

Examiners' Report/
Lead Examiner Feedback

January 2018

BTEC Level 3 Nationals in CPLD
Unit 2: Development of Children's
Communication, Literacy and Numeracy Skills
(31598H)



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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit and Pass). The grade awarded for each unit contributes proportionately to the overall qualification grade and each unit should always be viewed in the context of its impact on the whole qualification.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each test we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via this link:

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Unit 2: Development of Children's Communication, Literacy & Numeracy skills (31598)

Grade	Unclassified	Pass	Merit	Distinction
Boundary Mark	0	27	40	53

Introduction to the Overall Performance of the Unit

This is the first in the series of external assessment for Unit 2: Development of Children's Communication, Literacy and Numeracy Skills with regards to the new specification. The method of assessment is in the form of three activities which learners are to complete as an externally set task during a supervised assessment window set by Pearson. The January 2018 task will be assessed under a time set by Pearson.

The task paper followed the format identified in the sample assessment material. There was a pre-released answer book where learners could use a 2 hour preparatory period during which they could make four sides of A4 notes to use in the supervised assessment.

The paper was divided into 3 activities. Activity 1 had a maximum mark of 20. Activity 2 had a maximum mark of 20. Activity 3 had a maximum mark of 28. The overall paper had a maximum mark 68.

The Activities were marked using a level based mark scheme.

Introduction to the Overall Performance of the Unit

Centres and learners should be acknowledged for their preparation for the substantial change to the assessment format.

Overall examiners were pleased with the work learners produced for this first series and commended centres for their hard work in preparing their learners appropriately. The responses produced were of a high standard.

However, very often learners produced too much writing in which there were only a few relevant points. Centres should encourage learners to make succinct points in response to the tasks otherwise learners tend to penalise themselves by running out of time. On occasion, some centres mistakenly submitted the learner notes with the exam paper.

Individual Questions

The following section considers each question of the paper, providing examples of learner responses and a brief commentary on the rationale behind the marks given.

ACTIVITY 1

All questions relate to the task brief which was sent to centres as a pre-release. This provided the information for learners to apply when responding to the activity. This section is based upon an Ofsted Report which the early years setting has received. Learners are asked to produce a report in response to the Ofsted report.

Learners are required to;

- 1 Ensure staff reflect on the different ways that children learn language and reflect on this information in their practice
- 2 Ensure that staff provide enough child initiated responsibilities for the younger children to learn together and from each other. This means they should be encouraged to develop skills that help them form positive relationships with their peers.
- 3 Ensure that adult-led language activities are suitably organised to match the needs and stages of the children's development so that they do not lose interest and miss out on learning opportunities

More able learners tended to respond to the first aspect of the activity by referring to theory with the more able learners applying that theory to the ways that learners learn language and by providing examples as to how they could incorporate this into practice. Whereas the weaker learners tended to provide some description of theories without application. In the second part of the task learners were to ensure staff provided child initiated responsibilities for the younger children, as the setting had children between two and four, appropriate activities for 2 to 3 year olds would have been appropriate and enabled learners to access mark band 3 and above. The third section was done well with learners providing adult led activities which met the requirements of the ages and stages of the children.

The response below is an example of how one learner addressed the activity,

All three aspects of the task are covered, with good reference being made to the case study. The learner has referred to Vygotsky although this is not developed – some excellent links to the Statutory Framework for Early Years which is current and provides good justification the work falls in band 3 with 9 marks being awarded for the justification and 6 for the recommendations. The learner has repeated the question, this is not necessary and wastes the learner's time.

Set Task

You must complete ALL activities within the set task.

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

The management at Chanticleer Pre-school has just received its latest Ofsted report. The quality of the provision is satisfactory. The report states what the pre-school needs to do to improve:

- Ensure staff reflect on the different ways that children learn language and use this information in their practice.
- Ensure that staff provide enough child-initiated opportunities for the younger children to learn together and from each other. This means that they should be encouraged to develop skills that help them form positive relationships within their peer groups.
- Ensure that adult-led language activities are suitably organised to match the needs and stages of the children's development so that they do not lose interest and miss out on learning opportunities.

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

This is a report about Chanticleer Pre-school's latest Ofsted report.

