

## Pearson BTEC Level 3 Nationals Extended Diploma

# Children's Play, Learning and Development

## Unit 4: Enquiries into Current Research in Early Years Practice

Part A

Set Task Release Date: 19 March 2018

Paper Reference

**31599H**

**You do not need any other materials.**

### Instructions

- **Part A** contains material for the completion of the research for the set task.
- **Part A** should be undertaken over approximately 18 hours across a period of 6 weeks.
- **Part A** may be given to learners 6 weeks in advance of the supervised assessment period so that learners can begin the research in advance of the supervised assessment.
- **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 the relevant series.
- **Part A** materials for the set task will be issued prior to the start of the supervised assessment period according to the guidance in the specification.

### Information

- In **Part B**, you will have 3 hours under supervised conditions specified by Pearson to respond to the task.

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## **Instructions to Teachers/Tutors**

This paper must be read in conjunction with the unit information in the specification and the BTEC Nationals Instructions for Conducting External Assessments (ICEA) document. See the Pearson website for details.

Part A should be issued to learners six weeks prior to undertaking Part B of the assessment.

Learners will be expected to conduct research and can take up to six sides of A4 notes into the supervised assessment.

Research is expected to be carried out over approximately 18 hours of time.

Teachers/tutors cannot give any support to learners during the production of the notes and the work must be completed independently by the learner.

Centres are free to arrange the supervised assessment period how they wish, provided the three hours for producing final outcomes are under the level of supervision specified, and in accordance with the conduct procedures.

Refer carefully to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the preparatory period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

## Instructions for Learners

Read the set task information carefully.

This contains **Part A** of the information you need to prepare for the set task.

You will need to carry out your own research over the next six weeks.

You will then be given the set task to complete 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 preparation.

Your teacher cannot give you feedback during the preparation period.

### Set Task Brief

You are required to use your understanding of research methodologies and associated issues related to a piece of current research on the early years education issue, and to use your own skills in carrying out secondary research around the issue.

It is recommended that you spend approximately 18 hours on carrying out your secondary research.

To prepare for the set task in **Part B**, you must:

1. Analyse the article.
2. Carry out your own independent secondary research based on the content of the article. You must use at least two secondary sources in your research.
3. Prepare the following for your final supervised assessment:
  - a list of your secondary sources
  - notes on your secondary research – you can take in no more than six pages of notes.

During the supervised time for **Part B**, you will have access to this material.

You will be required to address questions based on the given article and your own secondary research.

You will have three hours under supervised conditions in which to complete your final assessment.

## Part A Set Task Information

### Report to Natural England

#### Childhood and Nature: A Survey on Changing Relationships with Nature Across Generations – March 2009

#### Background

It is a recognised fact that contact with nature can play an important role in the educational and social development of children; and that early contact with nature plays an important role in developing pro- environmental values and behaviours.

Natural England commissioned a survey to explore the difference in contact with nature between today's generation of children compared with the contact children from their parents' generation had.

#### Research Objectives

- To understand the difference between the freedom given to today's generation of children to play unsupervised in natural places compared to that of their parents' generation.
- To produce a statistical explanation of the difference in contact with nature between today's generation of children compared with children from their parents' generation.

#### Methodology

England Marketing undertook an online survey using a panel of respondents representative of the population of the UK. In total, 1150 adults and 502 children took part. 502 adults undertook the survey first and their children followed with the children's version of the survey. 648 adults without children responded.

The children interviewed were of primary school age, aged 7–11. The data on adults was split into two age groups; under 50 years old and 51 plus years old. This broad split was to explore the extent to which differences might exist between the generation who could be parents and the generation who are more likely to be grandparents of children aged 7–11.

It should be noted that all data is based on reported use, and not on actual measurements of activity. In addition, responses from adults must be considered to represent the breadth of their childhood experience, while those of 7–11 year olds must be considered to represent their experiences at the current point in time.

