



Examiners' Report/  
Lead Examiner Feedback

Summer 2018

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



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Summer 2018

Publications Code 31598\_1806\_ER

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## Grade Boundaries

### 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	28	37	50

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## Introduction to the Overall Performance of the Unit

This is the third 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 task is 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

Examiners were generally pleased with the work which learners produced for this third series and commended centres for their hard work in preparing their learners.

The responses produced was to a good standard, however very often learners produced too much writing in which there were only a few relevant points. Centres need to encourage learners to make succinct points in response to the tasks or otherwise learners tend to penalise themselves by running out of time. On the same point, a few centres were providing their learners with additional sheets of plain paper which were not authorised. If additional sheets are needed these must be the authorised additional sheets which are provided by awarding bodies and they must be fully completed. On occasions some centres mistakenly submitted the learner notes with the examination paper which led to further confusion.

Centres should make use of the case study, this is designed to give learners a good idea of what they should research to complete the three tasks. They should also encourage the learners to address the information which is required for each task; as an example, there is no reference to children with additional language needs required for Activity one, this information should be used in Activity 2.

# 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 provides 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. They are required to:

*Ensure staff reflect on ways that children learn numeracy and use this information in their practice*  
*Ensure that the programme for mathematics is developed by enabling children to use resources to build upon their number and counting skills and help them learn and understand about shape, space and measure*  
*Ensure that planning is improved to include a range of adult led activities to enhance children's progress in numeracy, taking into account the stages of development of the children.*

In general learners were able to recommend several ways that could be put in place for children to learn about mathematical concepts with many referring to the EYFS requirements and stating the correct age range. Learners would benefit from including and developing further references to theory when relating to ways staff can reflect on ways children learn numeracy, this would ensure that the theory aspect of the activity was covered to some extent. Learners are rewarded within the higher bands where the theory is linked to the activity.

Many learners discussed both indoor and outdoor activities e.g. hopscotch and giant snakes and ladders painted on the playground. Many learners referred to the budget which had been mentioned in the case study to be spent on resources however they did not fully manage to capitalise on this to develop a number of resources which could be used to build upon knowledge in particular including shape, space and measure. Centres should note that unless learners cover all aspects of the activity, in this case numeracy, space, shape and measure learners cannot be credited within the top band for this activity.

For the third part of this activity learners did not always relate that it was the planning of the adult led activities which was to be improved and they were not required to produce a range of adult led activities to address the task.

The following following response was awarded a total of 12 marks composed of 6 marks for recommendations (Band 3) and 6 marks for Justification of recommendations (Band 3) as the learner has addressed all three aspects of the question and supported the responses with justification and theory. The learner has included all aspects of the second part of the activity and has done this very well. However the first and third parts are less developed. The learner has however woven applicable theory into her work and this has been amply rewarded by the examiner.

#### Set Task

**You must complete ALL activities within the set task.**

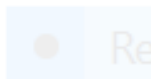
You will need to refer to the task information and the notes of any preparatory work completed in **Part A**.

#### Activity 1: Ofsted Report Response

Produce a report responding to Alpaca Road Playgroup's latest Ofsted report, making recommendations to address issues raised. Justify these with reference to early years theory.

*The voluntary committee at Alpaca Road Playgroup has just received its latest Ofsted report. The quality of the provision is Grade 3: requires improvement. The report states what the playgroup needs to do to improve:*

- *Ensure staff reflect on the different ways that children learn numeracy and use this information in their practice.*
- *Ensure that the programme for mathematics is developed by enabling children to use resources to build upon their number and counting skills and help them learn and understand about shape, space and measure.*
- *Ensure that planning is improved to include a range of adult-led activities to enhance children's progress in numeracy, taking into account the stage of development of the children.*



(20)

Following the grade 3 report given by Ofsted improvements need to be made. First, it is important for all staff to learn the ways in which children learn numeracy. At ages 3-4 years children should be able to use number names and language as well as recites numbers to 10. This follows the EYF3 developmental matters of 30-50 months. Following this it is important to understand that children learn mathematics through everyday activities and routines. For example children learn to count to 10 by counting with practitioners,

How many children are in the play group today? By counting daily children quickly are able to count to 10 unsupported you can then support children to count higher than 10.