This report will contain:

- How staff can teach the children in different ways.
- To make sure the children have many opportunities to encourage positive relationships with their peer groups.
- Making sure that adult lead activities are suitable for every child's needs and so they do not lose interest or miss ^{out} ~~out~~ on any learning opportunities.

Firstly, I would like to reflect and make the staff understand how different learning activities when teaching always be an active learner, so you don't miss any important milestones that the child is meeting e.g. always keeping eye contact, responding when a child talks, positive body language and nodding ~~when~~ ^{or} smiling when a child gets an answer correct. Also, encourage the child to talk for example, ask questions, giving praise when accurate vocabulary is and grammar is used. This will help the child be more confident in themselves to speak that the language that is not their first language. Expanding the child's vocabulary will be another way to help children whose first language is not English because it allows the staff to draw attention to detail. 'When staff are working with the youngest children are expected to focus strongly on the three prime areas which are based on successful learning.' (Statutory framework for early years foundation stage 3rd march 2017) 'If a child does not have a strong grasp of the English language, staff must explore the child's skills at home with parents or carers to establish whether there is a cause of concern about language delay.'

In contrast the work of this learner is extremely brief and lacks detail although there is some relevance to the context in places. The work for recommendations has been placed in band 2 and has been awarded 3 marks.) For the second mark, there are no links to Early Years theory and no recommendations are informed by best practice the work therefore sits at the bottom of Band 1 .

Staff with ~~with~~ make sure that there are different ways children learn language by ~~reading books~~ having a reading session where children can learn to read and learn new words. Staff can also play them videos and having them repeat what has been said. For example they can learn the alphabet by learning the alphabet song.

~~There with~~ watching videos is a great idea to learn language because the songs will get in to their head and they would be ~~ing~~ singing it all day.

Plan activities where all children can come together to play and communicate. Playing in group can ~~could~~ ^{help} children build a positive friendship with their peers. It can also help them develop skills as they would be learning from each other. Their language skills would improve. It can also help children to feel confidence and they would find easier to make friendships in the future.

Children will learn more from adult-led activities. So it is important that the activities are planned properly and the staff know what to do as the children will be copying from them. Make the activities fun so the children don't lose interest. Losing interest can make the children miss out on learning opportunities.

Activity 2

Activity 2 was an individual case study concerning a 2 and a half year old with speech and language delays. Learners were asked to produce a set of actions to support the child (Akram) including the provision of specialist staff, resources and working with his parents.

The responses that achieved high marks were age related. They made reference to the key worker working together with the child's parents and specialist staff. No credit was given where the key worker referred Akram for specialist help without consulting the parents. .

In the following example reference is made to the role of the key worker however this lacks development. There is reference to Skinner regarding rewards and to Vygotsky.

The learner has been awarded Band 3 for Recommendations with references made to the case study which are relevant to the context. The range of recommendations are described and address meet all issues in the scenario (5 marks) for Justification of Recommendations, Band 2 has been awarded.

The recommendations are informed by best practice although there are occasional lapses Recommendations made reference to Early Years theory (4 marks), with the learner being awarded a total of nine marks

Activity 2

Akram is two and a half years old and has been attending Chanticleer Pre-school for almost three months. Staff have been observing Akram playing with the other children his age and have noticed that his speech and communication development is delayed. Akram babbles rather than speaks and has poor eye contact.

Akram's father has noticed that he prefers to play alone and has no interest in joining in activities with his brother and cousins.

There is concern that Akram may have delayed language development. Produce a set of actions for the early years practitioner that can support Akram. Justify the actions with reference to early years theory.

Actions for early years practitioner to support Akram's speech and language development.

Akram is 2 and a half years old he is babbling. This is a delay of speech, we know this because his father noticed ~~it~~ he plays on his own. If his father did not notice these delays it would cause ^{delays in} cognitive development, and social and behavioural problems.

Akram's speech is about 6 months old but he should be able use verbs like 'play', 'go' or 'walk'. He should be able use adjectives like 'wet' or 'cloudy'. He should also be able to know pronouns like him saying 'I', ~~you~~ ^{you} 'he' or 'she'. Also, he should be able to say two or three worded sentences like 'put sock on foot'. ~~another thing~~ He should also be able to hum or sing to school nursery rhymes.

There is a ~~some~~ key worker, Akram should be someone that Rab (Key worker) should keep a close eye on. Rab is an amazing key worker for Akram because he has specialized in working with children that have speech and language delay. Also he has a good understanding of speech and language development.

