

**Pearson BTEC Level 3 Nationals Extended Certificate/
Foundation Diploma/Diploma/Extended Diploma**

Set task release date:
08/01/2020

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 **two 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** booklet). 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

Weaver Street Nursery and Primary School is located in a neighbourhood of a large city where family income is below average and a large number of children in early years provision at the school are disadvantaged. The school's early years provision includes a nursery for children aged between 3 and 4 years who later join the reception class which is for children aged between four and five years. Some of children who join the nursery have skills and abilities which are lower than those expected for their age. A number of children face challenges such as poor language and communication skills and in addition lack confidence.

Mrs Langley began teaching the reception class this summer and has Qualified Teacher Status. She has a good understanding of childhood theories and how children's speech, language and communication development are linked to a child's cognitive development. She is able to use this knowledge within the classroom to promote the children's overall development. Her colleague, Ms Masoud works as an Early Years Practitioner in the school's nursery where she specialises in the social and emotional development of the children.

The school has a large outdoor area with a well-equipped playground and adjoining woodland which is fenced off and safe for the children to play in. The children have access to computers and tablets to use within the spacious indoor class. A small library is also provided for the children in the reception class. Mrs Langley ensures that the children have a variety of stimulating activities that support their reading skills. Mrs Langley is encouraging parents and carers to build on these activities at home.

Please check the examination details below before entering your candidate information

Candidate surname					Other names					
Pearson BTEC Level 3 Nationals Extended Certificate, Foundation Diploma, Diploma, Extended Diploma	Centre Number					Learner Registration Number				
Window for Supervised Period: 10/01/2020										
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 paper is 68.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

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 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 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 **three 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 should not share your work with other learners.

Outcomes for submission

You should complete the task 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

The head teacher has just received Weaver Street Nursery and Primary School's latest Ofsted report. The quality of provision is good but some areas require improvement. The report states that to meet the requirements of the Early Years Foundation Stage the provider must:

- *Ensure staff are aware of child development theory and best practice to understand ways in which children's speech, communication and language are linked to cognitive development.*
- *Provide the children with further opportunities to develop language skills using both outdoor and indoor facilities.*
- *Work effectively with parents and carers to encourage enjoyment of literacy.*

Produce a report responding to Weaver Street Nursery and Primary School's latest Ofsted report, making recommendations to address the issues raised. Justify these with reference to early years theory.

(Total for Activity 1 = 20 marks)

Activity 2: Child case study

Arthur is **three years old** and has been attending Weaver Street Nursery for three months.

Arthur is having difficulty with communication skills. Ms Masoud is aware that this is having an impact on Arthur's social and emotional development.

Produce a set of actions the school can take to help develop Arthur's communication skills and support his emotional and social development.

You must:

- *suggest actions that exemplify best practice*
- *describe the resources required*
- *describe the role of the adults within the nursery*
- *justify your actions with reference to early years theory.*

(Total for Activity 2 = 20 marks)

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Activity 3: Designing activities

Design **two** stimulating activities to support the children's reading skills in the reception class. These activities must be in addition to reading the books within the library and should also be accessible to children whose skills are typically lower than those expected for **four to five year olds**.

The activities should use the setting's resources and include the role of the adults.

These activities must be age appropriate and supported by theory.

(Total for Activity 3 = 28 marks)

TOTAL FOR TASK = 68 MARKS

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(Total for Activity 1 = 20 marks)



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(Total for Activity 2 = 20 marks)



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(Total for Activity 3 = 28 marks)

TOTAL FOR TASK = 68 MARKS



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