Also snack time is a perfect opportunity to bring in shapes and problem solving. For example asking children if there are enough cups for all the children on the table encourages them to problem solve and adult practitioners can also cut shapes in food like sandwiches encouraging children to see for a shaped sandwiches supports their understanding of shape names.

Finally it is important to understand that children pick up shapes/<sup>mathematics</sup> from the environment that they are in this could be numbers on a wall or shapes on the playground floor. It is therefore important to change the environment to further develop their learning.

For children of the age of 3-4 years mathematics should be fun and there should be no emphasis on sums and equations. At this age mathematics resources should always be available for children so that they can learn maths through play. Activities that can support their counting is board games, to play.

these games children have to count to move their counter forward, but the children do not realise or feel pressured to count because they are having fun.

Another way to use resources to develop their mathematics is to ~~use~~ see put out scales in the sand or playdough area. The children will see them as another toy but will begin to gain an understanding of weight and which side is heavier or lighter.

Shape and space can be developed through the use of puzzles, simple board puzzles can encourage children to look for the shape they need but also to think about whether the space is big enough to fit the particular piece of puzzle they have chosen.

According to Vygotsky children can be pushed to a zone of proximal development when they are supported by an adult. This makes it important then when planning activities for children there should be adult-titled activities included. Adult led activities should be based off of the child's stage of development using this stage of development and the EYF's developmental matters practitioners can plan activities to further their stage of



development. For example, at 30-50 months children should be able to count to 10. To support children in reaching their next milestone if they are able to count to 10 you could bring in the concept of one less or one more than the number. This activity would be for children who are above the expected developmental milestones. For children who could not count to 10, <sup>\*</sup> this would be a key adult-led activity to ensure that the children reach the expected developmental milestones of their age, this could be encouraging the children to set the tables for snack as the children would have to count out the cups and plates needed for their table.

## Activity 2

Activity two was an individual case study concerning a three and a half year old child who does not speak English. Learners were asked to produce a set of actions to support Satya including the provision of specialist staff and resources.

The more able learners were able to make reference to the fact that the family did not speak English at home and this may cause communication problems with them, learners referred back to the case study and suggested the use of the key worker to communicate with the parents. Many learners provided reasonable actions for the EYP to take to support Satya, however others made recommendations which were not relevant such as background noise and special needs which were clearly not relevant. The following example has lapses with reference to the actions which can be put in place for Satya however the chosen theories are highly applicable, although the learner could have expanded upon Chomsky's theory with reference to multilingualism for further credit. The work was awarded a total of 10 marks, 4 for recommendations and 6 for justifications.

## Activity 2

Satya is three and a half years old and has just started attending Alpaca Road Playgroup. Staff are aware that Satya's family do not speak English at home and that this is her first introduction to English.

The Early Years practitioners are aware that they will need to support areas of Satya's development that could be affected by multilingualism. This should include the provision of specialist staff and resources, as well as involving Satya's parents.

Produce a set of actions for the early years practitioners that can support Satya. Justify the actions with reference to early years theory.

(20)

Staff ~~will~~ at the playgroup will be aware that Satya will be a sequential language learner as she has an established home language and is going on to pick up another language so the early years staff at the playgroup will need to provide Satya a significant amount of support as learning English can be unsettled.

When ~~is~~ Satya first comes to the nursery she will be given a key <sup>person</sup> ~~person~~ who will work with her and communicate with her family to help integrate into the playgroup. When first starting at the playgroup may feel isolated ~~as~~ from other children as she may not understand what is being said so she instead may stick close to her key person as that way she will feel safe. It will be the role of the key person to introduce Satya to other children at the playgroup so she is

able to make new friends. ~~The re~~

The key person will need to make sure that they don't ~~is~~ have just a good relationship with Sataya but also with her parents/carers as they will need to communicate about Sataya's progress in the playgroup and how the parents/carers will be able to help and support her as at her age she is in the critical period for being able to learn language as theorist Chomsky said ~~o~~ that children are ~~a~~ born with a hypothetical part of the brain called the Language Acquisition Device which at the age of 2-4 years children are at the critical period for learning language so staff should make sure that Sataya is given sufficient opportunities to interact ~~to~~ with ~~the~~ others and when she says something it may not be correct so staff should repeat the sentence back to her which is grammatically clear and make sure that they do not over correct.

