

Unit 1: Children's Development

Your exam

Unit 1 will be assessed through an exam, which will be set by Pearson. You will need to use your understanding of children's developmental progress from birth up to seven years 11 months. Questions will assess your understanding of how the principles, theories and models of development apply to individual children. Scenario-based questions will assess your ability to apply theory to practical, real-life situations and long-answer questions will assess your ability to analyse and interpret theories, how they relate to other domains of development and their impact on early years practice.

Your Revision Workbook

This Workbook is designed to **revise skills** that might be needed in your exam. The details of the actual exam may change so always make sure you are up to date. Ask your tutor or check the **Pearson website** for the most up-to-date **Sample Assessment Material** to get an indication of the structure of your exam and what this requires of you.

To support your revision, this Workbook contains revision questions to help you revise the skills that might be needed in your exam.

Responding to scenarios

When reading **scenarios** and answering questions based on them, make sure you read the information carefully. Scenarios use **realistic situations** and **contexts** such as family background, age, skills and abilities, additional needs, environment or transitions.

In response to the scenarios you may apply knowledge and understanding about:

- principles of growth and development
- patterns of physical, cognitive, emotional and social development from birth up to the age of 7 years 11 months
- factors that impact on children's growth and development
- theories that help to explain early years practice
- how early years practitioners can promote and support children's growth and development.

Answering types of questions

There is guidance in this Workbook for the skills involved in answering the following types of questions:

Describe Explain Which Give List
Identify Discuss Assess Analyse Evaluate



Links

To help you revise skills that might be needed in your Unit 1 exam, this Workbook contains two sets of revision questions starting on pages 2 and 14. The first is guided and models good techniques to help you develop your skills. The second gives you the opportunity to apply the skills you have developed. See the introduction on page iii for more information on features included to help you revise.

Revision paper 1

To support your revision, this Workbook contains revision questions to help you revise the skills that might be needed in your exam. The details of the actual exam may change so always make sure you are up to date. Ask your tutor or check the Pearson website for the most up-to-date Sample Assessment Material.

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 ☒.

1 Claire and Vincent have three children:

- Jack, who is 11 months old
- Ruby, who is 3 years old
- Sam, who is almost 5 years old.

The children are growing and developing well. Jack stays at home with Claire. Ruby has just started nursery. Ruby has met her expected milestones in all areas of development and has advanced skills in her speech and language development. This has helped her to make friends easily. Sam is doing well in the reception class at school. He can count to 20 accurately and is already using numbers to solve problems involving addition to 10, and sharing.

(a) Which aspect of Jack's fine motor skills is expected by the time he is 12 months old?

1 mark

- ☐ **A** Is able to turn single pages of a picture book
- ☐ **B** Can hold a rattle for a few seconds
- ☐ **C** Feeds himself using a spoon and fork
- ☐ **D** Picks up a bead using a pincer grasp

If answering '**Which**' questions, select the correct item or feature from a definite set. Put a cross in one box ☒ to indicate your answer. If you change your mind, put a line through it and then put a cross in another box.

Guided

(b) Identify **three** possible features of Ruby's physical development at her age.

3 marks

If answering '**Identify**' questions, recall your knowledge of the principles but do not give further explanation.

- Add a feature of Ruby's fine motor skills at her age.
- If the question does not specify gross or fine motor skills, try to include at least one example for each type.

1 Ruby will be able to pedal a tricycle.

2 Ruby will be able to balance when walking along a line.

3



Links

Look at pages 8–9 of the Revision Guide to revise fine and gross motor skills.

Guided

- (c) Describe **two** theories of language and communication that help to explain Ruby's language development.

4 marks

1 Chomsky's theory is based on the belief that language development is *predetermined*. He called this the Language Acquisition Device (LAD). This means that Ruby will

If answering '**Describe**' questions, give a **clear account** that shows **knowledge** of the facts and **main features** of the topic.

2 Skinner's operant conditioning theory is based on a belief that

Ruby's advanced language skills may mean

Guided

- (d) Discuss how early years practitioners may use Vygotsky's cognitive theory to promote Sam's numeracy development.

8 marks

It is important that early years practitioners have assessed Sam's stage of numeracy development. Vygotsky refers to this as the Zone of Actual Development. Knowing what Sam can already do will help practitioners to plan how best to support Sam to reach the next stage. For instance, he can already add numbers to 10 so he could be helped to work with higher numbers and to look at patterns in numbers such as counting in twos or tens.

