

Pearson BTEC Level 3 National Subsidiary Award, Award,
Subsidiary Certificate, Certificate and Diploma

Children's Play, Learning and Development

Unit 1: Child Development

Tuesday 23 May 2017 – Morning

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Paper Reference

20780E

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SECTION A – CASE STUDY

You are advised to spend 15 minutes reading the case study before attempting all questions.

Read the following information and answer questions 1 to 8, which are based on this case study.

Family background information

Jessie is five and a half years old and her brother Ben is three. They live with their mother on a large housing development near the town centre. Their extended family live on the same housing development. The housing development has a leisure centre, community centre and a health centre. A children's centre and school are near to the family home.

Jessie

The family go to the nearby leisure centre every Saturday morning. Last week it was closed and Jessie got very upset that her routine had been changed. Jessie spends a lot of time at home with her mother and does not like being left by her. This makes Jessie feel very sad. Jessie enjoys watching TV. She does not like having a shower. When asked to have a shower she screams and shouts.

Ben

Ben enjoys going to the leisure centre on Saturday mornings but can be shy when he meets other children there who he does not know. He can get frustrated and aggressive when his cousins come to play and he does not get his own way. Ben gets bored easily and will move from one activity to another, which disturbs Jessie when she is playing.

Early years settings

Pebbles pre-school is next to the local school and children's centre.

Ben attends Pebbles pre-school four mornings a week. Ben is no longer concerned when his mother leaves him at the pre-school. He likes to show his independence. He enjoys watching the other children play and will join them briefly, but he always wants to play with the wooden blocks as soon as he sees them. Ben thinks there are less blocks when they are stacked together than when they are scattered on the floor. Sometimes he pushes younger children out of the way to get to the blocks. Ben has been told off for this but he cannot understand what is wrong with trying to get to the toys that he wants to play with. Ben fell over yesterday on the step and grazed his knee. He cried and told the step off for hurting him. Ben does not speak very much. The practitioners at Pebbles are concerned that Ben's language development is not meeting the milestones.

Jessie attends the local school. She did not go to pre-school or nursery. She feels happier playing on her own than with other children in the class. Jessie likes playing on the playground equipment but is frightened of climbing on the climbing frame and refuses to go on it with the other children. Jessie learns vocabulary quickly and uses tenses correctly. She sometimes puts toys on the table when Mrs Bibi, her teacher, asks her to put them under the table. She tells Mrs Bibi long stories about herself and asks Mrs Bibi 'who' and 'why' questions.