

Pearson BTEC Level 3 Nationals Extended Diploma

Set task release date:

01/05/2019

Paper Reference **31598H**

Children's Play, Learning and Development

**Unit 2: Development of Children's Communication,
Literacy and Numeracy Skills**

Part A

You do not need any other materials.

Instructions

- **Part A** contains material for the completion of the preparatory work for the set task.
- **Part A** is given to learners 2 days before **Part B** is scheduled. Learners are advised to spend no more than 3 hours on **Part A**.
- **Part A** must be given to learners on the specified date so that learners can prepare in the way specified.
- **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 that series.
- **Part B** materials must be issued to learners on the specified date.

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Instructions to Teachers/Tutors

This set task has a preparatory period. **Part A** sets out how learners should prepare for the completion of the task under supervised conditions.

Part A should be issued to learners **2 days** prior to undertaking **Part B** of the assessment.

Learners should familiarise themselves with the case study given in this **Part A** booklet.

Learners are expected to spend up to **3 hours** of monitored preparation time in undertaking **Part A**.

Centres must issue this booklet at the appropriate time and advise learners of the timetabled sessions during which they can prepare. It is expected that scheduled lessons or other timetable slots will be used for some of the preparation.

Learners must prepare summary notes on the case study findings. Learners must take up to three A4 sides of notes of this type into the supervised assessment (**Part B**). Other content is not permitted. The notes must be hard copies and can be handwritten or word processed. If word processed, the font size must be 12 points minimum.

The notes:

- can not include activity plans
- can not include paragraphs or extended sentences.

Part B must be completed under formal supervision. The supervised assessment uses the **Part B** booklet. This is a task book.

The formally supervised task will take place in a timetabled slot. A supervised rest break is permitted.

Centres should refer to the Instructions for Conducting External Assessments (ICEA) document for full information on the correct conduct of monitored assessment.

Teachers/tutors should note that:

- learners should not be given any direct guidance or prepared materials
- learners should not be given any support in writing or editing notes
- all work must be completed independently by the learner
- learner notes will be retained securely by the centre after **Part B** and may be requested by Pearson if there is suspected malpractice.

Instructions for Learners

Read the set task information carefully.

In **Part B** you will be given a series of activities to complete. Use this **Part A** booklet to prepare by relating your learning to the specific information given.

In your preparation for **Part B** using this **Part A** you must prepare short notes to refer to when completing the set task. Your notes may be up to three A4 sides and may be handwritten or typed. If word processed, the font size must be 12 points minimum. Your notes:

- can not include activity plans
- can not include paragraphs or extended sentences.

You will complete **Part B** 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 can not give you feedback during the preparation period.

Set Task Brief

Read this case study carefully. Take notes on the theories and best practice that you think are relevant, and which could be used and adopted in this setting.

Set Task Information

Case study

Jumping Wallabies Nursery School provides 63 places for children aged between three and five years. There are 30 children enrolled at the nursery school which is staffed by two teachers, one early years practitioner and 16 teaching assistants. Jumping Wallabies has both a large indoor and outdoor play area.

The majority of children are from a range of ethnic backgrounds and up to ten different languages are spoken, this is higher than the national average. There are growing numbers of children joining the nursery from refugee families and these children are at the very early stages of learning English.

Cassie joined Jumping Wallabies 12 months ago as Head Teacher. Cassie took on the job as a challenge and wants to make improvements to enable the children to develop their skills and knowledge. She is keen to ensure that the staff make full use of both the indoor and outdoor areas. When Cassie took up the post, she noticed that staff did not give much attention to working with the children to develop their skills in recognising number, shape and space.

Cassie has recently discovered that staff are not planning, monitoring and evaluating the children's progress and feels there is a need to make improvements within this area. She wants to improve the information that is recorded in 'learning journeys' to show what a child can actively achieve in reading, writing and number recognition, which is not regularly captured within any records.

Milo is an Early Years Practitioner who started working at Jumping Wallabies six months ago. Milo developed an interest in theories relating to the development of language whilst he was at university. Cassie has appointed him as the key person to work with the children who are in the earliest stages of learning English.

Milo has found that the older children enjoy working with mathematical concepts and has sought to develop activities to give the children a strong foundation in problem solving when they leave Jumping Wallabies to attend the local primary school.

Please check the examination details below before entering your candidate information

Candidate surname					Other names					
Pearson BTEC Level 3 Nationals Extended Diploma	Centre Number					Learner Registration Number				
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Window for Supervised Period: 03/05/2019										
Controlled hours: 3 hours					Paper Reference 31598H					
Children's Play, Learning and Development										
Unit 2: Development of Children's Communication, Literacy and Numeracy Skills										
										Part B
You do not need any other materials.										Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** activities.
- Answer the activities in the spaces provided
– *there may be more space than you need.*
- You will need your research notes from **Part A** (maximum three A4 sides).
- **Part A** will need to have been used in preparation for completion of **Part B**.
- **Part B** booklet must be issued to learners as defined by Pearson and should be kept securely.
- **Part B** booklet must be issued to learners for the specified session.
- **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 that series.
- **Part B** should be kept securely until the start of the supervised assessment periods.

Information

- The total mark for this task is 68.
- The marks for each activity are shown in brackets
– *use this as a guide as to how much time to spend on each activity.*

Advice

- Read each activity carefully before you start to answer it.
- Try to answer every activity.
- Check your answers if you have time at the end.

