

BTEC Level 3 Nationals in Children's Play Learning and Development (2016)

Preparing for **Unit 2: Development of Children's communication, Literacy and Numeracy Skills**

Frequently asked questions from the support session held in Nov 2021 (This document must be read in conjunction with the [recording](#) for support session)

1. Do learners need to include theory/theorist into their responses?

Yes. It is important that learners read the activities carefully. In some activities/papers a specific theory/theorist will have been specified and a learner should focus on this. In others, it can be broad, and learners should refer to theory and best practice that is appropriate to the information in Part A and the Activities in Part B.

Theory can be in the form of an evidence-based theory such as Skinner's theory of operant conditioning, curriculum-based approaches (EYFS) guidance (Birth to Five matters) or strategies (Phonics based such as 'CVC') etc. These are all good examples of how learners can use 'theory' to justify their recommendations. The theories used should be those referred to within the Unit Specification.

It is important to note that all three activities for unit 2 are marked using a levels-based mark scheme and a Mark Band approach. Marks are not awarded based on how many points a learner makes or how many theory-based approaches are mentioned. Examiners holistically assess each activity based on the learners' overall response. For example, for Activity 2 the examiner will be looking at the range and detail of recommendations the learner makes and how the learner links these to the case study.

My advice would be to reflect on the Q-TAG and/or U-TAG activity you have recently undertaken and as with levels-based marking, you will focus on the learner's response holistically. Below is a link to the Activity 2 Mark bands. You will see I have highlighted the key terms in each of the bands which will be the focus for examiners when looking at a response.

Assessment focus	Band 0	Band 1	Band 2
Recommendations	0	1-2	3-4
	Level of response not worthy of credit	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.	Reference will be made to the case study, but in place will lack direct relevance to the context. Recommendations identified meet the issues raised in the scenario
Justification of recommendations	0	1-3	4-6
	Level of responses not worthy of credit	Recommendations are not informed by best practice References to early year's theory are implicit or not linked to recommendations made.	Recommendations are informed by best practice although there may be occasional lapses. Recommendations made references to early years theory

2. Is there a structure for responding to the activities within this assessment?

There is no specific prescribed structure or sub-headings for the responses but the bullet points within the Activity 1, for example, do provide a starting point for structuring a response. Alternatively, some learners use the approach of mentioning a theory and then describing its application in relation to the case study in Part A.

3. How to plan and conduct Part A and Part B

- The case study provided in Part A does give some indication of what could be asked in Part B as discussed during the support session in the example from June 2021 paper. It provides the learners with information as to what the three activities in Part B may entail.
 - For example, the setting in this case study is a preschool with age ranges between 3 and under five. There is no outside play area, however there are resources for planning indoor activities. The learner would then need to consider/research adult support and activities for children of this age group suitable for indoor play.
 - The key here is for learners to read this case study carefully. For example, the case study clearly says the nursery is on a main road 'with very little opportunity for children to play outdoors' – this will steer learners in the direction for their research.
 - On the other hand, the Part A case study will also provide information that will not be required in the Part B. For example, all the children **have** English as their first language, indicating that the tasks will not relate to children who are multilingual or who have English as a second language.

There are plenty of past exam papers available along with the lead examiner reports on our website under [External Assessment](#). Once the content has been taught, these can be used to support learners to look at the case studies in Part A and plan for what could be asked in part B. Part B can then be done as a mock.

There are also specific support guides for the external assessments which can be found under [General Support](#)

4. What can learners take with them for Part B assessment?

The [Administrative support guide](#) gives full detail which includes:

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.

Learners can take a fresh copy (not annotated) of Part A.

Learners must prepare summary notes on the case study findings.

Learners can take up to three A4 sides of notes of this type into the supervised assessment (Part B). 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:

- **cannot** include activity plans (but can use just the headings of the activity plan as a prompt)
- **cannot** include paragraphs or extended sentences

5. Should learners use the old EYFS or the new one?

Since the new EYFS has now been effective as of 1st September 2021, this should be used for all teaching and assessments

6. How would the changes to EYFS affect responses?

We recently shared this [Changes to EYFS document](#) and its relationship with the BTEC qualifications and there are areas of changes which are related to Unit 2 for example **Prime areas of Learning and Development**, there is a new focus on early language and extending vocabulary and if the case study and the activities in this assessment are related to this then it may be relevant to mention how vocabulary skills can be developed across all areas to improve child development in broad curriculum.

7. What can we use of the age-related goals?

The new [EYFS Statutory Framework](#) (2021) or the [Development Matters](#) (revised July 2021) or [Birth to 5 matters](#) non statutory guidance are all supporting documents which can be used. These documents can be used alongside Part A when preparing for Part B.

8. Should Health and Safety measures be reflective of current climate for activity 3 for example Covid related risks?

Health and Safety measures need to be considered in relation to the activities and if risks associated with the current climate are applicable, then they would be a valid consideration.

9. Can subject teachers/assessors supervise the Part A planning session?

It is expected that timetabled sessions are to be used for the preparation and it would be recommended that the subject teachers do not supervise these sessions as there may be risks and implications associated with how you guide a learner.

10. When can we issue Part A to the learners?

Under normal circumstances Part A is to be issued 2 days before the exam as per the [ASG guidance](#). However, under COVID flexibilities for 2021/22, Part A is going to be released 6 weeks prior to the [exam date](#). Centres can use the allocated 3 hours any time during these 6 weeks to prepare for Part B assessment