Go on to give an overview of Vygotsky's theory that describes the role of the adult to support children's learning. Discuss the role of Sam as the apprentice and explore the importance of the adult in working alongside Sam to model learning, pose questions and encourage thinking in ways he may not do himself. You could give examples to support your ideas.

Vygotsky refers to the next stage as the Zone of



Links

Look at page 17 of the Revision Guide to revise Vygotsky and page 22 to revise Chomsky and Skinner.

Total for Question 1 = 16 marks

- 2 Powel is aged 3½ years and Sofia is aged 18 months. They live with their mother, Roza. The family moved to the UK 6 months ago. Roza now has a job as a care assistant so Sofia and Powel have just started nursery.
- Sofia's and Powel's key person, Helen, invited Roza and the children into the nursery a week before the start date. She spent time talking to Roza to find out about the children's needs and interests. On the first day at nursery, Sofia was very upset when her mother left, and ran to her crying as soon as she returned. After a few days she was happy to be left with her key person.
- Powel speaks Polish at home and has only a few words of English. He tried to play with other children but got frustrated easily and often snatched toys from them.

Guided

- (a) Give **two** reasons why Powel may have shown frustration.

2 marks

1 Powel may find it difficult to control his emotions because he is in an unfamiliar environment.

2

If answering '**Give**' questions, give brief examples or a justification (reason) for something. Think about the effect on Powel if he is unable to express himself in English.

Guided

- (b) Identify **two** ways that early years practitioners can support Powel's communication skills.

2 marks

1 Practitioners could use pictures of

.....

2

.....

Think of the importance of non-verbal communication for this answer.

- (c) Describe **two** ways that attachment theories may help to explain Sofia's behaviour.

4 marks

Write one or two sentences about Bowlby's attachment theory to explain the importance of Sofia having a strong bond with her mother for building future attachments. Write one or two sentences which link to Ainsworth's attachment styles the way Sofia behaves when her mother left her at nursery and returned later.

1

.....

2

.....



Links

Look at page 24 of the Revision Guide to revise communication and page 32 to revise attachment theories.

- (d) Discuss how Bronfenbrenner's bio-ecological systems theory helps to explain the importance of the environment on Powel's and Sofia's growth and development.

8 marks

Bronfenbrenner's bio-ecological systems theory should be discussed in this answer.

In your discussion consider:

- the **influence** of Powel's and Sofia's immediate environments and the people who care for them (microsystem)
- the **importance** of the relationship between the nursery and home described in the scenario (mesosystem)
- how the timing of **transitions**, e.g. starting nursery after just moving to the UK, may affect development (chronosystem).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Links**

Look at page 31 of the Revision Guide to revise Bronfenbrenner's theory.

Total for Question 2 = 16 marks

- 3 Jasmine has one child, Amy, aged 4 years and has just found that she is 6 weeks pregnant. Amy goes to a childminder while her mother works part time as a cleaner. Amy is due to start reception class at school in September. Jasmine finds it difficult to buy suitable foods on her wage and sometimes uses food banks. Jasmine likes to smoke because she says it reduces her stress, but she does not do this indoors. She used to drink alcohol regularly but has now reduced her intake to the recommended levels. Amy was 4 weeks premature and is still small for her age. She enjoys looking at books and recognises a few words. She uses a palmar grasp to colour pictures. The childminder also looks after two other children, who are $3\frac{1}{2}$ years old. Amy loves to join in with their play. She can cooperate with them in domestic play and can take turns in games. The childminder often takes the children to the park. Amy likes the swings and can hold on to the first level on the climbing frame while the others climb to the top.

- (a) Give **one** example that indicates that Amy's physical development is not meeting the norms for her age. 2 marks

.....

.....

.....

You could give one example of gross motor or one example of fine motor development.

Guided

- (b) List **two** ways that Jasmine's lifestyle may affect the growth and development of her unborn baby. 2 marks

1 Lack of a nutritious diet.

2

If answering '**List**' questions, give an item-by-item record.

Guided

- (c) Describe **two** ways that the delay in Amy's physical development may affect her ability to take part in school activities. 4 marks

Make sure that you explain how delays in both gross and fine motor skills may affect Amy. For example, she will need to use the large muscles in her body to take part in active play and fine, manipulative skills for dressing and art activities and skills.

Amy will need
to be able to take part in physical play activity with friends. If she lacks these skills it may affect her

Amy will need
to be able to
.....
.....
.....



