

Pearson BTEC Level 3 National in Children's Play, Learning and Development

**Unit 2: Development of Children's
Communication, Literacy
and Numeracy Skills**



Sample Assessment Materials (SAMs)

*For use with Extended Certificate, Foundation
Diploma, Diploma and Extended Diploma in
Children's Play, Learning and Development*

First teaching from September 2016

Issue 3

Edexcel, BTEC and LCCI qualifications

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Changes to rubrics

The rubrics in this Sample Assessment Material have been updated to provide clarity on the conditions under which the task should be taken. Centres should read the Instructions to teachers/tutors and Instructions for learners sections carefully to understand the full detail of the changes. These changes have been summarised below for ease of reference.

Summary of Pearson BTEC Level 3 National Extended Diploma in Children’s Play, Learning and Development Sample Assessment Materials for *Unit 2: Development of Children’s Communication, Literacy, and Numeracy Skills* Issue 2 to 3 changes

Part A – Summary of changes made between previous issues and this current issue	Page number
An introduction section has been added to clarify the: <ul style="list-style-type: none">• purpose of the assessment• requirements for monitored preparation and formal supervision.	Page 1

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Introduction

Teachers/tutors are asked to read this section to understand the structure of the assessment for this unit as illustrated in this sample assessment. This information will not appear in the text of the live assessments.

The key purpose of this assessment is for learners to respond to an Ofsted report. Learners will produce a set of actions based on a child case study and will design activities to support the demographics given in the case study, with reference to early years theory.

This assessment will be offered twice a year. The timing of the assessment is **3-hours** of monitored preparation over a **2-day** period that takes place before a **3-hour** supervised assessment session timetabled by Pearson.

This is a task in two parts.

The assessment evidence that will be submitted to Pearson is a written task-and-answer book. The assessment evidence is produced under full formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a timetabled session.

Monitored preparation is provided for when learners produce materials that are used in any formally supervised session. This includes notes, artefacts, assets, plans etc. as specified in the sample assessment. Monitored preparation sessions are where learners are being directly observed. They may have, where specified, access to their own outcomes from preparation, access to the internet and use of appropriate resources. Learners are working independently and teachers/tutors will be able to authenticate that the outcomes for formal assessment meet the requirements and are authentic. At the end of the monitored preparation centres will retain the notes which will be provided to learners during the formal supervised assessment. After the assessment the notes will be retained by the centre and may be requested by Pearson during the marking process.

Formal supervision is the equivalent of examination conditions. Learners must work independently, cannot work with other learners, cannot talk about their work to other learners and will only be able to access the materials specified in the assessment.

Pearson BTEC Level 3 Nationals

Write your name here

Surname	Forename
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Level
3

Children's Play, Learning and Development

Unit 2: Development of Children's Communication, Literacy, and Numeracy Skills

Part
A

Extended Certificate/Foundation Diploma/Diploma/
Extended Diploma
**Sample assessment material for first teaching
June/July 2017**

Instructions

- **Part A** contains material for the completion of the preparatory work for the set task.
- **Part A** is given to learners 2 days before Part B is scheduled. Learners are advised to spend no more than 3 hours on Part A.
- **Part A** must be given to learners on the specified date so that learners can prepare in the way specified.
- **Part A** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in that series.
- **Part B** materials must be issued to learners on the specified date.

Paper reference

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Instructions to Teachers/Tutors

This set task has a preparatory period. **Part A** sets out how learners should prepare for the completion of the task under formally supervised conditions.

Part A should be issued to learners **2 days** prior to undertaking **Part B** of the assessment.

Learners should familiarise themselves with the case study given in this **Part A** booklet.

Learners are expected to spend up to **3 hours** of monitored preparation time in undertaking **Part A**.

Centres must issue this booklet at the appropriate time and advise learners of the timetabled sessions during which they can prepare. It is expected that scheduled lessons or other timetable slots will be used for some of the monitored preparation period.