## Results

The sample breakdown was as follows:

### Gender

Adults		Children	
Male	Female	Male	Female
421	729	324	178
37%	63%	65%	35%

### Age

Adults		Children				
<50 years	51+ years	7	8	9	10	11
792	358	125	106	104	90	77
69%	31%	25%	21%	21%	18%	15%

### Type of Area

	City	Suburb	Large Town	Small Town	Large Village	Small Village
Adults	197	215	222	291	210	15
%	17%	19%	19%	25%	18%	1%
Children	90	103	114	109	79	7
%	18%	21%	23%	22%	16%	1%

## Summary of Findings

Children spend less time playing in natural places, such as woodlands, countryside and heaths, than they did in previous generations. Fewer than 10% play in such places compared to 40% of adults when they were young.

- The favourite place for today's children to play is in their home, while for adults it was outdoors in local streets. 62 % of children said they played at home indoors more than any other place. 42 % of adults said they played outdoors in local streets more than in any other place.
- The favourite places to play have changed over time. In the past, these were in the streets, near their home (29%), indoors (16%) and in some natural places (15%), whereas nowadays children like playing indoors best (41%) and, to a lesser extent, in the garden (17%).
- The majority of children (over 70%) say they are supervised wherever they play, except only 52% are supervised in the garden and 31% in the streets near their homes. This rises to over 80% in natural places.
- The grandparents' generation had slightly more freedom than the younger adults and most feel that children have less freedom today (87%). The parents' generation were a little more likely to have played at organised venues but still feel that they had more freedom than children today.
- Parents would like their children to be able to play in natural spaces unsupervised (85%) but fears of strangers and road safety prevent them from giving much freedom to their children.
- Children would like more freedom to play outside (81%). Nearly half of the children say they are not allowed to play outside unsupervised and nearly a quarter are worried to be out alone.
- Traditional outdoor activities are as popular now as they were in the past with all achieving a mean score of more than 3 out of 5. Building a camp or den and exploring rock pools on the beach were and still are the most popular activities.
- There is little difference in attitudes across the country and little difference in attitudes based on whether adults and children live in urban or rural communities.

## Observations

The findings of this survey should be used to promote the need to make natural spaces more available for children today – there is clearly an interest in and desire to be able to have more freedom to explore natural spaces.

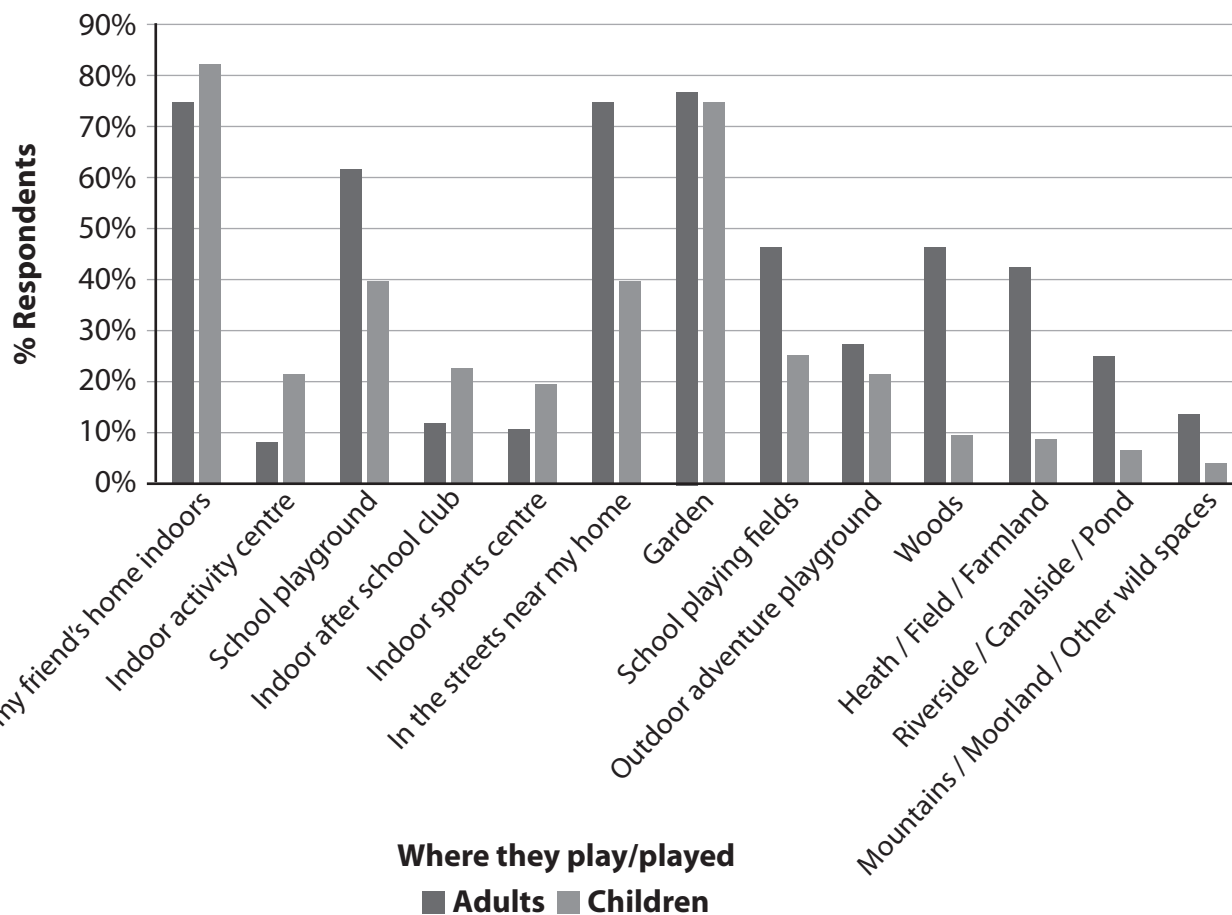
## Key Findings – Where They Play/Played

