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Pearson BTEC Level 3 Nationals Extended Certificate, Foundation Diploma, Diploma, Extended Diploma		Centre Number					Learner Registration Number				
<h1>Children's Play, Learning and Development</h1> <h2>Unit 1: Children's Development</h2>											
Tuesday 23 May 2017 – Morning							Paper Reference				
Time: 1 hour 45 minutes							31597H				
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.

Elena is three years old and attends pre-school.

She plays outside and has learnt to ride scooters. She likes to push the doll's pram and talks to the doll at the same time.

The playground has different coloured stepping-stones. Anne, the early years practitioner, helps Elena to balance on them. Anne holds her hand, saying 'well done' and claps when Elena finishes.

She encourages Elena to have a go by herself. When Elena tries to balance, Anne smiles and says 'good!'. She asks Elena to step on the blue stepping-stones, but Elena gets the colours muddled. Anne helps her to find the blue ones. They count the stones. Elena can count to three on her own.

1 (a) Which statement does **not** relate to cognitive skills? (1)

- A The process of change in intellectual abilities
- B The process of developing coordination
- C The development of thought processes
- D The development of problem solving

(b) List **three** activities that will promote Elena's gross motor skills. (3)

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(c) Describe **two** ways that Anne, the early years practitioner, is using Skinner's theory to promote Elena's development.

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(d) Discuss how Anne, the early years practitioner, could use Vygotsky's theory to promote Elena's cognitive development when she is playing outside.

(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.

Leo is 7 years old and his sister Poppy is 6 months old.

Poppy sees the health visitor who checks her weight and height. The health visitor observes Poppy roll over and play with a rattle. Poppy is beginning to babble and make strings of sounds.

Leo is in Year 2 of primary school. He is learning about 2D shapes. He has drawn a picture using these shapes. The teacher praises him and puts his picture on display.

Leo helps his Mum look after Poppy. He plays with her and she waves her arms and giggles at him. His Mum says thank you and smiles.

2 (a) Identify **one** action that will monitor Poppy's growth. (1)

- A Checking her weight
- B Observing her play
- C Listening to her babble
- D Watching her roll over

(b) List **three** actions that will help boost Leo's self-esteem. (3)

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(c) Describe **two** ways that Chomsky's theory on language development can be used to explain how Poppy is learning to talk.

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(d) Poppy will start at day nursery in one month's time as her mother will be returning to work.

Discuss how the early years practitioners can use Bowlby's attachment theory to support Poppy's emotional development.

(8)

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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.

Bazek is four years old and attends afterschool club.

The club have organised activities to encourage exploration of materials, one is a wood-working bench.

At the workbench, Casper, the early years practitioner, demonstrates skills and closely supervises to ensure safety.

Bazek uses the saw to cut a piece of wood, like Casper. Casper asks Bazek questions about what he is doing, using new words to extend vocabulary.

Casper encourages the children to work together, sharing tools and taking turns. He praises them. The older children help the younger ones. Alex, who is six years old, is showing Bazek how to hold the hammer, to hit the nails.

Afterwards, Bazek copies Casper sweeping up the sawdust with a broom.

3 (a) Identify **two** gross motor skills that Bazek is using. (2)

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(b) Identify **two** ways that Casper, the early years practitioner, is promoting social development. (2)

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(c) Describe **two** ways that Bandura's social learning theory could be applied to Bazek's learning at the workbench.

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(d) Discuss how Piaget's schema theory could be used by the early years practitioners to support Bazek'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.

Amir is five years old and in Year 1 of primary school.

The teacher is Miss Lakhani. The class project is 'People who help us'. Amir's Dad is a firefighter. Miss Lakhani has asked him to talk to the class about his job. Amir listens to his Dad's talk and asks questions.

Amir has a wide vocabulary. The children draw pictures and write a sentence about the visit.

Miss Lakhani has put up key word posters about the fire service and has books about fire engines in the library.

After school, Amir's grandparents look after him until his Dad finishes work.

Amir attends judo club and his grandad goes along.

4 (a) Identify **two** ways in which Miss Lakhani is promoting literacy.

(2)

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(b) Identify **two** ways Amir uses communication skills in class.

(2)

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(c) Describe **two** aspects of Bruner's modes of representation theory that could be used to promote Amir's cognitive development.

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(d) Discuss how Miss Lakhani could use Bronfenbrenner's bioecological systems theory to promote Amir's social development.

(8)

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TOTAL FOR SECTION A = 64 MARKS

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(Total for Question 5 = 12 marks)



6 Evaluate how having rules and boundaries in an early years setting can support children's development.

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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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