Learners must prepare summary notes on the case study findings. Learners must take up to 3 A4 sides of notes of this type into the supervised assessment (**Part B** booklet). Other content is not permitted. The notes must be hard copies and can be handwritten or word processed. If word processed, the font size must be 12 points minimum.

The notes:

- can not include activity plans
- can not include paragraphs or extended sentences.

Part B must be completed under formal supervision. The supervised assessment uses the **Part B** booklet. This is a task book.

The formally supervised task will take place in a timetabled slot. A supervised rest break is permitted.

Centres should refer to the Instructions for Conducting External Assessments (ICEA) document for full information on the correct conduct of monitored assessment.

Teachers/tutors should note that:

- learners should not be given any direct guidance or prepared materials
- learners should not be given any support in writing or editing notes
- all work must be completed independently by the learner
- learner notes will be retained securely by the centre after **Part B** and may be requested by Pearson if there is suspected malpractice.

Instructions for Learners

Read the set task information carefully.

In **Part B** you will be given a series of activities to complete. Use this **Part A** booklet to prepare by relating your learning to the specific information given.

In your preparation for **Part B** using this **Part A** you must prepare short notes to refer to when completing the set task. Your notes may be up to 3 A4 sides and may be handwritten or typed. If word processed, the font size must be 12 points minimum. Your notes:

- can not include activity plans
- can not include paragraphs or extended sentences.

You will complete **Part B** under supervised conditions.

You must work independently and should not share your work with other learners.

Your teacher may give guidance on when you can complete the monitored preparation.

Your teacher can not give you feedback during the monitored preparation period.

Set Task Information

Case study

Happy Stones Early Years Centre is a popular child care facility located close to a city centre and takes children from eighteen months to four years old. There are currently 45 children on the register with six of the children being registered as having specific needs (SN). The centre has also attracted a number of children whose home language is not English.

Hanna, became the manager of Happy Stones a year ago and is keen to ensure that all the children are well supported and that the children with special needs and additional language needs receive the specialist support and resources which they need to develop. The setting at present is undergoing some modernisation and Hanna is looking forward to the setting providing a good environment for learning with excellent facilities to enable all the children to develop their speech, communication and language development.

There is a team of qualified staff working within the setting. Zac has been working at the setting for three months, he was offered the post as he demonstrated good knowledge of theories relating to speech and language development and had experience of working with children whose home language is not English. Hanna believes that the children at Happy Stones will benefit from both his experience and knowledge.

Mathematical skills and numeracy skills are presently addressed within the setting. However, support for these skills could be further developed by the team if they are inventive in creating activities using both their knowledge of appropriate theories and the many resources that they have.

When Hanna became the manager of the setting she noticed that there was little contact with parents and that partnership working with parents was little or non-existent. Over the past few months she has sought to change that and has encouraged the team to work with parents to enhance the development of the children. At the moment the focus is on working with the parents who have children who attend the setting with special needs and the team are being encouraged to develop skills in working with these parents and to apply them link support between home and the setting .

The setting has recently undergone an Ofsted inspection and whilst the report is positive as to the direction the setting is taking, it has proposed a number of areas the provision needs to develop especially in language, writing and literacy skills.

Part A of Set Task

Read this case study carefully. Take notes on the theories and best practice you think are relevant, and which could be used and adopted in this setting.

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<p>Write your name here</p> <p>Surname <input type="text"/> Forename <input type="text"/></p>		<p>Level</p> <p>3</p>
<p>Learner Registration Number</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p>	<p>Centre Number</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p>	
<p>Children's Play, Learning and Development</p> <p>Set task: Unit 2: Development of Children's Communication, Literacy, and Numeracy Skills</p>		<p>Part</p> <p>B</p>
<p>Extended Certificate/Foundation Diploma/Diploma/Extended Diploma</p> <p>Sample assessment material for first teaching September 2016</p>		<p>Marks</p> <p><input type="text"/></p> <p>Supervised hours</p> <p>3</p>

Instructions

- **Part A** will need to have been used in preparation for completion of **Part B**.
- **Part B** booklet must be issued to learners as defined by Pearson and should be kept securely.
- **Part B** booklet must be issued to learners for the specified session.
- **Part B** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in that series.
- **Part B** should be kept securely until the start of the supervised assessment periods.

