

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 15 January 2021

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.

Melina is nine months old.

Melina has been in foster care for two months. Melina attends a parent-baby group with her foster mother.

During the sessions, Melina does not hold onto her foster mother and is happy to be with any adult. Melina's foster mother asks an Early Years Educator to watch Melina as she wants to get a drink of water. Melina is not upset when her foster mother leaves the room and continues to reach for toys and put them to her mouth. She ignores her foster mother when she returns. Melina is able to sit up unassisted to play with the toys and she makes babbling noises.

At snack time, Melina can pick up small cubes of cheese. She deliberately lets go of her beaker and throws it over the side of her chair, she looks where it has gone when it rolls out of sight. Later, when Melina is lying on the floor, she can roll over from back to front.

1 (a) Identify which **one** of these processes relates to cognitive development. (1)

- A Developing manipulation skills
- B Developing reasoning skills
- C Developing attachments
- D Developing confidence

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

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(c) Describe **two** ways the Early Years Educator could use Piaget's stages theory to understand Melina's cognitive development.

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(d) Discuss how the Early Years Educator could use knowledge of Ainsworth's theory of Attachment to understand Melina's current stage of 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.

Ibrahim is four years and seven months old. He lives with his mother and stepfather. He is in the Reception class of his local primary school.

Ibrahim's best friend is Dylan and they sit next to each other in class. During register times Dylan often shouts out and sometimes kicks the child in front of him. Today, Ibrahim starts to shout out at register time. The teacher puts their names on the board under a sad face and Ibrahim stops shouting out.

Ibrahim enjoys the art and craft lessons at school and has shown to be ahead in his fine motor skills. A picture he has drawn is put on display in the main hall for parents' open evening. Ibrahim's teacher meets with his mother and asks her permission to enter the drawing into the art competition at the community hall.

During the school holidays Ibrahim attends a craft activity club, which is funded by the National Lottery. Dylan and Ibrahim meet at the park and play whilst their mothers talk to each other.

2 (a) Identify **one** way playing in the park supports Ibrahim's social development. (1)

- A Develops his stamina
- B Encourages his creativity
- C Maintains his friendship
- D Boosts his self-esteem

(b) List **three** examples from the case study that will impact on Ibrahim's self-esteem. (3)

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(c) Describe **two** ways the teacher can use Bandura's theory to understand Ibrahim's behaviour in class.

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(d) Discuss how Ibrahim's social development can be understood by using Bronfenbrenner's ecological systems theory.

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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.

Naga is seven years old. She attends her local primary school.

Naga has been assessed on her spellings and was found to have a lower ability than would be expected. The teaching assistant spends time with Naga to practise writing her spellings. She gives Naga a sticker on a chart for each one Naga gets correct. When the chart is complete, Naga will get extra playtime. Naga works in small groups with more able children when they are learning their spellings.

The class topic is mini-beasts and the class have been on a hunt for insects to count how many different varieties they could see. Later they drew pictures of the insects they had seen, using different types of drawing resource. The teacher praised Naga for her work.

During a craft session the children were sewing felt together to make puppets. The children were able to choose how to decorate their puppets and Naga enjoyed exploring all the different resources that were available to use. The children put their puppets on display.

3 (a) Identify **two** ways the school has given Naga the opportunity to investigate objects. (2)

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(b) Identify **two** examples of activities being used in the school to promote fine motor skills. (2)

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(c) Describe **two** ways Skinner's theory is being used to promote Naga's development in the class.

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(d) Discuss how the teaching assistant could use Vygotsky's theory to promote Naga's spelling 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.

Pink Sheep Preschool has children attending who are aged from two to four years.

The preschool has a snack table where children can sit and help themselves. There is always an Early Years Educator at the table, who helps them to pour drinks. They talk about how full the cups are and which ones have more in.

The preschool has recently set up the role-play corner as a florist shop. There are artificial flowers in a range of colours and sizes. The flowers all have prices on and the plants and equipment have labels. There is a till that contains toy money and the children act out being customers and shop assistants. The Early Years Educators play with the children in the florist's shop. They compare the sizes of the flowers and help them to count the money when they are using the till.

The children have recently planted some sunflower seeds. The Early Years Educators are helping the children to measure the seedlings to see how much they have grown. At group time the children listen to a story about flowers and they all talk about their seedlings.

- 4 (a) Identify **two** opportunities the preschool has provided for the children to participate in social interaction.

(2)

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- (b) Identify **two** examples where the Early Years Educators are promoting mathematical skills.

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(c) Explain **two** ways the preschool is using Chomsky's theory to promote the children's language development.

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(d) Discuss how the Early Years Educators are using Bruner's modes of representation theory to promote the children's cognitive 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.

Cora is two years old. Cora lives with her family on an isolated farm in a remote area. The doctor’s surgery, local grocery shops and dentist are in the next town, which is several miles away. Cora’s mother does not drive and the bus service only runs twice a day. Cora has missed some check-ups with the health visitor and dentist. Cora is not up to date with her vaccinations. There are no early years settings nearby.

- 5** Analyse the short-term impact that living in a remote area with no facilities could have on Cora’s physical development.

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(Total for Question 5 = 12 marks)



The practitioners in a primary school have been on a training course about information processing theory. They want to use this in the setting to promote the cognitive development of children aged four to seven years old. The practitioners will be looking at how to promote memory and attention span.

- 6 Evaluate the strategies linked to information processing theory the practitioners could use to improve the children's cognitive development.

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TOTAL FOR SECTION B = 26 MARKS

TOTAL FOR PAPER = 90 MARKS



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