Respondents were asked where they play or played in their spare time.

Figure 1 shows the results and the following chart (Figure 2) shows the comparison between children today and where adults used to play when they were young.

	Adults	Male	Female	<50	50+	Children	Male Children	Female Children
At home or my friend's home indoors	76%	70%	80%	78%	73%	83%	76%	88%
Indoor activity centre	9%	10%	8%	12%	2%	22%	21%	22%
School playground	62%	63%	62%	64%	58%	40%	38%	43%
Indoor after school club	12%	16%	9%	15%	5%	23%	22%	23%
Indoor sports centre	11%	17%	8%	14%	5%	20%	25%	17%
In the streets near my home	75%	76%	75%	74%	80%	40%	38%	42%
Garden	77%	73%	79%	78%	73%	75%	68%	80%
School playing fields	46%	52%	42%	51%	35%	25%	23%	27%
Outdoor adventure playground	27%	29%	25%	31%	16%	22%	17%	25%
Woods	46%	52%	43%	44%	52%	10%	13%	9%
Heath / Field / Farmland	42%	43%	41%	39%	49%	9%	8%	11%
Riverside / Canalside / Pond	25%	35%	20%	22%	33%	7%	7%	7%
Mountains / Moorland / Other wild spaces	13%	17%	11%	11%	18%	4%	5%	3%

**Figure 1: Where children and adults played, by age and gender**



**Figure 2: Where adults played when they were young compared to children**

When asked where they played most, the top three locations for both adults and children were at home indoors, in the garden and in the streets near their homes (Figure 3).

However, the main differences between the generations are that children are playing indoors compared to adults to a much greater extent (62% of children ranking this 1,2 or 3 compared to 36% of adults) who were much more likely to play in the streets (48% of adults scored this 1,2 or 3 compared to 24% of grandparents).

It is clear from the chart that the previous generation are much more likely to have spent their time playing in the streets compared to children nowadays. Compared to their parents, children today are more likely to play at home indoors or at a supervised indoor activity centre.

Children perceive that they play less at school than adults used to, whether in the playground or on the school playing fields.

Children spend less time playing in natural places, such as woodlands, countryside and heaths; fewer than 10% play in natural places compared to 40% of their parents and grandparents when they were young.

In the past, children in urban areas were slightly less likely to play in natural spaces, presumably through lack of access, than the children living in small towns and villages. Modern children living in the suburbs play in the streets less than their city and village counterparts.