Information

- The total mark for this paper is 68.

Paper reference

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Instructions to Teachers/Tutors

Part B set task is undertaken under formal supervision in a single session of **3 hours** in the timetabled session. Centres may schedule a supervised rest break during the session.

Part B set task requires learners to apply understanding gained through familiarisation with the case study. Learners should bring in notes as defined in **Part A**. The teacher/tutor needs to ensure that notes comply with the requirements.

Learners must complete the set task using this task and answer booklet.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.

Learners must not bring anything into the supervised environment or take anything out without your approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security during the formal supervised assessment period

- The assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- Only permitted materials for the set task can be brought into the supervised environment.
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.
- Learner notes related to **Part A** must be checked to ensure length and/or contents meet limitations.
- Learner notes will be retained securely by the centre after **Part B** and may be requested by Pearson if there is suspected malpractice.

After the session the teacher/tutor will confirm that all learner work has been completed independently as part of the authentication submitted to Pearson.

Outcomes for Submission

This task and answer booklet should be submitted to Pearson.

Each learner must submit the following:

- Activity 1: Ofsted report response
- Activity 2: Child case study
- Activity 3: Designing activities.

Each learner must complete an authentication sheet.

Instructions for Learners

Read the set task information carefully.

This session is **3 hours** long. Your teacher/tutor will tell you if there is a supervised break. Plan your time carefully.

You have prepared for the set task given in this **Part B** booklet. Use your notes prepared during **Part A** if relevant. Attempt all of **Part B**.

Your notes must be your own work and will be retained by your centre until results are issued.

You will complete this set task under formal supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Outcomes for Submission

You should complete the task in this task and answer book:

- Activity 1: Ofsted report response
- Activity 2: Child case study
- Activity 3: Designing activities.

You must complete a declaration that the work you submit is your own.

Set Task

You must complete ALL activities.

You will need to refer to the task information and the notes of any preparatory work completed in **Part A**.

Activity 1: Ofsted report response

Happy Stones latest Ofsted Report

Produce a report responding to Happy Stones pre-school's latest Ofsted report, making recommendations to address issues raised. Justify these with reference to early years theory.

- *Provide further training for staff on ways they can create a language promoting environment in the setting.*
- *Provide further opportunities to enable children to develop their literacy and writing skills.*
- *Develop opportunities for children with a different home language to develop their language skills.*

Total for Activity 1 = 20 marks

Activity 2: Child case study

David is four years old and has been at the setting for 3 weeks. His mother and father work long, irregular hours and he is often collected from the centre/pre-school by a friend of the family.

David's key person has been observing David's interactions with other children and noticed that he appears reluctant to engage with other children. Further observations of David at play in the role play area identified that he tended to point to things or give one word answers rather than engaging with other children when they asked him a question.

Produce a set of actions that can support David's communication development both at pre-school and at home. Justify the actions with reference to early years theory.

Total for Activity 2 = 20 marks

Activity 3: Designing activities

Design two activities to support early numeracy and mathematical skills for the three year olds at Happy Stones, demonstrating best practice and how the activities link to early years theory.

Total for Activity 3 = 28 marks

END OF TASK

TOTAL FOR TASK = 68 MARKS

Activity 1: Ofsted report response

Happy Stones latest Ofsted Report

Happy Stones has just received its latest Ofsted report: the quality of the provision was seen to be satisfactory. What the nursery needs to do to improve:

- *provide further training for staff on ways they can create a language promoting environment in the setting*
- *provide further opportunities to enable children to develop their literacy and writing skills*
- *develop opportunities for children with with a different home language to develop their language skills.*

Produce a report responding to Happy Stones pre-school's latest Ofsted report, making recommendations to address issues raised. Justify these with reference to early years theory.

20 marks

A large rectangular box containing horizontal dotted lines for writing a report response.

