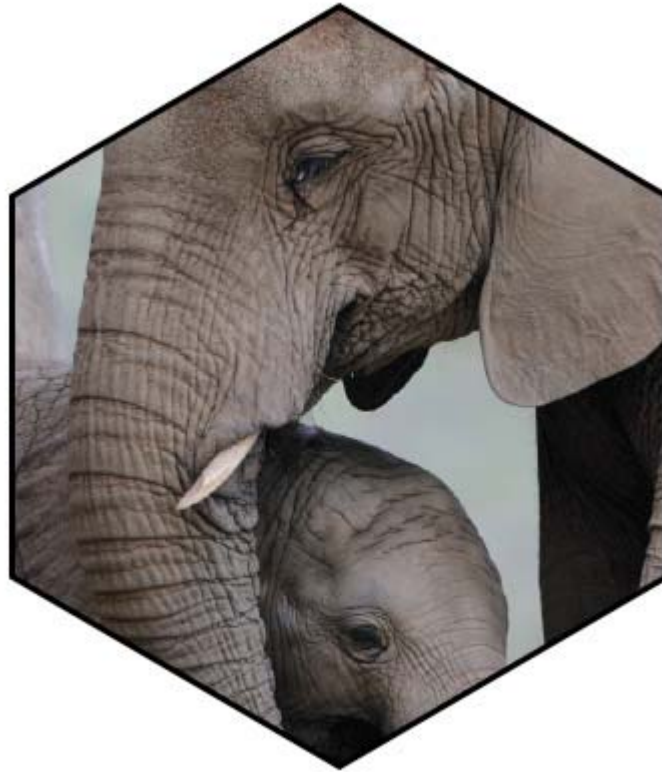


BTEC Level 1 Introductory

First teaching September 2016



Sample Marked Learner Work

Subject: Caring for children

**Unit CfC8: Providing a Pre-School Children's
Reading Activity**

Contents

Introduction and commentary	2
Assignment brief	4
Learner assessment submission and declaration.....	6
Learner work*	7
Assessment record sheet	9

You will need to refer to the appropriate specification for **Unit CfC8: Providing a Pre-School Children’s Reading Activity** alongside these sample materials.

*This sample marked learner work includes video evidence that is available on our website within the course material area on the subject page.

Note:

The learner work generated is an exemplar of standard for a particular Assignment Brief. We expect centres to use this resource to exemplify how to structure a response to a task. We also encourage centres to use this work to standardise their Assessment teams and demonstrate to learners the level of work expected to achieve the different targeted grades outcome .

Introduction and commentary – Caring for Children

The learner work that follows has been assessed accurately to national standards. This is one example of Merit achievement.

The assignment brief covers **Learning Aims A and B**.

The Assignment Brief

There are no authorised assignment briefs available as yet and the one used here is structured on the suggested scenario given within the specification and has been adapted by the centre to fit local needs. When writing Assignment Briefs to be used for the assessment of the BTEC Level 1 Introductory suite of qualifications, the Assessor should ensure that all tasks clearly meet the targeted assessment criteria.

The structure of the tasks **will always target an entire learning aim**. This is a fundamental cornerstone of this suite, as it enables any learner to achieve the best grade for them.

The assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence.

A Learning Aim must NOT be broken down into discrete tasks. It is not acceptable to have tasks or sub-tasks that target, for example, a Pass criterion only. All tasks must encourage the learner to challenge themselves and aim for the highest level of personal achievement.

In this instance the Assignment Brief contains one task for Learning Aim A and one task for Learning Aim B. The Assignment Brief presented is fit for purpose.

The overarching task for Learning Aim A is to choose a book to read, identify any problems to doing this and how these could be resolved, and a plan of how to carry out the activity.

The mode of presentation is given as a report or a slideshow. This is appropriate as it is clear what is needed. There is sufficient scope for learners at all levels to achieve.

The overarching requirement for Learning Aim B is to read the book to the correct age group. This embraces Learning Aim B fully and, again, allows for full coverage of the grades.

The Learner Work

Always use the Essential information for assessment decisions section in the specification for clarification on when an assessment criterion can be awarded. This provides amplification to the grading criteria. Reference to this assessment guidance

will ensure that the assessment of the evidence that the learner has produced fully meets the quantitative and qualitative requirements of the criterion.

When assessing the learner's work it is important that the assessor looks for where the learner has produced evidence of a quality that is appropriate to the command verb in the assessment criteria.

For **Learning Aim A** the learner has to solve problems when planning a reading activity suitable for a group of pre-school children.

In the plan the learner has described how she was planning to read to a group of preschool friends (her son and two children of her friend) but that she had to make a change in the plan when her friend's children could not attend. This is acceptable as noted in the essential guidance.

