

L3 Lead Examiner Report 2011

November 2020

**L3 Qualification in CPLD -
Unit 2 Development of Children's
Communication, Literacy and
Numeracy Skills (31598HX)**

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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, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external 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 is 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 external assessment 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 assessment, because then it would not take accessibility into account.

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Unit 2 Development of Children’s Communication, Literacy and Numeracy Skills (31598HX)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	11	22	36	50

Introduction

- This is the Lead Examiner Report for 31598 Unit 2 Development of Children’s Communication, Literacy and Numeracy (BTEC Nationals EYE) November 2020
- The unit is mandatory and is assessed externally using a seen case study. There are three unseen tasks on the paper which learners are asked to complete within the given time period.
- The first external assessment of Unit 2 took place in June 2017 and assessment of the unit is now well established, with no changes having been made to the mode of assessment since June 2017.

Introduction to the Overall Performance of the Unit

- The number of entries in November was lower than the average cohort and so the performance details in this report refers to a much smaller pool of responses.
- Overall examiners were pleased to find evidence of centres encouraging their learners to use the pre- release materials (case study) to help them develop their ideas and notes with which to complete the assessment.
- Examiners noted an increasing number of learners continue to thoroughly read the case study and research specific aspects which in turn assists them in providing appropriate responses to the three tasks, for which they are credited.
- Examiners saw some very good examples of how learners had provided justification by using theory to support their recommendations and rewarded them accordingly.

Individual Activities

Activity 1 – p. 6

Activity 2 – p. 12

Activity 3 – p. 17

Activity 1

In the response below, the learner has explained and linked the theories of Vygotsky, Bruner and Skinner to communication. It is evident that the learner has knowledge of the three theories and as a consequence is able to apply them appropriately to the task. Detailed knowledge of theory is crucial if learners wish to engage the higher mark bands.

Good use has been made of the suggestion of ‘available funds’ in the case study which has provide the learner with free range to select, apply and justify a range of resources such as story sacks and flash cards which are appropriate for the age group. Resources have also included human resources and activities, all of which have been justified, however in this instance the use of educational psychologists has not been credited due to the time constraints under which the children are attending the setting. Finally, the language rich environment is addressed although the section is brief. Here the learner could have taken up the opportunity to include the theories of Bruner or Chomsky as justification, as this ensured it is fully applied and engages Band 4. All three aspects are age related and appropriate.

Activity 1: Ofsted report response

The head teacher has just received Emmersdown Village School’s latest Ofsted report. The quality of provision in Key Stage One is good but some areas such as literacy and communication require improvement. The report states that to meet Key Stage One requirements the provider must:

- ensure the teachers at Key Stage One can use theories to promote the development of communication
- provide the children at Key Stage One with an appropriate selection of resources to promote their reading
- build a language rich environment to support the children at Key Stage One.

Produce a report responding to Emmersdown Village School’s latest Ofsted report, making recommendations to address issues raised. Justify these with reference to early years theory.

(20)

There is a lack of theories applied to the development of communication. ~~There are many theorists who have researched~~ ~~you must think about the theories~~ ~~theorists~~
~~the~~ communication development, such as Bruner. Bruner’s theory is based on social interaction where children have to be able to engage with adults to learn. He suggested that children learned from LASS (Language Acquisition Support System) this means that there needs to be social interactions, a language rich environment and adults have to adapt to scaffolding. Scaffolding is a technique that I would like to see more in the nursery, this includes simplified language, motivation and to model language appropriately. The theory can also link into the ^{KS1} ~~early years~~ by forming good relationships with the children so the students see you more as a role ~~model~~ model.

7/10

Another theorist that supports communication development is Vygotsky. He also believed that children ~~learned~~ ~~learned~~ learned

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through social interactions. children are seen as apprentices and they learn ^{from} ~~through~~ adults, therefore it is an active process. ~~Practitioners~~ ^{Teachers} should know that children from 6-7 years start to transition from ~~time~~ ^{external} ~~text~~ (saying thoughts aloud) to internal (keeping thoughts to self) speech, this will give you an idea when a child in KS2 is still expressing their thoughts aloud. from this, ~~practitioners~~ ^{Teachers} can identify who is delayed and can start to teach them to improve.