A large rectangular area with a double-line border and 25 horizontal dotted lines, intended for writing.

A large rectangular area with a dotted line border, intended for writing answers. It contains 25 horizontal dotted lines.

Total for Activity 1 = 20 marks

Activity 2: Child case study

David is four years old and has been at the setting for 3 weeks. His mother and father work long, irregular hours and he is often collected from the centre/pre-school by a friend of the family.

David’s key person has been observing David’s interactions with other children and noticed that he appears reluctant to engage with other children. Further observations of David at play in the role play area identified that he tended to point to things or give one word answers rather than engaging with other children when they asked him a question.

Produce a set of actions that can support David’s communication development both at pre-school and at home. Justify the actions with reference to early years theory.

20 marks

Area for writing the answer, containing horizontal dotted lines.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

A large rectangular area with a dotted line border, intended for writing answers. It contains 20 horizontal dotted lines.

Total for Activity 2 = 20 marks

Activity 3: Designing activities

Design two activities to support early numeracy and mathematical skills for the three year olds at Happy Stones, demonstrating best practice and how the activities link to early years theory.

28 marks

A large rectangular box containing 25 horizontal dotted lines for writing the answer.

A large rectangular area with a double-line border and 25 horizontal dotted lines, intended for writing.

A large rectangular area with a double-line border and a dotted line for writing.

Lined writing area for student response.

Total for Activity 3 = 28 marks

END OF TASK **TOTAL FOR TASK = 68 MARKS**

Unit 2: Development of Children's Communication, Literacy and Numeracy Skills

- Sample mark grid

General Marking Guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific Marking guidance

The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Recommendations	<p>0</p> <p>Level of response not worthy of credit</p>	<p>1-2</p> <ul style="list-style-type: none"> References will be made to the case study, but it will lack detail and relevance to the context. Recommendations identified do not meet all issues raised in the scenario. 	<p>3-4</p> <ul style="list-style-type: none"> Reference will be made to the case study, but in places will lack direct relevance to the context. Recommendations identified meet the issues raised in the scenario 	<p>5-6</p> <ul style="list-style-type: none"> References will be made to the case study, which are relevant to the context. Range of recommendations described to meet all issues in the scenario. 	<p>7-8</p> <ul style="list-style-type: none"> Sustained references will be made to the case study, which are entirely relevant to the context. Wide range of recommendations described thoroughly meet all issues in the scenario.
Justification of recommendations	<p>0</p> <p>Level of response not worthy of credit</p>	<p>1-3</p> <ul style="list-style-type: none"> Recommendations are not informed by best practice. References to early year's theory are implicit or not linked to recommendations made. 	<p>4-6</p> <ul style="list-style-type: none"> Recommendations are informed by best practice although there may be occasional lapses. Recommendations made reference early years theory 	<p>7-9</p> <ul style="list-style-type: none"> Recommendations are examples of best practice. Recommendations made are supported by early years theory. 	<p>10-12</p> <ul style="list-style-type: none"> All recommendations are good examples of best practice. Recommendations are thoroughly justified, supported by explicit and sustained links to early years theory.

Activity 2

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Recommendations	<p>0</p> <p>Level of response not worthy of credit</p>	<p>1-2</p> <ul style="list-style-type: none"> References will be made to the case study, but it will lack detail and relevance to the context. Recommendations identified do not meet all issues raised in the scenario. 	<p>3-4</p> <ul style="list-style-type: none"> Reference will be made to the case study, but in places will lack direct relevance to the context. Recommendations identified meet the issues raised in the scenario 	<p>5-6</p> <ul style="list-style-type: none"> References will be made to the case study, which are relevant to the context. Range of recommendations described to meet all issues in the scenario. 	<p>7-8</p> <ul style="list-style-type: none"> Sustained references will be made to the case study, which are entirely relevant to the context. Wide range of recommendations described thoroughly meet all issues in the scenario.
Justification of recommendations	<p>0</p> <p>Level of response not worthy of credit</p>	<p>1-3</p> <ul style="list-style-type: none"> Recommendations are not informed by best practice. References to early year's theory are implicit or not linked to recommendations made. 	<p>4-6</p> <ul style="list-style-type: none"> Recommendations are informed by best practice although there may be occasional lapses. Recommendations made reference early years theory 	<p>7-9</p> <ul style="list-style-type: none"> Recommendations are examples of best practice. Recommendations made are supported by early years theory. 	<p>10-12</p> <ul style="list-style-type: none"> All recommendations are good examples of best practice. Recommendations are thoroughly justified, supported by explicit and sustained links to early years theory.