The learner has achieved A.M1 by producing a plan that **gives reasons for why the selected**

Book and aid are suitable. There is not enough explanation, for example at what **points of the story to use the aid and how it will add to the story**, for the award of A.D1.

In this case the Merit criterion encompasses the requirements for the Pass criterion.

The learner has achieved A.M2 by **describing identified issues and suggest ideas to resolve them**. For the Distinction to be awarded there would need to be an **explanation** of the identified issues and the decisions taken to resolve them.

In this case the Merit criterion encompasses the requirements for the Pass criterion.

For **Learning Aim B** the learner has to practise reading a story in a manner suitable for young children.

The learner has achieved B.D2 by an excellent reading of Thomas the Tank Engine. The book has been **read clearly**. The learner has **followed the plan** and has used **more than four skills**. Support aids at appropriate points are used effectively. It is noted well by the child that he enjoyed the book which indicates the way he has been engaged.

In this case the Distinction criterion encompasses the requirements for the Pass and Merit criteria.

Overall, a very good piece of work from a learner who understands the requirements of the unit and has addressed each Learning Aim fully. The work is very well presented and easy to follow.

The assessor has made suitable comments to validate the award of the Merit and has used the grading criteria well in feeding back to the learner. There is scope from the feedback for a re-submission and this is appropriate.

Assignment brief

Qualification	BTEC Level 1 Introductory Diploma in Caring for Children Under Five
Unit number and title	Unit CfC8 : Providing a Pre-School Children's Reading Activity
Learning aim(s) (For NQF only)	A Solve problems when planning a reading activity suitable for a group of pre-school children B Practise reading a story in a manner suitable for you children
Assignment title	Thomas The Tank Engine
Assessor	Christopher Awdry
Issue date	1 July 2016
Hand in deadline	29 July 2016

Vocational Context	You have a placement in a nursery. There are 2 rooms in this nursery called, Butterflies and Bunnies. Butterflies are aged between 2 – 3 years and Bunnies are aged between 3 – 4 years.
Task 1	Choose a book for your selected class and explain why you selected it and how you will use it so that the pre-school children enjoy it and would like to hear more stories read to them. What problems do you think you might face and how are you going to resolve these? Plan how you will carry this out including any other resources you might need. Decide on what aids you will use when reading the book.
Checklist of evidence required	Report or slideshow. Diary or log of plan.

Learning Aims covered by this task:	
Learning Aim reference	To achieve the criteria you must show that you are able to:
A.P1	Plan an outline pre-school children's reading activity, including how to use a selected story book and aid to engage young children
A.M1	Plan a pre-school children's reading activity, identifying how to use

	a selected story book and aid to engage young children
A.D1	Produce a well-organised plan a pre-school children's reading activity, explaining how to use a selected story book and aid to engage young children
A.P2	Identify issues that may arise when planning the activity
A.M2	Describe the identified issues and ideas to resolve them when preparing for the activity
A.D2	Explain the identified issues and ideas to resolve them when preparing for the activity

Task 2	<p>Read the book to the children in a way that is suitable for that age group.</p> <p>Your evidence will be an audio visual capture of you reading the selected book, and any other aids to help understanding, and your tutor will complete an observation record of what you did</p>
Checklist of evidence required	Audio/ visual record. Observation sheet.
Learning Aims covered by this task:	
Learning Aim reference	To achieve the criteria you must show that you are able to:
B.P3	Read the selected story book clearly, making some use of key features and support aid
B.M3	Read the selected story book using key features and support aid appropriately, making some use of appropriate tone and expression
B.D3	Read the selected story book, making consistent and appropriate use of key features, support aid and tone and expression

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	<i>None. Please refer back to your class notes.</i>

LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name: Nichola Hunter		Assessor name: Christopher Awdry
Issue date: 01/07/2016	Submission date: 29/07/2016	Submitted on: 29/07/2016
Programme : BTEC Level 1 Introductory Diploma in Caring for Children Under Five		
Unit CfC8 : Providing a Pre-School Children's Reading Activity		
Assignment reference and title: Thomas The Tank Engine		

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
Task 1	Planning document.	
Task 2	Audio/ visual record.	
Additional comments to the Assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:	<i>a v E H a C a U</i>	Date: 28/7/2016
--------------------	--------------------------------------	-----------------

Learner work

Providing a Pre-School Children's Reading Activity - Plan

I am an unmarried mam of a little boy (Matthew) aged 2. He likes Thomas the Tank Engine and watches it on the television.

Originally I was going to read the book to Matthew and his two friends as their mam is keen for them to read and to share. But when I came to do it she said she couldn't make it as they had to go to her nan's. That was a shame as they would have liked it and Matthew likes having them round.