The first stage of Sataya learning English at playgroup may be difficult so staff ~~error~~ should encourage Sataya's family members to have a Q continued use of the home language at home.

as it may take Sataya a while to be able to understand that her language will not be able to gather responses from other children at the play group. This stage for picking up English can be an emotionally frustrating time for Sataya as she will not understand why her home language doesn't 'work' so staff will need to make sure that they give Sataya emotional support with ~~or~~ making sure to acknowledge and praise everytime that Sataya attempts to communicate as many ~~the~~ theorists such as Skinner on operant conditioning said the use of praise is an excellent motivator and will be able to give children confidence.

As Sataya continues to learn English she will go through a stage which is able to be known as the non-verbal or silent period. During this period at the playgroup Sataya will stop using her home language and will start the process of 'tuning in' to the sounds and words that she hears around her. At this stage the early years educator should be ~~simplify~~ simplifying language that is used so Sataya is able to understand. ~~Another~~ Another way of being able

to support Sataya during this period such as pointing to objects and naming them and also creating familiar routines whilst also making sure there is no pressure on Sataya to ~~talk~~ talk. During this period staff members should make sure to use Vygotsky's theory with making sure to carefully observe Sataya so they can be able to identify her current level of skill to then plan on how they can support to reach the next level. ~~They~~ There should be plenty of emotional support for Sataya and plenty of opportunities for her to be able to demonstrate competency.

The next stage is when Sataya will start to use telegraphic and formulaic speech and Sataya will start to ~~talk~~ talk in English. Staff will have to understand she has not yet mastered English but ~~with~~ she will start to use mini sentences. Staff will be able to follow Skinner's operant conditioning theory and make sure to acknowledge every communication attempt, do not overcorrect mistakes but instead recast and expand sentences and make sure to give ~~praise~~ praise as it is an excellent motivator and will give Sataya confidence to repeat her ~~try~~ actions.

Examiners were once again a little concerned that some learners did not mention the importance of a key worker or observations

**Further links to the role of observations, key workers and realistic boundaries can be found in**

Role of Observation Links with,

**Unit 9 Observation, assessment and planning,**

A1 The importance of observation and assessment,

A2 Planning for children's development

B1 Observation recording methods

B2 Carry out and record observations of children

B3 Make accurate assessments of children .

Also links with,

**Unit 5** Keeping children safe A2, C2

**Unit 6** Children's physical development care and health needs A2

**Unit 7** Children's personal social and emotional development A1, C1

**Unit 8** Working with parents and others in early years C1

The Key Person Role is identified in,

**Unit 7 Children's Personal Social and Emotional Development**

A2 The Key Person approach.

Also links with,

**Unit 5** Keeping children safe C1

**Unit 6** Children's physical development care and health needs A2

**Unit 8** Working with parents and others in early years A2, B1

**Unit 9** Observation, assessment and planning, A2, C3

## Activity 3

For activity three learners are required to plan two activities which are appropriate for four year olds. Centres should note that there are a large number of marks to be accessed for Activity 3. The choice of activities should be related to hand writing and be age related. Provisions for left handed children should also be included within the two activities. There was no need to refer to children with additional language needs as this was not stated within the task.

Examiners have demonstrated extreme concern that learners are losing a large amount of marks for not responding to all aspects of the activity as they have not provided a plan. Likewise some activities were not suited to handwriting additionally on a good number of occasions it appears that learners have devised an activity but have attempted to apply it to handwriting later rather than devised the activity around handwriting, such examples include playing in sand.

Activities involving cooking will no longer be credited as they are deemed a health and safety risk and are unlikely to relate appropriately to the tasks within the activity.

Application of theory also tends to be weak with learners making reference to either Skinner or Vygotsky very often without any application.

The following example was awarded 15 marks out of a total of 28. The activities are appropriate with all aspects covered in relation to the requirements of the task however the theory lacks development for higher credit. The learner has made good use of planning for which they have been rewarded.



### Activity 3

Plan two activities to support writing development for **four year olds** at Alpaca Road Playgroup. The activities must also consider the needs of children who are left handed, as well as the contribution and support made by the early years educator. The activities should be age appropriate and supported by theory.

(28)

Activity plan one

Learning objectives:

All 1 will be able to trace around different letters

Most 2 will be able to trace around their name

Some 2 will be able to write their name with out tracing

Rationale:

I have chosen this activity as children at age 4 should be able to start to write letters as even their own name. This activity also helps develop a child's fine motor skills, their writing and helps them to see if they are right or left handed.