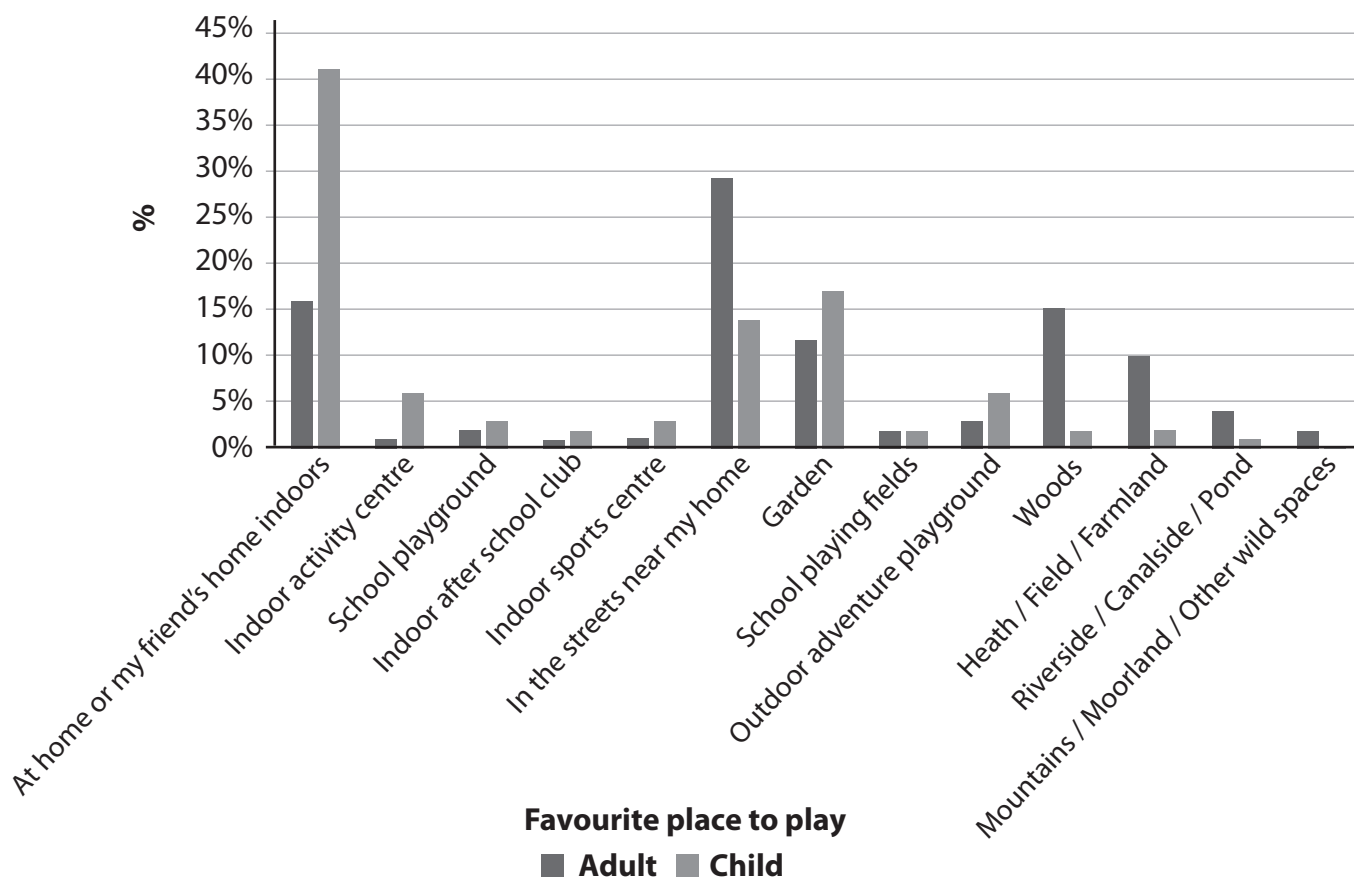
## Favourite Places To Play

Respondents were asked where their favourite places to play were.

This is displayed in the table and graph below.

	Adult	Child
At home or my friend's home indoors	16%	41%
Indoor activity centre	1%	6%
School playground	2%	3%
Indoor after school club	1%	2%
Indoor sports centre	1%	3%
In the streets near my home	29%	14%
Garden	12%	17%
School playing fields	2%	2%
Outdoor adventure playground	3%	6%
Woods	15%	2%
Heath / Field / Farmland	10%	2%
Riverside / Canalside / Pond	4%	1%
Mountains / Moorland / Other wild spaces	2%	0%

**Figure 3: Favourite places to play: adults v children**



**Figure 4: Adult’s favourite places to play compared to children**

41% of children say their favourite place to play is at home or indoors at a friend’s house compared to only 16% of adults.