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Skinner also plays an important part to communication development. Teachers can learn about positive reinforcement. Positive reinforcement means to reward the child when they are doing something good, which, in return, will encourage them to do it more. for instance, examples of positive reinforcement teachers can do is to smile, respond and show interest while they are talking. children will continue talking as they feel pleased, listened to and valued; this will improve their communication development.

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I am also suggesting to ~~use~~ ^{use} the funds to invest in a selection of resources to promote their reading. An option could be story sacks. These are an excellent way to engage and interest the children. Story sacks are 'sacks' of items that relate to a book in the bag. ~~Items~~ ^{appropriate} Items include objects, toys and materials. For example,



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'We're Going on a Bear Hunt' themed story sack. The bag will contain the book, forest tree toys, the character figurines and blocks. The forest trees and characters can be used to show visually how the story is going but also to practice prepositions such as 'under', 'over', 'inside' etc. Other ~~resources~~ ^{resources} could be to have picture flashcards. So there could be a picture of a bear and the word 'Bear' underneath it so children can start to recognise words. Children in KS1 should be able to start reading simple sentences as well as look at books independently. Children aged 5-6 years enjoy books with simple story plots and lots of repetition and rhyme, there will also need to be pictures to link words. Children from 6-7 years will enjoy more complex stories and non-fiction related to things out of the ordinary. Story sacks are a great resource to have because it ~~stimulates~~ ^{stimulates} speech and language, links objects to spoken and written words and focuses on memory, ordering and retelling stories.

Other resources can include interventions, such as nurture groups. These are a small group of children (6-12) that work ^{intensely} with two members of staff. ~~part~~ ^{some} of the children in Emmerdown Village attend only up to six months, this means they may be delayed from the stress of moving and the lack of routines. This means the teacher must support them in the nurture groups. ~~the~~ They will focus on remembering



90s → 90s → stage 6 → the most ...
age

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barriers to their learning. If they are struggling to read, they can focus on activities that promote reading such as practising synthetic phonics. Here, the children will focus on learning the sounds of individual letters and then to blend them ^{into} words to form a word. Nuture groups are very beneficial because it is intense and there are role modelling and demonstration. ~~this is not~~ is important because children in KS1 should be able to recognise letters and their sounds already.

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Other resources can also be specialised professionals, such as an Educational Psychologist. They specialise in language and learning difficulties. Their role is to assess the child's abilities and then to construct a support system. For instance if a child is behind in reading, they will try to support them by meeting the ~~teachers~~ ^{teacher} and discussing how to help them. Example could be to have individual sessions with the child and to focus on phonemic awareness - this means to know the sounds of ~~letter~~ ^{letters} such as 'ah' for A. If a child cannot recognise phonemes in KS1 then that means that they are very behind in their reading development. At this age, they should be able to look at books independently.

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I also suggest to have a language rich environment for the children in KS1. A language rich environment ~~exists~~ ^{consists} of labelled displays, word banks and areas for reading.

(Total for Activity 1 = 20 marks) → extra paper



P 6 3 5 2 7 R A 0 9 2 0

Activity 1: OFSTED Report

for instance, any posters or diagrams should have ~~label~~ labels for children to start recognising letters and word formats for unfamiliar words. This will help them later on when they ~~will~~ ^{come} across it in a book. Word banks are very effective because the children can practice and learn the shape of common words. Special areas for reading and writing is important. There should be a part of a class room ~~not~~ with books provided and table around the room encourage them to write. To make the environment effective, the noise levels must be low and ~~the~~ extra resources should be provided. Children in KS1 are very eager to read books and they are aware that information can be gathered from a book. This supports Piaget as he states children are active learners and they can construct meaning from their experiences.

