

Exam Board: Pearson (Btec Tech Award)

Subject: Child Development

Paper: Component 3 (partial)

Marks available: 30

Length of paper: 60 minutes

Topics: LAA Investigate individual needs that may impact on play, learning and development

Exam Information, guidance and hints

Command words:

<u>Key words/Command verb</u>	<u>Definition</u>
Assess	Give careful consideration to the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Complete	Fill in the missing information in a table.
Discuss	Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Evaluate	Consider various aspects of a subject's qualities in relation to its context such as: strengths and weaknesses, advantages and disadvantages, pros and cons. Come to a judgement supported by evidence which will often be in the form of a conclusion.
Explain	Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point.
Give	Provide a response, i.e. feature, characteristic or use of.
Identify	Select the correct answer from the given context.
Match	Learners match between two sets of options.
State	Recall from memory facts, terms, processes, legal implications etc. or provide the correct answer to the given context.
Which	Learners identify which option is correct from the given options.

Markschemes:

2 Which **one** of the following is a sign that a child may find co-operative play difficult?

- ☐ **A** Has limited access to toys
- ☐ **B** Does not understand rules of play
- ☐ **C** Does not like to play in the outside area
- ☐ **D** Enjoys taking turns in games

(Total for Question 2 = 1 mark)

Question Number	Answer	Mark
2	B Does not understand rules of play	(1)

5 Which **two** of the following activities will promote hand-eye coordination for a four-year-old child?

- ☐ **A** Buttoning a coat
- ☐ **B** Kicking a football
- ☐ **C** Drawing with a pencil
- ☐ **D** Joining in songs
- ☐ **E** Walking along a beam

(Total for Question 5 = 2 marks)

Question Number	Answer	Mark
5	A Buttoning their coat C Drawing with a pencil	(2)

- 6 Anya is 18 months old and has a developmental delay. Her childminder wants to provide Anya with toys and equipment to improve all areas of her development.

Complete Table 1 to identify one way **each** toy/piece of equipment promotes the relevant areas of development from (i) to (iv).

Area of development	Toy/equipment	How the toy/piece of equipment promotes development
Physical	Wooden trike	(i)
Cognitive / intellectual	Six-piece jigsaw	(ii)
Communication / language	Toy telephone	(iii)
Social and emotional	Tea set	(iv)

Table 1

(Total for Question 6 = 4 marks)

Question Number	Answer	Mark
6	<p>Award one mark for a correctly stated way the toy/equipment promotes each area of development to a maximum of four marks from:</p> <p>(i) Physical – Wooden trike:</p> <ul style="list-style-type: none"> Improves balance (1) Improves coordination (1) 	(4)
	<ul style="list-style-type: none"> Improves gross motor skills (1) Strengthen muscles (1) <p>(ii) Cognitive/intellectual – six-piece jigsaw:</p> <ul style="list-style-type: none"> Improves concentration (1) Improves memory (1) Improves colour/shape/pattern recognition (1) Improves problem solving (1) <p>(iii) Communication/language – Toy telephone:</p> <ul style="list-style-type: none"> Learns new vocabulary (1) Imitates/develops speech (1) Improves listening skills (1) <p>(iv) Social and emotional – Tea set:</p> <ul style="list-style-type: none"> Starts to play in parallel (1) Learns to take turns with the adult (1) Improves self-confidence (1) Builds relationships (1) <p>Accept any other age-appropriate response.</p>	

7 A preschool want to provide resources for the five-year-old children.

Draw a straight line to match numeracy with the age-appropriate resource.

Numeracy

Teddy bear

Dominoes

Scooter

(Total for Question 7 = 1 mark)

Question Number	Answer	Mark
7	Award one mark for the correct response. Dominoes	(1)

12 (a) State **two** reasons why Teddy may be shy around adults.

(2)

Question Number	Answer	Mark
12 a)	<p>Award one mark for a correctly stated reason up to a maximum of two marks from:</p> <ul style="list-style-type: none"> • Only child/has not had siblings to play with (1) • Transition to a new setting (1) • It may be the first-time he has left dad (1) • Limited interaction with adults (1) <p>Accept any other appropriate response.</p>	(2)

(b) State **two** effects the transition to preschool will have on Teddy's social and emotional development.

(2)

Question Number	Answer	Mark
12 b)	<p>Award one mark for each correctly stated effect up to a maximum of two marks from:</p> <ul style="list-style-type: none"> • may cry/show signs of anxiety • may struggle with cooperative play • may feel excluded by the other children • may become withdrawn/isolate himself • may boost self-esteem • may make friends <p>Accept any other appropriate response.</p>	(2)

James is three years old and attends a nursery class. During story time he refuses to sit on the carpet with the other children. When playing outside he doesn't join in with the play. When he wants to play on a scooter, he pushes the other child off.

13 Assess how James's disruptive behaviour can affect his learning and development.

You should come to a supported conclusion as part of your answer.

