Star, all about his day. He asks Star if he has missed him and gives Star some dinner.

4 (a) Identify **two** activities in the case study that promote gross motor skills.

(2)

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(b) Identify **two** activities in the case study that would promote the children's creativity.

(2)

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(d) Discuss how the teacher could use Bandura's theory to support Mohamed's social development.

(8)

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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)



Stewart is seven years old and is in Year 2 at primary school. Stewart is gifted and ahead of his milestones in English and mathematics. He attends extra classes and completes different work to the other children.

6 Evaluate how being gifted could impact on Stewart's overall 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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