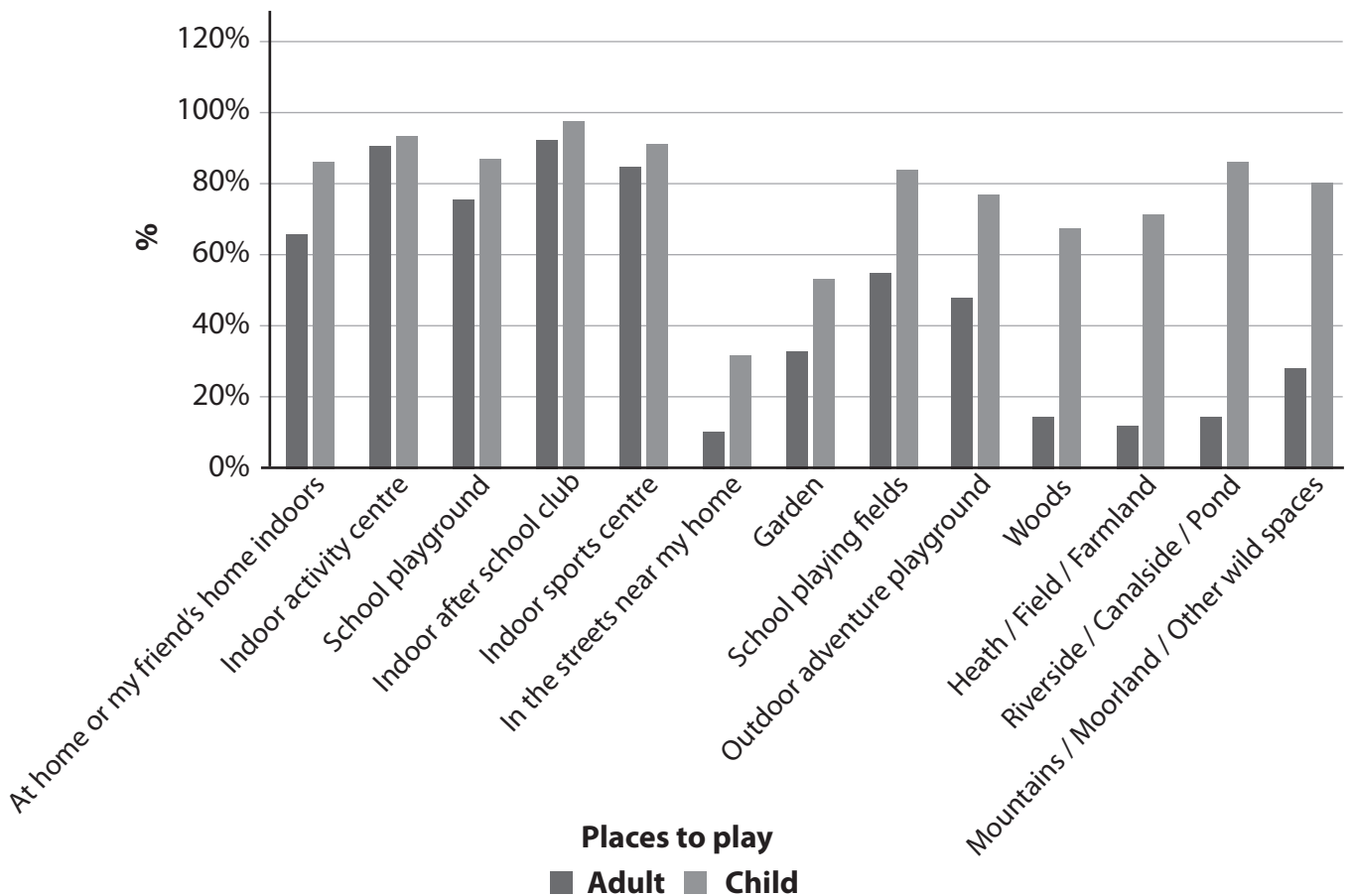
29% of adults said their favourite place to play used to be in the streets near their homes (compared to 14% of children) and up to 15% like the countryside best (compared to 2% of children).

