

## Pearson BTEC Level 3 Nationals Extended Diploma

# May 2019

Set Task Release Date: 23 April 2019

Paper Reference **31599H**

## Children's Play, Learning and Development

Unit 4: Enquiries into Current Research in Early Years Practice

**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 **four weeks** before **Part B** is taken under formal supervision as scheduled by Pearson.
- **Part A** must be given to learners on the specified date so that learners can prepare as directed and monitored.
- **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** contains unseen material and is issued to learners at the start of the specified formal supervised assessment session on the timetabled date specified by Pearson.

Turn over ►

P64440A

©2019 Pearson Education Ltd.

1/1/1/1



Pearson

### Instructions to Teachers/Tutors

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

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

Learners should be provided with the opportunity to conduct independent research in order to select and read secondary source materials such as articles and journals. Centres may need to make facilities available to learners to support independent work. Learners are advised to spend approximately **8-10 hours** on selecting and reading their secondary sources and that spending any longer on this is unlikely to advantage them. Learners may bring their selected secondary sources into the monitored sessions, and these will be subject to monitoring by the teacher/tutor.

Learners should be monitored in **six scheduled hours** provided by the centre to compile notes on their secondary research. During this time they may only have access to:

- the internet to carry out searches and to access secondary sources in relation to their research
- outcomes of independent research such as sources that they have selected.

Learners must work independently and must not be given guidance or feedback on the completion of the preparatory work. Learners must not prepare potential responses.

Learners may take up to four A4 sides of notes into the supervised assessment. Learners' notes are the outcome of independent preparation and support learners in responding to the additional information and activities presented only in **Part B**. The notes may be handwritten or typed in a 12 point size font.

Learners' notes can only include:

- facts, figures and data relating to secondary sources covering the article's area of research
- the research methods used in the learner's own secondary research.

Other content is not permitted.

In addition to the four pages of notes, learners should use the monitored sessions to prepare a list of sources that they have used, to take into the supervised assessment.

**Teachers/Tutors should note that:**

- learners notes produced under monitored conditions must be checked to ensure that they comply with the limitations
- learner notes should be retained by the centre between the monitored sessions and the formal supervised assessment
- learner notes should be retained by the centre after the completion of assessment and may be requested by Pearson.

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

### Instructions for Learners

Read the set task information carefully.

In **Part B** you will be asked to carry out specific written activities using the information in this **Part A** booklet and your own research on this topic.

In your preparation for **Part B** using this **Part A** booklet you may prepare short notes to refer to when completing the set task. Your notes may be up to four A4 sides and may be handwritten or typed in a 12 point size font. Your notes can only include:

- facts, figures and data relating to secondary sources covering the article's area of research
- the research methods used in the learner's own secondary research.

Other content is not permitted.

You will complete **Part B** under supervised conditions.

You must work independently and should not share your work with other learners.

Your teacher will provide a schedule for the **six hours** of monitored preparation.

Your teacher can not 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 **8-10 hours** on carrying out your secondary research.

To prepare for the set task in **Part B** you must carry out the following:

1. Analyse the article.
2. Carry out your own independent secondary research based on the content of the article. You must use at least three secondary sources in your research.
3. You must 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 four A4 pages of notes into the **Part B** supervised session.

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

You will have to respond to activities, 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

### Extract from article 'CONTINUOUS CURSIVE: CURE OR CURSE?' (Angela Webb, Chair of NHA, published online 12th February 2019)

Since the re-introduction of the teaching of handwriting into the National Curriculum in England, many schools are opting to teach **continuous cursive** throughout the school, often starting in Reception. (The word "cursive" is derived from Latin and means "to run" or "flow", as in the "current" of a river, and this approach to handwriting means that children are taught to join up the letters in a word right from the start of their writing experience.) In one way this approach represents a welcome commitment to ensuring that the skill of handwriting is taught consistently through the primary years and we commend this enthusiasm. However, I believe that the practice to impose a continuous cursive handwriting style, especially on children as young as five, may be misguided, despite the good intentions. I will attempt to show why.

Many have found that the teaching of continuous cursive, with its florid letterforms and its baseline 'entry' and 'exit' strokes (all letters begin and end on the line), whilst achievable by some children, leaves many struggling to write. Looking more closely at what this style entails, the arm and hand must move slowly across the page whilst the fingers simultaneously perform a range of complex fine movements in a series of different directions, and this requires a high level of gross and fine motor coordination. Many children find this challenging, not only those with known coordination difficulties, and I am convinced that we should think carefully before imposing the practice indiscriminately.

The much gentler approach of teaching simple individual letters as a first step, then showing how they can be joined to form a flowing script, is much more natural and can be tailored to the maturation of the individual child. This is the reason why it is recommended in the National Curriculum.