Description: This activity involves the children tracing around different letters that the staff member has chosen. The children will trace around lower case letters and their matching capital letter. Once they have done that, they will then trace around their name in their favourite colour.

This will develop a child's physical development as they are using their fine motor skills. This will also develop their personal, emotional development. This is due to them tracing their own name and using their favourite colour.

Role of the adult:

The role of the adult is to provide support when tracing the letters for the child. Bruner believed that it was important for the adult to use scaffold learning. This means supporting the children through the writing activity. When the children that don't speak English are tracing the letters, it's important that the key person supporting the child is being motivational. This is because Bandura believed that motivation and positive reinforcement is important for children as they will feel motivated to carry on and have high self-esteem, which will develop their emotional development.

The resources needed for this activity are pencils or different coloured pens. They will also need tracing paper and normal paper. This will be used in the attention task. They will also need a mat that has different letters on and one with their name on.

This activity will be differentiated and adjusted for children who are left handed. The staff will provide the children who are left handed pencils that are triangular shape. They will also be given the coloured pens that have triangular pen grips. They will also be given their paper to a 90° angle that can help with their writing. The adult will also be their for support.

An extension task for the children that manage to finish.

their... basis, is that they can try to write their name with  
own tracing. It. They will be given a plain piece of card or  
paper and will be asked to write their name with cut  
tracing. The key person will help if they get stuck.

Bibliography: BE TEC - childrens play, learning and development text book.  
<http://www.familiesonline.ca.uk/life/families-of-the-best-gadgets-for-left-handers>.

#### Activity plan two

All: should be able to role-play a shopping scene.  
Most: be able to write a shopping list  
Some: write a few words to describe their act

Rationale: This activity allows the child to develop many skills.  
They are able to socialise and work in groups. They will  
develop their physical development by using their fine/gross  
motor skills. Children who speak ~~no~~ languages no english and  
are multi-lingual can work in the same group. This activity  
can also develop their writing skills as a shopping  
scene uses a lot of fine motor skills.

Description: This activity involves the child to act out a  
shopping scene. They will be asked to write a shopping list of  
all the foods they have brought. They will also use the till  
and learn the concept of counting and giving change.

Role of the adult: The adult must make sure that the children are in groups that are at the same development level. They should also make sure that the children that the children who don't speak English at home are in one group. This is so the keyworker can work closely with them. Boxes developed LASS, which is the language acquisition support system. This is used for language development and to help with social interactions. The adult should also make sure that the different foods are labeled to help the children understand what food are which.

Resources: Wash are mini role plays for the children to write their shopping lists on. They will also need a role-play corner with the different props and costumes for the child to wear.

This task will be adjusted for those who speak no English. The key worker will be able to work with the children and can communicate through music and non-verbal communication but also will be able to provide words with images.

An extension task will involve the children writing a few words about their activity. This will help develop their writing skills and their fine motor skills.

Bibliography: <https://www.simplypsychology.org/learning.html>

(Total for Activity 3 = 28 marks)

**Further links for developmental milestones and working with four year olds can be found in the following units,**

**Unit 1 Childrens development**

B1 Physical development

C1 Theoretical Approaches

D1 The self, others and place in the world

Plus links with

**Unit 9** Observation, assessment and planning A1, B3

Links with

**Unit 14** Montessori Approached in early Years A2, B1

**Unit 19** Digital Technologies In early years Practice A1, B1, C1

The range of theories referred to can be varied however they must be relevant

The activity requires learners to plan the activities using the information provided, learners would benefit from having knowledge of planning activities either whilst gained on placement or from the work completed in other units. Templates for the plan are not required but can be used if this would assist learners to produce appropriate responses.

**Further Support for planning activities can be found in:**

**Unit 11 The Early Years Foundation Stage**

B1 Learning and Development Requirements

B2 Assessment Requirements

D1 Support Children's Learning and Development Towards the Early Learning Goals

Also links with

**Unit 3** Play and Learning B3

**Unit 6** Children's Physical Development Care and Health Needs B1

**Unit 9** Observation, Assessment and Planning A2, C1, C2, C3

**Unit 12** Children's Development Outdoors A2, B1, B2, C1, C2

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