Question Number	Answer	Mark
13 Synoptic question	<p>Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below.</p> <p>The indicative content that follows is not prescriptive.</p> <p>Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses.</p> <p>Indicative content</p> <p>Cognitive/intellectual development</p> <ul style="list-style-type: none"> James may not be able to understand the rules, so he doesn't join in with the others James may not be able to sustain attention during story time, which is why he doesn't sit on the carpet <p>Social/emotional development</p> <ul style="list-style-type: none"> James may find it difficult to join in with group activities so he doesn't play with the others outside James may find it difficult to cope with routines, so he may show unwanted behaviour <p>Physical development</p> <ul style="list-style-type: none"> James may not develop physical skills that require a partner <p>Communication/language development</p> <ul style="list-style-type: none"> James may not be able to build friendships because he doesn't interact with the others James may not develop listening skills because he doesn't sit on the carpet at story time 	(6)

Hints/tips:

Read through each question carefully making sure you are looking for **keywords** and the **command verb**, the number of examples you must give!

BUG method:

Box – Firstly, students box the command word. This highlights what type of answer the examiner is looking for.

Underline – Then they underline key words, this allows them to jog the pupils memory of the topic.

Glance – Finally they glance over the question again to gain any more information thus allowing them to analyse the question thoroughly and depict what the examiner is asking.

Question types:

- Multiple choice = use an X in the box to indicate your answer
- State = Recall from memory facts, terms, processes, legal implications etc. or provide the correct answer to the given context, eg:
*State **two** reasons why Teddy may be shy around adults (2 marks)*
- Explain = Present **one point** that identifies a reason, way, benefit, or importance etc and **a second point** that justifies/explains the first point. eg:
*Explain **two** ways an Early Years Practitioner can support a baby aged eight months to learn to crawl (4 marks)*
- Assess = Give careful consideration to the factors or events that apply and identify which are the most important or relevant. **Make a judgement** on the **importance** of something, and **come to a conclusion** where needed. These type of questions use a marking level against how you answer. For example, Level 1 - Demonstrates isolated knowledge and understanding, Level 2 - Demonstrates some accurate knowledge and understanding, Level 3 - Demonstrates mostly accurate and thorough/detailed knowledge and understanding. eg:
Assess how Jame's disruptive behaviour can affect his learning and development. (6 marks)

PLC TEMPLATE

Mock 1

Topic	Key information related to topic	Resources/Information related to topic	How well do you understand this topic? RAG		
			Red	Amber	Green
A1 Individual needs - Physical	<ul style="list-style-type: none"> o a child with a sensory impairment; visual or hearing impairment o a child who has delayed gross motor skills o a child who has delayed fine motor skills o a child who uses a wheelchair or walking frame to move around o a child who has a long-term health or physical condition which restricts 	Revision Guide, Google Classroom Lesson and Revision Resources.			
A1 Individual needs - Cognitive/Intellectual	<ul style="list-style-type: none"> o learning disability o poor concentration levels o memory issues o difficulties in problem solving o a child who has delayed literacy skills. 	Revision Guide, Google Classroom Lesson and Revision Resources.			
A1 Individual needs - Communication and language	<ul style="list-style-type: none"> o English as an additional language o a child who is learning more than one language o a child who has language or communication delay. 	Revision Guide, Google Classroom Lesson and Revision Resources.			
A1 Individual needs - Social and emotional	<ul style="list-style-type: none"> o limited interaction with adults o poor awareness of social norms and values 	Revision Guide, Google Classroom Lesson and Revision Resources.			

	<ul style="list-style-type: none"> o difficulty forming bonds with adults o limited experience of play o difficulty forming friendships with other children o disruptive behaviour o a child experiencing a transition: <ul style="list-style-type: none"> – starting care/educational providers – moving between care/educational providers – birth of new sibling – change in family structure – moving house. 				
A2 Know how individual needs may impact on play, learning and development - All areas of development are interlinked and affect each other:	<ul style="list-style-type: none"> o the impact of not meeting expected milestones in one area of development on the other areas of development. 	Revision Guide, Google Classroom Lesson and Revision Resources.			
A2 Know how individual needs may impact on play, learning and development - Physical learning and development	<ul style="list-style-type: none"> o unable to access learning activities set up at different levels in the room o unable to grasp small objects or manipulate materials in a constructive way o may tire easily and not be able to sustain involvement in activities o may be unable to move around the play areas and activities. 	Revision Guide, Google Classroom Lesson and Revision Resources.			
A2 Know how individual needs may impact on play,	<ul style="list-style-type: none"> o may not be able to understand rules in play o may not be able to sustain attention in activities 	Revision Guide, Google Classroom Lesson and Revision Resources.			

learning and development - Cognitive and intellectual learning and development	<ul style="list-style-type: none"> o may impact on problem solving, mathematics o may become overwhelmed by choice. 				
A2 Know how individual needs may impact on play, learning and development - Communication and language learning and development	<ul style="list-style-type: none"> o difficulties communicating preferences and choices o play with others may be limited o may lack confidence o may not be able to build friendships or share. 	Revision Guide, Google Classroom Lesson and Revision Resources.			
A2 Know how individual needs may impact on play, learning and development - Social and emotional learning and development	<ul style="list-style-type: none"> o may find co-operative play difficult o poor emotional resilience o may isolate themselves or be isolated by others o may find it difficult to join in group activities o may have limited expression of thoughts and feelings o may find it difficult building positive relationships with adults o may find it difficult to cope with change/routines/new situations o low self-esteem. 				