A language rich ~~environment~~ environment should lead to a child to be able to read successfully. Year 1 students will have a phonics screening check where they will see if that can read up to 40 words.

We will be visiting you in 3 years to see if you have improved. You have been graded good.

The response above gained 18 marks

Activity 2

In the response below, the learner has used the case study to provide an appropriate response. She has noted that the children are only at the school on a short-term basis and has used this information to create a timely plan to deliver a programme using phonics, the theory behind which has been applied well. The learner has also appropriately addressed Kes’ stage of development and ensured the actions are appropriate. The learner has provided some quite sophisticated reasoning as to the choices made for which they have been credited by the examiner.

All aspects have been addressed, the learner could however, have provided a little more detail in relation to writing skills to address all of the task. Had she done this, it is likely the examiner would have awarded full marks for Activity 2.

EYFS → Role → Activity → Develop. → resources → Theo.

Activity 2: Child case study

Kes has recently joined the reception class and is **nearly five years old**. His family will move again in six months’ time and it will be difficult for the school to implement any long-term support.

Kes is not meeting his expected targets in literacy and has only just begun to recognise letters. Mr Khan intends to work with him over the next few months to develop his literacy skills.

Produce a set of actions which Mr Khan can use to develop Kes’ literacy and writing skills over the next six months. Justify the actions with reference to early years theory and best practice.

(20)

children who are nearly 60 months should be able to recognise letters and even to write their own names however, Kes cannot recognise letters. Since he is very behind, Mr Khan will have to practice phonics with him. He will have to start from the very beginning at Phase 1 - Phonemic awareness; this is important because you have to be able to recognise letters before being able to read. To practice recognising letters Mr Khan can teach Kes the alphabet, using the Alphabet song and flash cards to test Kes. Kes should also start learning the sounds letters make - Phase 2. There are 44 phonemes in English, so the work should be intense but also exciting. In order to teach phonics, children need to be able to link graphemes with letters. This will improve his literacy skills before entering year 1. Vygotsky’s ZPD theory links into Mr Khan’s teaching as he is helping beyond what Kes can achieve through social interaction. → *
extra page

An exciting writing activity would be egg pilking. In a ^{carton} tray of eggs, each egg will ^{have} contain a letter written on it eg. 'A', 'S', 'T'. This will be an activity based on synthetic

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phonics. Synthetic phonics is a method where individual sounds are taught then made to blend to form words. The letters are specifically ^{taught} ~~taught~~ ^{like the} ~~sounds~~ letter pronunciation e.g. 'tuh' instead ~~of~~ 'tee'.

Everytime Kes picks up a letter, Mr Khan can ask 'What letter is that?' / 'What sound does that make?'. This is repeated for all the other eggs. ~~Once, they have all been~~ ^{sounds} ~~remind, they can start~~ all the ~~letters~~ used will be commonly used ~~such as~~ such as S, A, T, P etc. Then, once all the eggs have been remind, Mr Khan can start to form 3 letter words to encourage the blend of the letters.

This is a better ~~than~~ than the analytical phonics method because English is complex and the method cannot be applied to all methods. ^{Analytical} ~~Analytical~~ phonics is where blends are taught rather than the individual sounds. However, it cannot be applied to words like 'said' and 'was'.

Synthetic phonics ~~is~~ is very suitable for Kes's age range because ~~60+~~ 40-60+ years should start to read read words with support. This is an example of Bruner's theory because children only learn from adults and a good environment and Mr Khan has supplied Kes with it. ~~This can~~ This activity can be used around 3 months as Kes' has a strong basic knowledge of the alphabet and a basic understanding of the sounds.



~~Reading a lot can stress a child and can impact their development.~~

~~Therefore~~

Around months 4 and 5, Mr Khan can introduce books with simple plots and simple sentences. This will be very exciting for Kes because he will be able to read books like his peers. Practising to read books is very important because Kes can start to understand the formation of books and understand the plot. He can learn new words and can also aid his writing skills. During this time, Kes can also practise writing the alphabet, his name and short common words.