A few ways that Rab can use to help Akram with his language and speech can be if Akram says something ~~right~~, Rab should reward him by saying 'well done' this is operant conditioning (Skinner). Also giving Akram opportunities to develop his speech and language will help him be more confident when speaking, letting him interact with his peers to encourage speech (Vygotsky). Rab can also observe Akram frequently to see if he has improved, if he has not then to make sure that his parents are ~~refer~~ helping him by going to a speech and language ~~dentist~~ therapist. Also Rab should make/build a effective relationship with his parents so they can ~~discuss~~ discuss an effective way to make

Since Akram meets the required speech and language milestones, in their meetings to keep the parents updated you can tell them to keep a home diary so Rab can have an insight on what activities he is doing at home. Rab should also give Akram time to respond when he is asked about anything, for Rab to not rush him to speak or communicate. Rab should also use simple and clear speech.

Rab should encourage him to sing repetitive songs and join in on group activities, this will help him communicate with his peers and to encourage his speech as well as the peers doing so.

Akram's father should take Akram to a speech and language therapist because they will record all things he is lacking and will be able to monitor his progress and adapt to meet optimal progress. Also the speech and language therapist should get into contact with their early years practitioner (Rab) for support and additional recognition. The parents should also keep a diary for Akram's language development.

Also ~~the~~ Rab should medication because Akram
is ~~the~~ has delayed speech and language
So it encourages and helps Rab communicate
with Akram.

(Total for Activity 2 = 20 marks)

Activity 3

For activity three learners are required to plan two activities which are appropriate for four year olds. The choice of activities should be related to numeracy and should be age related.

Centres would benefit from encouraging their learners to produce plans to include the role of the adult, resources, health and safety, differentiation etc, if learners wish to access the higher bands. Additionally learners must address all aspects of the activity, in this instance it is including children whose home language is not English in the activity.

In the following example, Activity 1 this learner has included children whose home language is not English, the activity is appropriate for age, resources are named and the activity concerns knowledge of mathematical terms. The work falls within band 3.

In activity 2 the activity is described in addition to how the activity will support and meet the needs of the children – the role of the EYE and resources required are also included. The activities are appropriate for the age range, the work falls within band 3.

Justification of Recommendations has occasional lapses and is not developed, hence it is placed within Band 2. The learner has been awarded a total of fifteen marks.

Activity 3

Plan **two** activities to support numeracy development for **four year olds** at Chanticleer Pre-school. These activities must also consider the needs of children whose home language is not English, as well as the contribution and support made by the early years educator. The activities should be age appropriate. Justify these activities with reference to early years theory.

~~Since the children will be 4 and there will be children with EAL they will be the targeted children (these children) I am going to do one outdoor and indoor activity; outdoors ordering different types of balls and counting them.~~

~~I need to include mathematical terms~~

4 year old, some children EAL.

Children Multilingualism:

need to communicate using non verbal eg facial expressions and gestures. So they can understand well.

Activity 1: Measuring weights, pouring water into beakers.

Resources:

- beakers up to ~~200~~ 10ml

- water

- table cloths

- children to wear aprons in case water spills on them.

~~What the goal~~. In this activity the children will be measuring certain beakers

and pour the amount of water I tell them to. This task may be difficult for some children therefore I have to encourage them and use positive reinforcement at all times. And show interest in what they doing. In order for them to continue with the activity and not get bored I use positive reinforcement for the real student it will have a lot of benefit as it will give them confidence and boost their self-esteem. Which relates to theorist ~~Skinner~~ Skinner. The children will gain a lot of mathematical knowledge from the terms I will be using such as "add, larger than, greater than, pour" I need to scaffold and ask open ended questions this is so the children can talk. ~~Also need to provide commentary~~. Need to model of what I want them to do and praise them.

Activity 2: counting money, role play in a shop



Resources:

- Money
- Role play prompts
- toys such as food
- counter
- cash machine
- shopping trolley

This activity will help them recognise the similarities and differences of the mathematical symbols such as when they are going to give the money they will expect to ~~have~~ receive change, Adding and Subtracting.

All items will have price ~~on~~ label on it so children will be aware of what they spending on. And I have to be using positive body language, smiling and nodding and active listening at all times.