Where children play and adults played the most appears to correlate with their favourite place to play to a large extent. A significant number of adults said their favourite places to play were natural places, but perhaps they had less opportunity to go to these as regularly as being in the streets, the garden or at home. Natural places do not feature as favourite places to play for children, and the figures generated about where they play most suggest that they rarely have an opportunity to go to these places.

## Supervision

Respondents were asked about their levels of supervision. The majority of children (over 70%) have the perception that they are supervised wherever they play, with the exception of only 52% being supervised in the garden and 31% in the streets near their home. This rises to over 80% in natural places although only a very small number (2%) play in such places. Below are the results.

	Adult	Child
At home or my friend's home indoors	65%	86%
Indoor activity centre	90%	93%
School playground	75%	87%
Indoor after school club	92%	97%
Indoor sports centre	84%	91%
In the streets near my home	9%	31%
Garden	32%	52%
School playing fields	54%	83%
Outdoor adventure playground	47%	76%
Woods	13%	67%
Heath / Field / Farmland	11%	70%
Riverside / Canalside / Pond	14%	86%
Mountains / Moorland / Other wild spaces	27%	80%



**Figure 6: Levels of supervision at play places: adults v children**

Both adults and children are highly likely to have been supervised at indoor play centres (activity/sport centre or after school club) but these would typically offer supervised facilities anyway.

When playing at home/at a friend's house, children today are significantly more likely to be supervised than their parents were (adults 65%, children 86%).

A big difference between adults and children can be seen when playing in the streets near home – one of the most popular places of play for both generations. Only 9% of adults (of those who played in the streets) were supervised when playing here compared to 31% of children nowadays.

Although the following places of play were/are frequented less often for both groups compared to other places, significantly more supervision is provided today compared to then.

- Woods – (adults 13% children 66%)
- Heath/fields etc. – (adults 11% children 70%)
- Riverside etc. – (adults 14%, children 86%)
- Wild spaces etc. – (adults 27%, children 80%)

## Enjoyment of Outdoor Activities

Respondents were asked how much do / did you enjoy a list of outdoor activities.

There were no major differences between the past and the present in terms of region, type of area or by age. The analysis has been made by considering the mean score (out of 5) which each activity was given. Figures 17 and 18 show the findings.

Over 80% of both adults and children have taken part in the majority of these activities, with the exception of swimming in a river or lake (only 64% adults; 66% children).

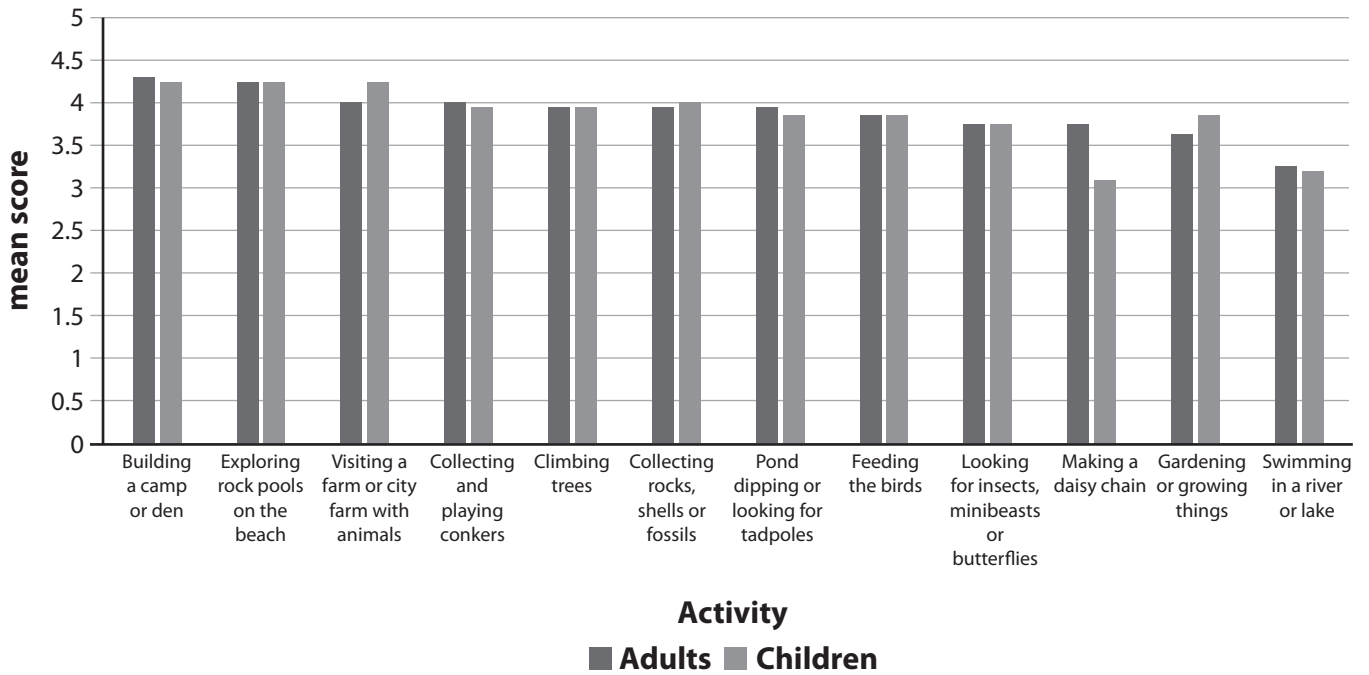
All nature-related activities are enjoyed, having a mean enjoyment rating of at least 3.0 (where not at all enjoy =1 and really enjoy =5). Building a camp/den and exploring rock pools is and was the favourite activity for both generations.