Towards Kes’ final month in school he should be able to write short sentences, write his own name, read books independently and read short sentences. Mr Khan can now start implementing 5 years and above activities and skills. Kes may still be slower than other pupils so Mr Khan can specialise doing flashcard activities to speed ^{word} ~~the~~ recognition and writing ability.

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Activity 2: case study

A

This ~~will be~~ process will take around 1 - 2 months, depending
on Kes' ability to recall the ~~alphabet~~ alphabet.

[

The response above gained 14 marks

Activity 3

For Activity Three learners are to design two activities, which are age appropriate. On the November 2020 paper this was addition and subtraction for five to six year olds. There will always be an additional factor to the two activities, which in this case was to develop extension activities which the child could do with their parents to build learning at home.

All activities should be initially safe, with further potential health, safety and safeguarding measures being given credit. The role of the practitioner is also required.

This particular learner has provided two appropriate activities which are age related. The aims of the two activities are clear, the learner has then provided a detailed account of the activities and the materials used. The role of the adult is well explained as is are the extension activities for the parents. The activities are both safe, but the learner has also included potential hazards such as choking and provided ways to overcome these.

The justification is provided by citing relevant theory e.g. Bruner and Vygotsky, which is linked to both the activities. Theoretical links are developed and justified.

Overall the work is succinct and well-focussed and yet every aspect of the task has been addressed.

Activity 3: Designing activities

Design **two** age appropriate activities for the children in year one aged between **five and six years old** to encourage the use of adding and subtracting. The activities should also provide extensions to encourage parents to build on their child’s learning at home.

The activities should use the setting’s resources and include the role of the adults. Justify your actions by linking best practice to early years theory.

(28)

Bears with operations

~~Subitising - matching numbers with blocks~~

Age - 5-6

Aim: The aim of this activity is to encourage the children to add and subtract ^{with} ~~what~~ bears plastic bears to represent ~~the~~ numbers.

This activity will include children to be in groups of 4 and they will have small plastic bears, a sheet of calculations such as '2+4' or '9-6' and laminated operations of add and ^{in symbols and synonyms of the words} minus. The children will work together to represent the calculations in bears so they will figure out the sums using the bears to represent numbers. This allows them to visually see the 'numbers'. As well as having an extension to be done at home with their parents which will be a colouring sheet but to work out where the colours go they have to do calculations. The parents will be encouraged to see if it can be done without items as the numbers but if further support is needed they can use any items around the house and get creative.

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This activity requires small plastic bears, tables, chairs, a sheet of calculations and laminated operations, in symbols ^{and a variety of words meaning add and minus.}

The role of the adult includes setting up the activity, finding a suitable space and sorting the children into groups of 4. As well as ensuring the health and safety of all children so no rocking on chairs and that the bears remain on the ~~the~~ tables so as they can be a potential choking hazard. ~~As well as~~ ^{Furthermore}, they should encourage the children to express their thought process and the use of technical terms such as 'add', 'subtract', 'plus', 'minus' and so on. * (Page 18)

This activity links to Vygotsky as he believes children can learn from each other so by being in groups the children can help and learn from one another by working together. Furthermore, the role of the adult links to his sustained shared thinking theory. That by encouraging further thought, modelling the thought process and speculating 'what would happen if' the children can develop further and their problem solving progresses. Lastly, it links to Bruner, that social interactions can develop their cognitive and



P 6 3 5 2 7 R A 0 1 5 2 0

language development. So being in groups of 4 supports Vygotsky and Bruner as the children learn from one another and work together, interacting socially.

Playdough and Cutters

Age 5-8

Aim: To experiment with numbers and as well as adding and subtracting through a sensory experience of playdough.

