

**Exam Board:** Pearson (Btec Tech Award)

**Subject:** Child Development

**Paper:** Component 3

**Marks available:** 60

**Length of paper:** 2 hours

**Topics:** LAA, LAB & LAC Topics

**Exam Information, guidance and hints**

**Command words:**

<b><u>Key words/Command verb</u></b>	<b><u>Definition</u></b>
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 <b>one</b> mark for a correctly stated way the toy/equipment promotes each area of development to a maximum of <b>four</b> marks from:</p> <p>(i) Physical – Wooden trike:</p> <ul style="list-style-type: none"> <li>Improves balance (1)</li> <li>Improves coordination (1)</li> </ul>	(4)
	<ul style="list-style-type: none"> <li>Improves gross motor skills (1)</li> <li>Strengthen muscles (1)</li> </ul> <p>(ii) Cognitive/intellectual – six-piece jigsaw:</p> <ul style="list-style-type: none"> <li>Improves concentration (1)</li> <li>Improves memory (1)</li> <li>Improves colour/shape/pattern recognition (1)</li> <li>Improves problem solving (1)</li> </ul> <p>(iii) Communication/language – Toy telephone:</p> <ul style="list-style-type: none"> <li>Learns new vocabulary (1)</li> <li>Imitates/develops speech (1)</li> <li>Improves listening skills (1)</li> </ul> <p>(iv) Social and emotional – Tea set:</p> <ul style="list-style-type: none"> <li>Starts to play in parallel (1)</li> <li>Learns to take turns with the adult (1)</li> <li>Improves self-confidence (1)</li> <li>Builds relationships (1)</li> </ul> <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 <b>one</b> 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 <b>one</b> mark for a correctly stated reason up to a maximum of <b>two</b> marks from:</p> <ul style="list-style-type: none"> <li>• Only child/has not had siblings to play with (1)</li> <li>• Transition to a new setting (1)</li> <li>• It may be the first-time he has left dad (1)</li> <li>• Limited interaction with adults (1)</li> </ul> <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 <b>one</b> mark for each correctly stated effect up to a maximum of <b>two</b> marks from:</p> <ul style="list-style-type: none"> <li>• may cry/show signs of anxiety</li> <li>• may struggle with cooperative play</li> <li>• may feel excluded by the other children</li> <li>• may become withdrawn/isolate himself</li> <li>• may boost self-esteem</li> <li>• may make friends</li> </ul> <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><b>Indicative content</b></p> <p><b>Cognitive/intellectual development</b></p> <ul style="list-style-type: none"> <li>James may not be able to understand the rules, so he doesn't join in with the others</li> <li>James may not be able to sustain attention during story time, which is why he doesn't sit on the carpet</li> </ul> <p><b>Social/emotional development</b></p> <ul style="list-style-type: none"> <li>James may find it difficult to join in with group activities so he doesn't play with the others outside</li> <li>James may find it difficult to cope with routines, so he may show unwanted behaviour</li> </ul> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>James may not develop physical skills that require a partner</li> </ul> <p><b>Communication/language development</b></p> <ul style="list-style-type: none"> <li>James may not be able to build friendships because he doesn't interact with the others</li> <li>James may not develop listening skills because he doesn't sit on the carpet at story time</li> </ul>	(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 2

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

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

<p>A2 Know how individual needs may impact on play, learning and development - <b>Communication and language learning and development</b></p>	<ul style="list-style-type: none"> <li>o difficulties communicating preferences and choices</li> <li>o play with others may be limited</li> <li>o may lack confidence</li> <li>o may not to be able to build friendships or share.</li> </ul>	<p>Revision Guide, Google Classroom Lesson and Revision Resources.</p>			
<p>A2 Know how individual needs may impact on play, learning and development - <b>Social and emotional learning and development</b></p>	<ul style="list-style-type: none"> <li>o may find co-operative play difficult</li> <li>o poor emotional resilience</li> <li>o may isolate themselves or be isolated by others</li> <li>o may find it difficult to join in group activities</li> <li>o may have limited expression of thoughts and feelings</li> <li>o may find it difficult building positive relationships with adults</li> <li>o may find it difficult to cope with change/routines/new situations</li> <li>o low self-esteem.</li> </ul>	<p>Revision Guide, Google Classroom Lesson and Revision Resources.</p>			
<p><b>Learning Aim B - Create safe environments to support play, learning and development in children aged 0–5 years</b></p>					
<p><b>Manage risks and hazards of environments and activities</b></p>	<ul style="list-style-type: none"> <li>o consider the risks – likelihood of an environment, activity and/or resources causing harm</li> <li>o consider the hazards – potential for an environment, activity and/or resource to cause harm</li> <li>o risk assessments for activities – both indoors and outdoors</li> <li>o positive risk taking – balancing the potential risk of harm against the benefit of children participating in activities; the benefits of children exploring/experimenting in a safe but challenging environment</li> </ul>	<p>Revision Guide, Google Classroom Lesson and Revision Resources.</p>			