Some outdoor activities, such as collecting rocks, hunting for insects, exploring rock pools, gardening, feeding birds and visiting farms, are more popular with children these days than they were in the past. However, some of the more traditional activities, such as playing conkers, looking for tadpoles, climbing trees, swimming in a river or lake and making camps, are less popular but the differences are very slight.

The only major difference between then and now is daisy chain making, which was liked more by adults when they were children.

Activity	Mean Score		Percentage not participated	
	Adults	Children	Adults	Children
Building a camp or den	4.3	4.2	8%	17%
Exploring rock pools on the beach	4.2	4.2	13%	14%
Visiting a farm or city farm with animals	4	4.2	20%	9%
Collecting and playing conkers	4	3.9	7%	15%
Climbing trees	3.9	3.9	12%	18%
Collecting rocks, shells or fossils	3.9	4	13%	9%
Pond dipping or looking for tadpoles	3.9	3.8	13%	26%
Feeding the birds	3.8	3.8	10%	9%
Looking for insects, minibeasts or butterflies	3.7	3.7	10%	7%
Making a daisy chain	3.7	3.1	9%	19%
Gardening or growing things	3.6	3.8	13%	26%
Swimming in a river or lake	3.2	3.2	36%	52%

**Figure 7: Mean enjoyment score for nature-based activities and the percentage of respondents who have not participated in these activities**