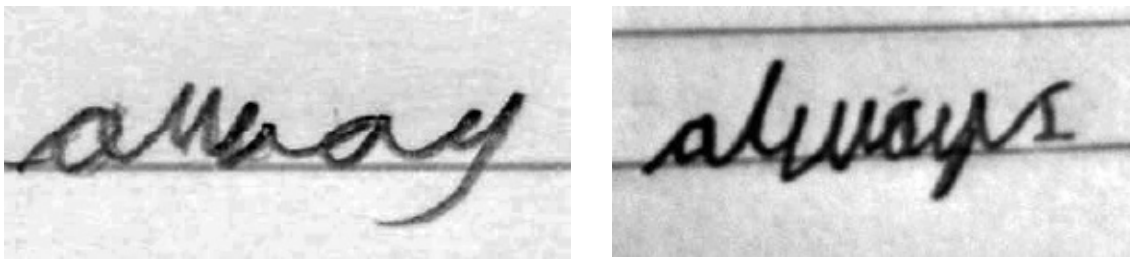
It is possible that the resurgence of the practice of teaching continuous cursive has been influenced in part by pressure from Special Needs' groups, who suggest that teaching this way makes learning more straightforward for the child. For example, if children are taught that all letters start in the same place (i.e. on the baseline) they will have less to remember and thus become less confused.

The truth, I would argue, lies further afield and the insistence on baseline entry tends to create numerous problems along the way with both fluency and legibility.

Let's unpick where the discrepancy between belief and practice lies. Joining from the baseline only makes sense when the previous letter ends at that same point, i.e. *on the line* – fine for letters such as a, u and n where a diagonal stroke works naturally. However, what happens when letters end at mid-height, such as o, r, v and w? These all need to be joined with a *horizontal* not a diagonal stroke. If entry from the baseline has been established as a motor programme, the child will find it hard *not* to return to the line before making subsequent joining strokes (making o resemble a and v like u, for example - see below in Figure 1) and this may result in legibility being affected.

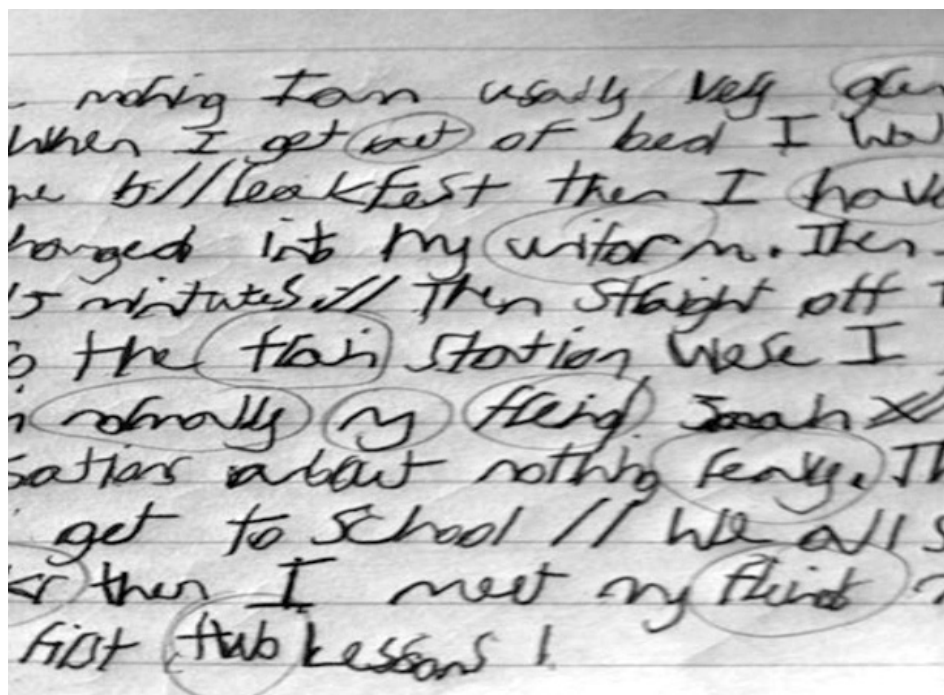
Having to learn exceptions to rules and *unlearn* the patterns of physical coordination is both confusing and time-consuming. Establishing correct and *consistent* motor sequences from the start is optimal for developing automaticity (a consistent writing flow) and I would caution against any practice which involves elements of unlearning.

Figure 1: Example of 'w's returning to the baseline in 10-year-olds' handwriting



A further argument against teaching baseline entry is that children may not always appreciate which lines represent the core of the letterform and which are the joining strokes. This can result in an outcome where either all the additional strokes are retained or where part of the letter is omitted (see Figure 2 below), as either can be detrimental to overall legibility.