	<ul style="list-style-type: none"> <li>o raising age-appropriate awareness of personal safety when in public areas</li> <li>o teaching children to use resources safely</li> <li>o choosing age- and stage-appropriate resources</li> <li>o being aware of choking hazards for under 3-year-olds</li> <li>o knowing about safety labelling of resources, including the BSI Kitemark, age-advice symbol, the Lion Mark and the CE mark, including why it is important to check this before using equipment or resources</li> <li>o planning the adult to child ratio relevant to age, to carry out the activity safely.</li> </ul>				
<b>Teach children how to use internet-enabled technology safely</b>	<ul style="list-style-type: none"> <li>o how to be safe online – setting up parental controls to prevent sharing of personal information and befriending strangers</li> <li>o controls put in place by adults, including limiting time spent online, blocks on in-app purchases</li> <li>o talking to the child about internet safety</li> <li>o recognising and reporting age-inappropriate content.</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			
<b>Health and safety considerations for inside environments for children with individual needs</b>	<ul style="list-style-type: none"> <li>● Width of doorways, corridors.</li> <li>● Layout of furniture.</li> <li>● Types of flooring and floor coverings in the space, considering potential trip hazards.</li> <li>● How resources can be organised to enable children to find things easily.</li> <li>● Continuity of use of specific areas for play activities and routines.</li> <li>● Selecting appropriate resources to ensure safety, linked to the ability of the child.</li> <li>● Monitoring activities to ensure safety is being maintained.</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			
<b>Health and safety</b>	<ul style="list-style-type: none"> <li>● Appropriate clothing.</li> </ul>	Revision Guide, Google			

<b>considerations for outside environments for children with individual needs</b>	<ul style="list-style-type: none"> <li>● Planning ahead on outings – for clothing changes, hunger, thirst, toileting needs.</li> <li>● Accessibility – how children may enter and exit buildings and outside spaces, ramps, smooth play surfaces.</li> <li>● Choice of outdoor play resources, taking into consideration individual needs.</li> <li>● Choosing quiet or noisy play spaces.</li> <li>● Having equipment and resources at different levels.</li> <li>● Use of signs, symbols and maps as visual aids.</li> <li>● Consideration of weather implications.</li> </ul>	Classroom Lesson and Revision Resources.			
<b>Learning Aim C Adapt play to promote inclusive learning and development</b>					
Adapting activities for different types of play for specific age groups	<ul style="list-style-type: none"> <li>● Learners will understand how to adapt the activities for the following types of play:               <ul style="list-style-type: none"> <li>o locomotor play</li> <li>o creative play</li> <li>o sensory play</li> <li>o imaginative play</li> <li>o symbolic play</li> <li>o technological/investigative play</li> <li>o construction play.</li> </ul> </li> <li>● For each of the following age groups:               <ul style="list-style-type: none"> <li>o 0–18 months.</li> <li>o 18 months–3 years</li> <li>o 3–5 years.</li> </ul> </li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			
Benefits of adapting activities	<ul style="list-style-type: none"> <li>● Recognition that every child has a right to learn.</li> <li>● Promotes five areas of development for all children.</li> <li>● The role of the adult:               <ul style="list-style-type: none"> <li>o to select and implement how play is organised to meet appropriate individual needs; adult-led play, adult-initiated play or child-led play</li> <li>o to role model appropriate behaviours and</li> </ul> </li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			

