



# Cotswold Edge Sixth Form



<b>Subject:</b>	CPLD @ BG	<b>Assessment Point 1 - Coursework</b>
<b>Title of the project:</b>	Child Development	
<b>Due date:</b>	First lesson back September 2020	
<b>Learning skills and their place in the specification</b>	Knowledge, application, analysis and evaluation	
<b>Specification link</b>	<a href="http://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Childrens-Play-Learning-and-Development/2016/specification-and-sample-assessments/9781446938256_BTECNationals_CPLD_ExtCert_Spec_Iss2v3_S9.pdf">http://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Childrens-Play-Learning-and-Development/2016/specification-and-sample-assessments/9781446938256_BTECNationals_CPLD_ExtCert_Spec_Iss2v3_S9.pdf</a>	
<b>Tasks set</b>	<p><b>Task 1 - Theorists</b>  On a separate sheet for each theorist, research :</p> <ul style="list-style-type: none"> <li>• Chomsky’s theory of language</li> <li>• Skinner’s theory of operant conditioning</li> <li>• Bandura’s social learning theory</li> <li>• Vygotsky’s Zone of Actual/Proximal Development (ZAD/ZPD)</li> <li>• Bronfenbrenner’s bioecological systems theory</li> <li>• Maslow’s hierarchy of needs</li> </ul> <p>For each, state the main points of their theory, include any diagrams that might be useful, and explain how each theory would help someone working with children.  Design a revision sheet for each.</p> <p><b>Task 2 - Poverty</b>  Watch the documentary Poor Kids (1 hour long) for each of the case studies state the effects that poverty has physically, intellectually, emotionally and socially. (See general vocabulary diagram below if unsure of categories)  <a href="https://www.youtube.com/watch?v=i9aSp9bFmMg">https://www.youtube.com/watch?v=i9aSp9bFmMg</a></p> <p><b>Task 3 – Cystic Fibrosis</b>  Research Cystic Fibrosis. What is CF? What are the causes? How does it affect people (PIES)?  <a href="https://www.cysticfibrosis.org.uk/what-is-cystic-fibrosis">https://www.cysticfibrosis.org.uk/what-is-cystic-fibrosis</a></p> <p><b>Task 4 – Non-verbal language</b>  Language is important whether verbal or non-verbal.  0-1 is the non-verbal phase for a child. How would a child communicate during this phase?</p>	

	Research Makaton and give examples. Research British Sign Language and put a sheet together to explain what it is. How can both of these be useful to practitioners working in Early Years?
<b>How this links to the exam specification</b>	Research, application, analysis, evaluation
<b>How to complete the task:</b>	<p>Use your research to answer the following questions:</p> <p><u>Question 1</u></p> <p>Nurseries provide areas for babies to sleep as well as places for older children to rest.</p> <p>Rest and sleep are aspects of Maslow's hierarchy of needs.</p> <p>Analyse why the need for rest and sleep may impact on all areas of children's development.</p> <p style="text-align: right;">(12)</p> <p><u>Question 2</u></p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 10px 0;"> <p>Brown Horse Pre-school is attended by children aged between two and five years. The early years practitioners use different forms of non-verbal communication such as Makaton, visual timetable, sign language and gestures with the children.</p> </div> <p>Analyse how using different forms of non-verbal communication would encourage the children at the pre-school to interact with others.</p> <p style="text-align: right;">(12)</p>
<b>Resources or links</b>	Internet or text books
<b>Staff contact and email address:</b>	<a href="mailto:khuggins@brimsham.com">khuggins@brimsham.com</a> Please contact me if you are struggling with any of the tasks above
<b>Number of learning hours it will take to complete</b>	Minimum 20 hours

**Additional work for you to be doing in preparation for level 3 study**

Research the following cases and make notes.

Genie Wiley <https://www.youtube.com/watch?v=DD-pZ7LwL4A>

Oxana Malaya <https://www.youtube.com/watch?v=nv3ocntSSUU>

What is nature? What is nurture? and which do you think is the most important and why?

**General Vocabulary to learn for use throughout CPLD course**

**Physical, Intellectual, Language, Emotional, Social**

In CPLD we work in PILES (or PIES) categories (Physical, Intellectual, Language, Emotional and Social) applying these to the child and looking at the effects that certain factors can have on each.

1

**Physical health** comes from:

- healthy body systems
- regular exercise
- a healthy diet
- regular sleep patterns
- access to shelter and warmth
- good personal hygiene

**A holistic approach**

3

**Emotional wellbeing** comes from:

- feeling safe and secure
- being able to express all emotions
- knowing how to deal with negative emotions
- being respected by others
- having positive self-concept

2

**Intellectual wellbeing** comes from keeping the brain healthy and active, through opportunities to:

- concentrate
- learn new skills and knowledge
- communicate
- solve problems

4

**Social wellbeing** comes from a person's relationships with others:

- friendships and other positive social relationships
- strong family relationships
- relationships as part of a social group