Figure 2: Handwriting of a 12-year-old showing confusion between 'entry' and core letter strokes



It may be helpful at this point to examine where possible misconceptions over continuous cursive come from.

Firstly, it should be noted that cursive handwriting is a general descriptive term and not specific to any one writing style. A further belief commonly held is that a continuous cursive handwriting style must be faster and more fluent than a part- or un-joined script (because the pen doesn't leave the page) and, as a consequence, it should be taught to promote automaticity. However, most experienced practitioners working with young people will know that this is not necessarily the case.

Research evidence can guide us on the above issues. First, from a visual perspective, some early studies have shown that in order to learn to write, children need to develop an abstract internal representation of each letterform to be translated into a motor trace (Ellis, 1982; Margolin, 1984). This is more easily achieved if each letter is presented as an individual unit, separate from letter strings. This makes a strong case for adopting simple, unadorned letterforms.

Second, from a motor perspective, early analysis of individual movement patterns of males and females shows that the 'lyrical', flowing movements, such as those used for joining strokes which cross midline moving from left to right, take time to develop and are more natural for girls than boys (Laban, 1960). Whilst this particular research is somewhat dated, it is interesting to note that electronic analyses of motor patterns produce similar findings. The significance of this is that children who mature late may not be ready to produce the movements which continuous cursive writing requires, especially if they are boys. In terms of speed, there is no evidence to date that fully joined handwriting is faster than part- or un-joined script.

If, as well as looking at the theoretical background, we observe what people – children and adults – actually do, we can gain further understanding on this issue. Here are some examples, reported by teachers:

1. The majority of adults do not write fully cursively; most use a mix of joined and un-joined script.
2. Many adolescents who have been taught joined script in the primary school abandon it when they get to secondary school in order to achieve greater speed when the demands of the curriculum increase.
3. Un-joined script may retain legibility for longer when handwriting speed increases, as in exams.
4. Forcing children with motor coordination difficulties to join may create a range of unnecessary problems with writing and result in an aversion to doing it.
5. It is possible to achieve a stylish, functional, fluent joined or part-joined script without using continuous cursive writing.
6. Whilst anecdotal evidence suggests that handwriting supports spelling (e.g. Cripps, 1995), there is no evidence that this applies only to writing in cursive styles of script.

I ought to make it clear at this point that I am not advocating a return to the old "ball and stick" ('Manuscript') letterforms which were taught in the 1970s (see Figure 3a below). It is now generally accepted that that particular style of writing was both ugly and static. Preferably, we would recommend the teaching of individual letters but in a dynamic way, i.e. with flowing exit strokes (see Figure 3b below) and teach them in the 'movement families' with other letters which are formed using similar movements. Although in the UK we have no national style, the widely adopted 'Sassoon' font fits the bill in this respect very nicely (see Figure 3c below).

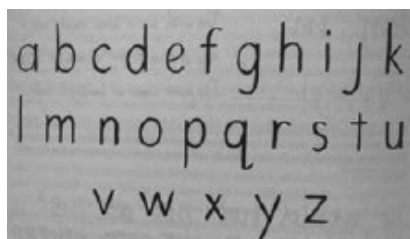


Figure 3a 'Manuscript'



Figure 3b 'D'Nealian'

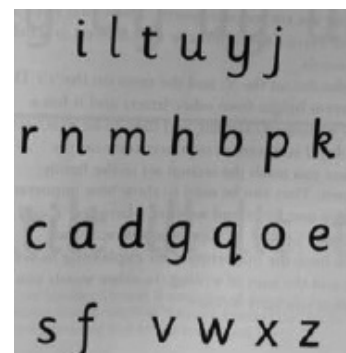


Figure 3c 'Sassoon'



The Sassoon-style forms are simple to visualise and easy to convert into motor traces. For example, contrast the simplicity of this 'g' (Figure 3c) with the complexity of the cursive 'g' (Figure 3b) from both a perceptual and a motor perspective.

There is the added advantage with the simple forms that there is no unlearning to be done. Once the child has understood where each letter starts and ends, the transition from one to the next becomes very natural. This is the approach recommended in the National Curriculum. Teachers need to feel confident that research supports this approach as there are a number of organisations which advocate their own cursive handwriting programmes with reference to perceived benefits in neurological programming. Some claim that a continuous cursive script better supports reading development.

A comprehensive review of brain-scanning studies highlights benefits to reading through learning handwriting, but suggests that it comes from the learning of the individual letterforms and not joined script – quite the opposite of what we are sometimes led to believe.