Turn over ►

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Instructions to Teachers/Tutors

Part B set task is undertaken under formal supervision in a single session of **3 hours** in the timetabled session. Centres may schedule a supervised rest break during the session.

Part B set task requires learners to apply understanding gained through familiarisation with the case study. Learners should bring in notes as defined in **Part A**. The teacher/tutor needs to ensure that notes comply with the requirements.

Learners must complete the set task using this task and answer booklet.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.

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 the formal supervised assessment period

- 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.
- Any work learners produce under supervision must be kept securely.
- Only permitted materials for the set task can be brought into the supervised environment.
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.
- Learner notes related to **Part A** must be checked to ensure length and/or contents meet limitations.
- Learner notes will be retained securely by the centre after **Part B** and may be requested by Pearson if there is suspected malpractice.

After the session the teacher/tutor will confirm that all learner work has been completed independently as part of the authentication submitted to Pearson.

Outcomes for submission

This task and answer booklet should be submitted to Pearson.

Each learner must submit the following:

- Activity 1: Ofsted report response
- Activity 2: Child case study
- Activity 3: Designing activities.

Each learner must complete an authentication sheet.

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Instructions for Learners

Read the set task information carefully.

This session is **3 hours** long. Your teacher/tutor will tell you if there is a supervised break. Plan your time carefully.

You have prepared for the set task given in this **Part B** booklet. Use your notes prepared during **Part A** if relevant. Attempt all of **Part B**.

Your notes must be your own work and will be retained by your centre until results are issued.

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 must not share your work with other learners.

Outcomes for submission

You should complete the activities in this task and answer book:

- Activity 1: Ofsted report response
- Activity 2: Child case study
- Activity 3: Designing activities.

You must complete a declaration that the work you submit is your own.



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

Jumping Wallabies Nursery School's latest Ofsted report

Produce a report responding to Jumping Wallabies Nursery School's latest Ofsted report, making recommendations to address issues raised. Justify these with reference to early years theory.

Cassie, the Head Teacher at Jumping Wallabies, has just received the latest Ofsted report. The quality of provision is Grade 3: requires improvement. The report stated that to meet the requirements of the Early Years Foundation Stage the provider must:

- *provide more opportunities throughout the indoor and outdoor learning areas for children to extend their knowledge of the sounds letters make*
- *encourage staff to give more attention to developing children's skills in recognising numbers, shape and space*
- *encourage staff to evaluate children's achievements and to adapt activities to challenge them effectively.*

(Total for Activity 1 = 20 marks)

Activity 2: Child case study

*Ossie has **just turned three years old**. Her family moved to the area from another country three months ago. The family does not speak English at home. Ossie does not mix with the other children in the nursery.*

Ossie has been observed by her key person, Milo, during play. Milo is aware of the impact that being introduced to the English Language has had on Ossie's emotional and social development.

Produce a set of actions for Milo, her key person, that support Ossie with her emotional and social development.

(Total for Activity 2 = 20 marks)

Activity 3: Designing activities

Design **two** activities to support development of mathematical concepts for **four and a half year olds** at Jumping Wallabies Nursery School. The activities must include the use of mathematical language and encourage problem solving. The activities must be age appropriate and supported by theory.

(Total for Activity 3 = 28 marks)

TOTAL FOR TASK = 68 MARKS

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ACTIVITY 1 BEGINS ON THE NEXT PAGE.



Activity 1: Ofsted report response**Jumping Wallabies Nursery School's latest Ofsted report**

Cassie, the Head Teacher at Jumping Wallabies, has just received the latest Ofsted report. The quality of provision is Grade 3: requires improvement. The report stated that to meet the requirements of the Early Years Foundation Stage the provider must:

- provide more opportunities throughout the indoor and outdoor learning areas for children to extend their knowledge of the sounds letters make
- encourage staff to give more attention to developing children's skills in recognising numbers, shape and space
- encourage staff to evaluate children's achievements and to adapt activities to challenge them effectively.

Produce a report responding to Jumping Wallabies Nursery School's latest Ofsted report, making recommendations to address issues raised. Justify these with reference to early years theory.

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(Total for Activity 1 = 20 marks)



Activity 2: Child case study

*Ossie has **just turned three years old**. Her family moved to the area from another country three months ago. The family does not speak English at home. Ossie does not mix with the other children in the nursery.*

Ossie has been observed by her key person, Milo, during play. Milo is aware of the impact that being introduced to the English Language has had on Ossie's emotional and social development.

Produce a set of actions for Milo, her key person, that support Ossie with her emotional and social development. Justify the actions with reference to early years theory.

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Lined writing area for student response.

(Total for Activity 2 = 20 marks)



Activity 3: Designing activities

Design **two** activities to support development of mathematical concepts for **four and a half year olds** at Jumping Wallabies Nursery School. The activities must include the use of mathematical language and encourage problem solving. The activities must be age appropriate and supported by theory.

Handwriting practice area consisting of 20 horizontal dotted lines for writing.

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Large writing area with horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.

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Handwriting practice area with 20 horizontal dotted lines.

(Total for Activity 3 = 28 marks)

TOTAL FOR TASK = 68 MARKS





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