My role is to use mathematical terms whilst speaking to the children and scaffold and this is crucial that I repeat for the EAL children and



Observe what the Zone of actual development and zone of proximal development of children.

(Total for Activity 3 = 28 marks)

TOTAL FOR TASK = 68 MARKS

The final example has been awarded band four overall. Centres should note that planning is evident throughout the activities which are appropriate, with the role of the adult being included. Good reference has been made to EYFS

Activity 3

Plan **two** activities to support numeracy development for **four year olds** at Chanticleer Pre-school. These activities must also consider the needs of children whose home language is not English, as well as the contribution and support made by the early years educator. The activities should be age appropriate. Justify these activities with reference to early years theory.

Activity 1

Age: 4 year olds

Additional needs: This activity takes into account the needs of children whose home language is not English.

Learning goals: By taking part in this activity children should be able to identify with mass.

Description: This activity could be carried out indoors or outdoors. Children will be given ~~two~~ 2 items, they have to identify what is heavy and what is light. If the child guesses correctly they will be rewarded with a sticker. Before the answer is revealed, the children are shown the item in a pair of weighing scales.

Resources: 4 children

* Light objects (feather, ~~leaf~~) x 1 * Weighing scales

* Heavy objects (rock, ~~stone~~) x 1

Role of the adult: The adult should sit the children down and ensure they are focused. They should then give the children a ^{feather} ~~small object~~ each and allow the children to discuss with each other about the feather. * The adult could ask the children if they know what the object is called. The children should then be

told by the adult to put the feather to one side and then give the all a ~~small~~ rock each. The children ~~the~~ would then be asked by the adult 'Which object is heavy and which object is light?'. Once all the children have answered scales could be used in order to give them the correct answer.

Adaptations: In order to adapt this activity to suit the needs of a multilingual child picture cards could be used. When asking which object is heavy a picture could be shown of someone who is struggling to carry something and gestures could then be used by the adult in order to show a question is being asked. Another way of involving a multilingual child could be by learning the words heavy and light in their language so they can understand what is being asked. When they hear it in their language and then in English it could help them to know what light and heavy is in English.

Justification: This activity is very suitable for children at the age of 4. According to the EYF5 in between 40-60 months, children should be able to order two items by weight or capacity. This activity therefore will check their understanding of mass comparison. To further children's understanding questions can also be asked to see if they can name any other light or heavy objects. Using weighing scales will help to show children how something being heavy will

make the scales go down on one side and the lighter side go up. It will also ~~allow~~ allow children to realise that a heavier object scores a bigger number on the scales than the lighter object. The scales could encourage the reading out of larger numbers and could teach them the units of mass (kg, g, lbs). This would be beneficial for those of a higher ability. Children can be asked to give comparisons of shapes e.g. 'A square has 4 sides but a triangle only has 3 sides'.

Activity 2-

This activity will target children aged 4 years old and will take into account the additional needs of children that don't speak English as their home language. By being involved in the activity children should learn basic shapes, their names and the number of sides that they have. The activity will include several simple shapes drawn onto pieces of paper, ~~but~~ these shapes will include a square, rectangle, circle and triangle. Children will then be given different coloured gems or buttons and will be asked to place them on the outline of each shape. After this children will then be asked to find objects around the room that are the same as the shapes they have outlined. ~~The activity will require~~



Resources...

- * Coloured paper A4
- * Marker pen
- * Coloured gems or buttons

During the activity the adult should ask questions to test their knowledge. They could ask children if they know the names of ~~any~~ any of the shapes or if they know any items that are the same shape as what they have been shown.

~~Once they are~~ They could also ask the child what shape the buttons are and ask how many sides each shape has. Once the children have finished outlining their shapes and are looking for an object to match a shape the adult could direct them if they are struggling.

This activity is fairly straight forward and a child that is multilingual would get the grasp of what to do by observing and copying what the other children do. The practitioner could learn the names of ^{the} shapes in their home language so that they can identify if the child recognises the shape and says the name of it. This activity takes into account both shape and number and helps children apply shape to their daily lives. The activity could easily be made more ~~advanced~~ advanced if children find it easy by using 3D shapes, ~~and~~ showing their names and number of sides, ~~faces~~ faces and corners.

(Total for Activity 3 = 28 marks)

TOTAL FOR TASK = 68 MARKS

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