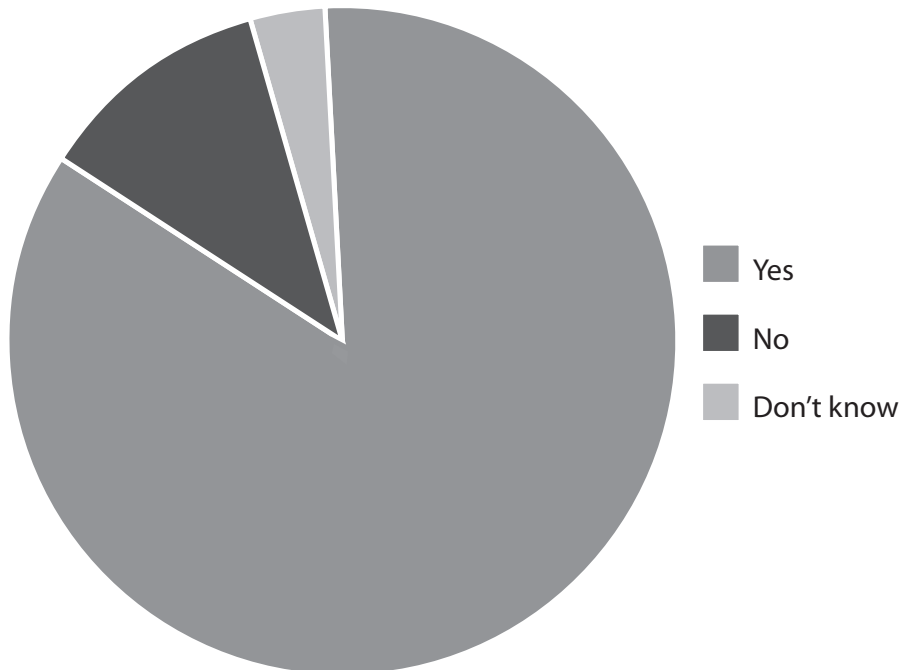


**Figure 8: Mean enjoyment score for nature-based activities**

### Freedom to Enjoy Outdoor Activities

Adults were asked a series of questions on whether they felt they had more freedom to play outside when they were young and what issues they face with children playing outside these days.

87% of adults say they feel they had more freedom to play outdoors than children have today (Figure 19). Broken down into the older and younger adult age groups, 94% of older adults (50+) said they had more freedom compared with 84% of younger adults, which is a significant difference.



**Figure 9: Extent to which adults felt they had more freedom to play outside between the ages of 7-11 that children have today**

74% of parents are concerned about their children's safety in terms of meeting strangers, 59% are concerned about road safety and 23% say there is nothing for the children to do.

29% do not allow their children to play unsupervised outdoors at all.

There is no significant difference in this across type of area that they live in, or region of the country.

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# Children's Play, Learning and Development

## Unit 4: Enquiries into Current Research in Early Years Practice

### Part B

Window for Supervised Period: 14 May – 16 May 2018 <b>Time: 3 hours</b>	Paper Reference <b>31599H</b>
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<b>You do not need any other materials.</b>	Total Marks
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### Instructions

- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- **Part A** will need to have been used in preparation for completion of Part B.
- **Part B** contains material for the completion of the set task under supervised conditions.
- **Part B** should be undertaken in 3 hours during the assessment period of 3 days timetabled by Pearson.
- **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 the relevant series.
- **Part B** should be kept securely until the start of the 3-hour supervised assessment period.
- Answer **all** activities.
- Answer the activities in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 65.
- The marks for **each** activity are shown in brackets  
– *use this as a guide to know how much time to spend on each activity.*
- You must not submit your research notes to Pearson.

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## Instructions to Teachers/Tutors

This paper must be read in conjunction with the unit information in the specification and the BTEC Nationals Instructions for Conducting External Assessments (ICEA) document. See the Pearson website for details.

The set task should be carried out under supervised conditions.

Work should be completed in this task booklet.

All learner work must be completed independently and authenticated by the teacher/tutor and/or invigilator before being submitted to Pearson.

Centres are free to arrange the supervised assessment period how they wish provided the three hours for producing final outcomes are under the level of supervision specified, and in accordance with the conduct procedures.

Refer carefully to the instructions in this task booklet and the BTEC Nationals Instructions for Conducting External Assessments (ICEA) document to ensure that the assessment is supervised correctly. An authentication statement will be required confirming that learner work has been completed as directed.

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 supervised assessment periods, 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.
- During any break materials must be kept securely.
- Any work learners produce under supervision must be kept secure.
- Any materials being used by learners must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.

### Outcomes for submission

The following document will need to be submitted by each learner:

- a completed **Part B** task booklet.

A fully completed authentication sheet must be completed by each learner; the prepared notes do not need to be submitted with the final outcomes to Pearson.

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### Instructions for Learners

Read the set task information carefully.

Complete all your work in this task book in the spaces provided.

You must plan your time accordingly and be prepared to submit all the required evidence by the date specified.

You will need to refer to any research from **Part A** to complete the set task in **Part B**.

You will complete this set task under 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 will need to submit one document on completion of the supervised assessment period:

- a completed **Part B** task booklet.

A fully completed authentication sheet must also be completed; any prepared notes do not need to be submitted with the final outcomes to Pearson.



## Set Task

**You must complete ALL activities.**

Complete your work in the spaces provided.

You will need to refer to the article and your research notes completed in **Part A**.

**Provide a reference list of the sources you have used in addition to the article.**

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**TOTAL FOR TASK = 65 MARKS**





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