So I would appeal to any teachers and therapists reading this article to examine the true rationale for choosing one approach over another, to have the courage to promote the practice which has evidence of greatest benefit to the child, and to ensure that the effort and care which is invested in teaching the young to handwrite is not squandered by unnecessarily adopting approaches which are unhelpful.

Angela Webb – Chair of NHA

#### References

Cripps, C (1995). *A Hand for Spelling*. Wisbech LDA.

Ellis, A. W. (1982). Spelling and writing. In A. W. Ellis (Ed.), *Normality and pathology in cognitive functions* (pp. 113-146). London: Academic Press.

Hildreth, G. (1945). Comparative speed of joined and un-joined writing strokes. *Journal of Educational Psychology*, 36 (2), 91-102.

Laban, R. (1960). *The Mastery of Movement*. MacDonald & Evans. London.

Margolin, D. I. (1984). The neuropsychology of writing and spelling: Semantic, phonological, motor, and perceptual processes. *The Quarterly Journal of Experimental Psychology*, 36 (3), 459-489.

MacArthur, C. A., Graham, S. & Fitzgerald, J. (2006). *Handbook of writing research*. London: Guildford Press.



**BLANK PAGE**



**BLANK PAGE**



**BLANK PAGE**



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				
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Window for supervised period: Monday 20 May 2019 – Wednesday 22 May 2019</b>										
Supervised hours: 3 hours					Paper Reference <b>31599H</b>					
<b>Children's Play, Learning and Development</b>										
Unit 4: Enquiries into Current Research in Early Years Practice										<b>Part B</b>
You do not need any other materials.										Total Marks

### Instructions

- Answer **all** activities.
- Answer the activities in the spaces provided  
– *there may be more space than you need.*
- **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 on the specified date.
- **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.
- 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.

### Information

- The total mark for this paper is 65.
- 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 ►

P64441A

©2019 Pearson Education Ltd.

1/1/1



  
Pearson

## Instructions to Teachers/Tutors and/or Invigilators

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

**Part B** set task requires learners to apply research. Learners should bring in notes as defined in **Part A**. The teacher/tutor or invigilator 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 supervised assessment sessions, 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 secure.
- 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 or invigilator will confirm that all learner work had 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 complete an authentication sheet.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



### Instructions for Learners

This session is **three hours** duration. Your teacher/tutor or invigilator will tell you if there is a supervised break. Plan your time carefully.

Read the set task information carefully.

Complete all your work in this taskbook in the spaces provided.

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**.

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 should complete the task in this taskbook.

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





### Activity 1

One of the research methods used to inform this article was a review of previous studies about the development of continuous cursive handwriting.

How has the literature review method been used to inform this article compared to other research methods you have found when looking into the issue?

Your answer should include:

- other methods of research used to explore the issue
- the reliability of the research methods used.

(15)

Area for student answer with horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.

**(Total for Activity 1 = 15 marks)**



## Activity 2

The research article explores the issues that influence the teaching of continuous cursive handwriting in early years. The article states 'Establishing correct and *consistent* motor sequences from the start is optimal for developing automaticity (a consistent writing flow) ...'

How do the issues and conclusions in this article relate to your own secondary research?

(15)

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large central area with horizontal dotted lines for writing.



Handwriting practice area with 20 sets of horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Lined writing area for student response.

**(Total for Activity 2 = 15 marks)**



**Activity 3**

One of the key findings of the article was that ‘children who mature late may not be ready to produce the movements which continuous cursive writing requires...’

What are the implications of this key finding for developing a strategy for teaching continuous cursive handwriting in the Reception class?

In your answer you should refer to the article and your own secondary research.

(20)

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.

**(Total for Activity 3 = 20 marks)**



### Activity 4

You have been asked to investigate the effectiveness of teaching continuous cursive handwriting in the Reception class.

The following research proposal has been provided:

- visit three settings
- focus on the Reception class
- interview the Reception class staff to discuss their approach to teaching continuous cursive handwriting
- observe and record the activities that support the development of the children's handwriting skills
- use these observations to review children's ability to complete continuous cursive handwriting tasks.

Drawing on your understanding of research methods, produce a report that critically analyses the proposal, to include: your preparatory research into the teaching of continuous cursive handwriting, observations, planning and assessment.

In your report you must cover:

- the ways in which this research could provide valid and reliable data analysis of the teaching of continuous cursive handwriting in Reception class
- potential limitations or weaknesses of the research proposed and how these could be addressed through suggesting changes or additions
- factors to be considered in setting up the research activities, which may include purpose and objectives, research skills and ethical considerations.

(15)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.



Handwriting practice area with 20 sets of horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.

**(Total for Activity 4 = 15 marks)**

**TOTAL FOR TASK = 65 MARKS**



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**