He likes books and I want to use Thomas books to improve his words, help with his numbers, help with his colours, and get him to recognize words he already knows. Because of that I thought it would help him develop as he knows the topic and likes it. Hopefully he'll be good and join in because of that.

I also want him to repeat phrases so he makes better sounds in his words, maybe add some noises that trains make. Because he knows the trains it should help as it's sort of familiar.

Good thing the story is different from the TV so he won't guess ahead what's coming.

My plan is to read a Thomas book that I bought for his age group (and a bit older), use 2 Thomas trains to get him to link these to the book and what he has seen on the TV. I want him to do more than just see stuff on the TV. He knows his trains and laying with them when I'm reading will help him understand what is happening and he can make comments. Keep him occupied as well!

I chose this book because it is set for that age group plus the other children who were coming also know and like Thomas. The book is suitable because it has smiling pictures, big numbers (which are single and not double), bright colours and other things like clouds that they see every day. The Fat Controller reminds them of Matthew's granddad who is jolly and daft.

I will read the book and stop at times to check he is still OK with it and that he's not just listening but also joining in. I'll try and do some train noises but I'm not very good at that.

When I see numbers on the trains or other things like birds I'll get him to count so that I can see if his numbers are OK. Same with colours.

I will try and use tone of voice to show where the exciting bits are or if he seems to be losing interest.

Providing a Pre-School Children's Reading Activity - Issues

I had to decide the best time to read to Matthew so that he'd get the most benefit and I'd get an easy time.

I decided on 2.15 in the afternoon on Monday because.

1. Bin lorries were not due. Matthew likes them because they look like buses and he watches them like mad.
2. Had to make sure he'd had his lunch but also did not fall asleep. Either way I wanted to cut down on disruption.
3. He'd had a nap in the morning so I knew he'd nit be grumpy in the afternoon.
4. No visitors planned! Told my mam not to call round as I was busy and she'd distract him.
5. Checked that no building work was going all locally that might have cause a noise.
6. Local schoolkids would be in school so not making a noise.
7. Made sure he'd got a clean nappy on so he's wasn't in a mess and uncomfortable.
8. Made sure all the front doors and windows were shut in case of any noise but left the patio open as there is only an old couple at the back of me, plus we needed some fresh air.

ASSESSMENT RECORD SHEET				
Programme		BTEC Level 1 Introductory Certificate in Caring for Children Under Five	Learner name	Nichola Hunter
Assignment title		Thomas The Tank Engine	Assessor name	Chris Awdry
Unit no. & title		Unit CfC8 : Providing a Pre-School Children's Reading Activity	Targeted learning aims/assessment criteria	AP1, AM1, AD1, AP2, AM2, AD2, BP3, BM3, BD3
First Submission				
Deadline		29 July 2016	Date submitted	29 July 2016
Targeted criteria	Criteria achieved (Yes / No)	Assessment comments		
AP1	Yes	<p>You have produced a plan for the reading activity. Suitable age range, suitable target group of the 3 children originally. You adapted it well for using just Matthew. Your choice of story is good and you gave reason why you chose it though you did not explain this in depth. Good details of how you will engage Matthew with the book, particularly how you will use the trains to help with numbers and colours as well as things within the book.</p>		
AM1	Yes			
AD1	No			
AP2	Yes	<p>Good range of valid issues described and how you would overcome them. Particularly good how you chose the TIME of day to minimise possible disruption. Some good practical, suggestions such as lunch, nappy etc to give the best platform. You could have explained the issues in more depth and how this would contribute to the final outcome.</p>		
AM2	Yes			
AD2	No			
BP3	Yes	<p>Excellent reading. It was clear Matthew knew the general area of Thomas and that he liked Thomas stories. You kept him on track well. More than four skills covered: reading slowly and at correct pace: pointing out pictures (eg pigeons): tone of voice, expression (peep peep etc); intonation when changes in the story would happen and when you asked questions. Toys used well for numbers and colours. Good pronunciation at all times and you encouraged Matthew to do the same.</p>		
BM3	Yes			
BD3	Yes			
General comments				

No extra work needed for this assignment. Well done Nichola! Hopefully, you will go on to Level 2. You may wish to ask the LIV for a resubmission if you want a Distinction overall.

Assessor declaration	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Assessor signature	<i>Chris Awdry</i>	Date	5 August 2016
		Date of feedback to learner	5 August 2016
Resubmission authorisation by Lead Internal Verifier*		Date	

* All resubmissions must be authorised by the **Lead Internal Verifier**. Only **one** resubmission is possible per assignment, providing:

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.
- The tutor considers that the learner will be able to provide improved evidence without further guidance.
- Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.

** Any resubmission evidence **must** be submitted within 10 working days of receipt of results of assessment.