Activity 3

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Plan 1	<p>0</p> <p>Level of response not worthy of credit</p>	<p>1-2</p> <ul style="list-style-type: none"> Activity plan is incomplete. Details are likely to be missing about: <ul style="list-style-type: none"> the role of the early years' educator, or other adults in facilitating the activity the resources required to undertake the activity Activity planned is unlikely to meet the individual needs of children. 	<p>3-4</p> <ul style="list-style-type: none"> Activity plan with description of: <ul style="list-style-type: none"> the role of the early years' educator, or other adults in facilitating the activity Resources required to undertake the activity Activity is designed to meet the individual needs of the children. 	<p>5-6</p> <ul style="list-style-type: none"> Detailed activity plan with a clear description of: <ul style="list-style-type: none"> the role of the early years' educator, or other adults in facilitating the activity Resources required to undertake the activity Description of activity shows how the activity will meet and support individual needs of children. 	<p>7-8</p> <ul style="list-style-type: none"> Thoroughly detailed activity plan with a clear explanation of: <ul style="list-style-type: none"> the role of the early years' educator, or other adults in facilitating the activity Resources required to undertake the activity Clear explanation shows how the activity will meet and support individual needs of children.

Activity 3

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Plan 2	<p>0</p> <ul style="list-style-type: none"> Activity plan is incomplete. Details are likely to be missing about: <ul style="list-style-type: none"> the role of the early years' educator, or other adults in facilitating the activity the resources required to undertake the activity Activity planned is unlikely to meet the individual needs of children. <p>Level of response not worthy of credit</p>	<p>1-2</p> <ul style="list-style-type: none"> Activity plan with description of: <ul style="list-style-type: none"> the role of the early years' educator, or other adults in facilitating the activity Resources required to undertake the activity Activity is designed to meet the individual needs of the children. 	<p>3-4</p> <ul style="list-style-type: none"> Detailed activity plan with a clear description of: <ul style="list-style-type: none"> the role of the early years' educator, or other adults in facilitating the activity Resources required to undertake the activity Description of activity shows how the activity will meet and support individual needs of children. 	<p>5-6</p> <ul style="list-style-type: none"> Thoroughly detailed activity plan with a clear explanation of: <ul style="list-style-type: none"> the role of the early years' educator, or other adults in facilitating the activity Resources required to undertake the activity Clear explanation shows how the activity will meet and support individual needs of children. 	<p>7-8</p> <ul style="list-style-type: none"> All recommendations are good examples of best practice. Recommendations are thoroughly justified, supported by explicit and sustained links to early years theory.
Justification of the planned activities	<p>0</p> <ul style="list-style-type: none"> Recommendations are not informed by best practice. References to early year's theory are implicit or not linked to recommendations made. <p>Level of response not worthy of credit</p>	<p>1-3</p> <ul style="list-style-type: none"> Recommendations are informed by best practice although there may be occasional lapses. Recommendations made reference early years theory 	<p>4-6</p> <ul style="list-style-type: none"> Recommendations are good examples of best practice. Recommendations made are supported by early years theory. 	<p>7-9</p> <ul style="list-style-type: none"> All recommendations are good examples of best practice. Recommendations are thoroughly justified, supported by explicit and sustained links to early years theory. 	<p>10-12</p> <ul style="list-style-type: none"> Recommendations are good examples of best practice. Recommendations are thoroughly justified, supported by explicit and sustained links to early years theory.

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