	<p>responses</p> <ul style="list-style-type: none"> <li>o to support children's play – being available but not intrusive</li> <li>o offer new ideas and resources or alternatives to enable accessibility for the encouragement and stimulation of play</li> <li>o ensure that all play is suitable for the children's age, needs and abilities.</li> <li>o promote inclusion; ensure all children can join in organised activities</li> <li>o give children a choice when planning and choosing activities</li> <li>o respond positively to desired behaviours in children, using praise and rewards</li> <li>o recognise and respond when children are becoming bored, losing concentration, finding activities too difficult.</li> </ul>				
Benefits to other children of playing with children who have additional needs.	<ul style="list-style-type: none"> <li>o learn how to include others in their games and activities</li> <li>o promotes positive behaviours, improves social skills; sharing of resources, turn-taking o they become more responsive to the needs of others</li> <li>o they recognise different communication methods</li> <li>o they become more patient and develop tolerance with others.</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			
Adapting activities/resources to support a child with physical needs	<ul style="list-style-type: none"> <li>● Make adjustments to the environment – sufficient space is available to carry out the activity, adjust the amount of lighting available to improve visibility, adjust height of tables/easels.</li> <li>● Select appropriate resources for children with fine motor skills delay.</li> <li>● Select appropriate resources for children with gross motor difficulties who use a wheelchair or walking frame.</li> <li>● Secure movable objects so they do not move –</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			

	<p>use tape to secure paper, mixing bowls or wood blocks to the table or floor so they remain in place as the child paints, draws, stirs or hammers.</p> <ul style="list-style-type: none"> <li>● Adjust the level of difficulty of activities and resources to suit the child's needs.</li> <li>● Provide materials and resources for visual impairment including use of contrasting colour schemes, 3D art materials, use of scents and textures.</li> <li>● Keep resources in the same place so a child with visual impairment knows where they are.</li> <li>● Adapt activities for children who have a hearing impairment, including use of gestures to communicate, picture/visual clues, making sure the child is looking at you.</li> <li>● Adapt technological/digital resources to suit the child's individual needs.</li> </ul>				
Adapting activities to support a child with cognitive and intellectual needs	<ul style="list-style-type: none"> <li>● Provide opportunities to learn and play near other children doing the same activity to encourage observation, copying and/or sharing of ideas.</li> <li>● Shorten activities to suit concentration span.</li> <li>● Break activities into shorter steps.</li> <li>● Repeat activities to promote learning and memory.</li> <li>● Adults can demonstrate activities.</li> <li>● Modify resources, reduce number of parts, use specific colours.</li> <li>● Limit the number of materials available to avoid overwhelming the child.</li> <li>● Use technological/digital resources.</li> <li>● Keep equipment and resources in the same place, to aid memory and/or provide consistency.</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			
Adapting activities to support a child with	<ul style="list-style-type: none"> <li>● Use group activities to promote social inclusion, which encourages friendships with other children,</li> </ul>	Revision Guide, Google Classroom Lesson and			

communication or language needs	<p>and build bonds and trust with adults.</p> <ul style="list-style-type: none"> <li>● Praise children when they attempt to communicate, to build their confidence.</li> <li>● Make instructions short and clear, so children can understand them easier.</li> <li>● Adults can demonstrate activities, so children can learn without needing language.</li> <li>● Reduce the complexity of own language, so children can understand.</li> <li>● Repeat activities, so children become familiar with the vocabulary used in them.</li> <li>● Use alternative communication: <ul style="list-style-type: none"> <li>o Picture Exchange Communication System® (PECS) – starting with simple words, building to sentence structures</li> <li>o Makaton – signs and symbols to support speech.</li> </ul> </li> <li>● Use non-verbal communication to encourage responses from children.</li> <li>● Use songs and nursery rhymes with actions to promote identification of words.</li> <li>● Label equipment – use picture cards to encourage independence and choice.</li> <li>● Display routines and activities as pictures.</li> </ul>	Revision Resources.			
Adapting activities/resources to support a child experiencing social and emotional needs	<ul style="list-style-type: none"> <li>● Promote self-resilience – limit the choices of activity available so a child does not feel overwhelmed, provide activities that will help the child feel capable.</li> <li>● Provide a structured approach throughout daily activities.</li> <li>● Assign specific tasks to the child during any transition between activities to reduce their worry/anxiety.</li> <li>● Maintain engagement of the child by filling tidying-up periods with short activities.</li> <li>● Set out activities that focus on a child's areas of interest.</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			

	<ul style="list-style-type: none"> <li>• Choose books and games that include any issues that may be worrying the child.</li> <li>• Promote choice and control by providing a range of materials and resources the child can select from in activities.</li> <li>• Use activities which can encourage expression of thoughts, feelings and ideas.</li> <li>• Provide opportunities for social norms and values to be demonstrated and praised through children and adults' role modelling.</li> <li>• Encourage small group activities to build confidence in participating with other children, to encourage sharing and turn-taking.</li> </ul>				
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