This activity will consist of the children having playdough, letter and ~~+~~^{PLUS} and ~~-~~^{MINUS} cutters and rolling pins to experiment with numbers and operations. To encourage adding and subtracting, the teacher ~~will~~^{should} use ~~them~~^{things} for them to pick their two favourite numbers, press them into the playdough and express what the numbers can add and minus to. As well as to count the cutters and see how many is left whilst everyone has one and to speculate what would happen if so many children placed their cutters back into the middle of the table. This activity can be extended on at home by taking the playdough home and encouraging Parents to use the playdough as the numbers.

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~~take~~ ^{using} a small balls of playdough^{as the numbers} and adding ^{some to} ~~to~~ see what it makes and squishing ^{the} ~~the~~ playdough when ~~takeing~~ ^{minusing.} ~~and away~~.

The role of the adult includes encouraging speculation to see what happens and asking them to pick their favourite numbers. The adult should highly encourage sharing the cutters and rolling pins as well as ^{that} no one rocks on their chairs. Plus, that the playdough doesn't get eaten and the playdough is taken home (handed directly to the parents). ~~Then~~ Lastly, they should make the playdough before the activity, set it up and ~~to~~ pack it away, clearing any playdough ~~off~~ the table and floor.

The resources required for this activity is Playdough, ~~cutter~~, rolling pins, a table, table sheet ~~and~~, chairs, and cutters of numbers, add ~~to~~ and subtraction symbol.

This activity supports Piaget as he believes children are active learners. Also, that they construct their own meaning from experiences. The play dough in this activity, add sensory and allows the children to be hands-on and experimental with their numbers and operations.



P 6 3 5 2 7 R A 0 1 7 2 0

Bruner has his ~~notes~~^{models} of representation ~~and~~ that suggests three ways how children learn. They are enactive, symbolic and iconic. It outlines how children learn through different ways. This activity is enactive as it's ~~hand~~ hands-on, physical and sensory. By including one of his ways of learning, it allows the children to learn ~~how they do best~~ by one of the many ways they can. When using a range of these methods regularly, it ~~also~~ ensures that all the children can learn by a method that suits them and their learning style. So, their individual needs are met ~~to~~ support their learning and development.

* When the parents carry out the extended activity, the adult ~~must~~ ensure parents have a ~~set~~ mathematical word lists. Then, they can encourage the ~~at~~ir child to use the technical terms that they learn when doing the activity in setting. It ensures consistency and ^{supports them to} learn the ~~word~~^{technical terms.}

(Total for Activity 3 = 28 marks)

TOTAL FOR TASK = 68 MARKS

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The response above gained 28 marks

Summary

- Centres should continue to deliver the entire specification, this is particularly the case with numeracy, which should be given equal weight in delivery to literacy. Examiners noted that some learners lost valuable marks because they did not have the knowledge to develop age related activities for addition and subtraction for children aged between five to six. Some learners created activities for example for shape and measurement which unfortunately could not be credited.
- It is important for learners to have a good understanding of the theory and how to apply it to the particular tasks. Centres should note that it is unlikely that just stating a theory without application and in particular repeating the theory in the three tasks is unlikely to take learners out of level one banding.
- The responses provided for Activity One fully demonstrate that centres are providing appropriate guidance to learners to address all three sections of the task and use subheadings, this tends to enable learners to group their ideas together and provide clear well thought through responses. Centres should now concentrate on encouraging learners to apply theory throughout Activity One as this provides justification and enables them to achieve further credit.
- For Activities Two and Three, it is especially important that learners read the task thoroughly, a number of learners are still ignoring the age range which these tasks target and as a consequence cannot be awarded the full credit they deserve.
- For Activity Three, centres should continue to encourage their learners to practice developing age-related activities for literacy, numeracy and communication, to ensure learners can access the marks they deserve.
- The inclusion of health and safety considerations within Activity Three is increasing evidence that learners are taking health and safety considerations into account in the design of their activities.
- Centres can access the Sample Assessment Materials including the Marking Grid and Specifications on the Pearson Qualification [website](#).

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Rewarding Learning