Links

Look at pages 8–9 of the Revision Guide to revise fine and gross motor skills.

Guided

(d) Discuss the importance of early recognition of Amy's atypical development.

8 marks

If answering '**Discuss**' questions, explore all the different aspects of the topic, considering how the different factors interrelate and their importance in their influence on the developing child.

Continuous assessment is important to recognise when a child is not reaching their expected growth or developmental milestones. Once it has been recognised that Amy is not meeting expected norms in her physical development, practitioners can work together with Jasmine to

.....

Assessment may indicate health problems or genetic conditions that require specialist treatment.

Early recognition can

.....

Delayed development in one area may impact on other areas of development. It may affect Amy's emotional and social development because

.....

Her cognitive development could also be affected if

.....

The earlier that support is put into place by practitioners and, if necessary, specialists, the more likely it

**Links**

Look at page 6 of the Revision Guide to revise atypical development.

Total for Question 3 = 16 marks

- 4 Matthew and Diane have two children: Sean, aged 6 years and Sara, aged 2 years. The family is waiting to be rehoused. They rent a small two-bedroomed house that has no outdoor space. The house is damp and many of the houses nearby have already been demolished. The area has lots of waste ground where people dump rubbish. Matthew has just been made redundant from his job as a security guard. Sean is an active child with good physical skills and he gets frustrated that he can't play outside. He is doing well at school and is meeting his milestones in language and literacy. He has started hitting friends if he can't get his own way so they have started excluding him from their games. After Sara was born, Diane had a period of depression and went into hospital for two weeks. Sara was looked after by an aunt. Sara has just started playgroup but gets so distressed each time she is left that Diane is considering keeping her at home.

- (a) Which area of Sean's development has been mostly affected by the family's situation? **1 mark**

- ☐ **A** Physical
☐ **B** Emotional
☐ **C** Cognitive
☐ **D** Social

Guided

- (b) Give **three** justifications why the family should be rehoused. **3 marks**

Think of the effects on the family of cramped living conditions and the importance for children of having access to outdoor space.

- 1 Damp is likely to cause ill health, affecting growth and development.
 2

 3

Guided

- (c) Explain (giving **two** reasons) how Bowlby's attachment theory helps to explain Sara's behaviour. **4 marks**

If answering '**Explain**' questions, demonstrate that you can **apply** your understanding of the subject and context of the question by **giving reasons to support** your opinions, views or argument. If you use terms such as 'because', 'this means that' or 'as', it will help ensure that you give a reason.

- 1 According to Bowlby, the first few weeks are critical for forming attachments with the mother. Separation at that time can affect Sara's development.
 2 Bowlby suggests that poor attachments with the primary carer can affect how children form
 This means that

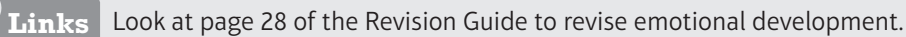


Links

Look at page 32 of the Revision Guide to revise attachment theory.

8 marks

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



TOTAL FOR SECTION A = 64 MARKS

SECTION B

Answer ALL questions. Write your answers in the spaces provided.

Guided

- 5 Analyse the effectiveness of Piaget's schematic development theory in supporting the cognitive development of a 3-year-old in an early years setting.

12 marks

If asked to **analyse**, consider how to break down the theme, topic or situation to explore the interrelationship of different aspects.

To show your skills in response to a long-answer question, consider how to:

- **demonstrate accurate** and thorough knowledge
- **apply knowledge** to the context of the question
- **structure and balance** your answer by showing competing viewpoints
- **use specialist language** consistently and fluently
- provide a **supported conclusion**.

At the age of 3, children are still learning by using all their senses so they need to be given plenty of opportunity for hands-on experiences. Piaget's schematic development theory explains this process whereby children construct meaning through their play activity. He saw this as a learning cycle. He suggested that children develop concepts as they play, which are referred to as schemas. If children's experiences fit with their schema they are in a state of equilibrium.

Write two or three sentences suggesting why practitioners should regularly update and change play activities and resources, making links to Piaget's state of disequilibrium and how this leads to the development of new schemas (equilibrium).

.....

.....

.....

.....

.....

.....

.....

Write two sentences about the importance of planning for support and providing a balance of child-initiated and adult-led activities. Make links to criticisms of Piaget and theories that focus on how adult support for learning can promote children's thinking skills.

.....

.....

.....

.....

.....