

# Pearson BTEC Level 3 Nationals Extended Diploma

## January 2021

Set Task Release Date: 30 November 2020 | 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 **six 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.

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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 unseen task in **Part B** under supervised conditions.

**Part A** should be issued to learners **six 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.

Learner 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:**

- learner 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 BTEC Nationals *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 your 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 cannot 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 be required to address questions, 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**

Evaluation of Bookstart England: Bookstart Corner, March 2013

Sheffield Hallam University Centre for Inclusion and Research

Report authors: Sean Demack, Anna Stevens

### **Bookstart Corner**

#### **Introduction**

Sheffield Hallam University has completed an evaluation of the Bookstart Corner initiative which is run by Book Trust, a children's reading charity that promotes children's reading.

Book Trust has identified the need to ensure that its programmes and resources fit the needs of children, families, practitioners and stakeholders. This report on the evaluation of the impact of Bookstart Corner adds to this evidence base.

Bookstart Corner is a service located in Children's Centres and is targeted towards socially and economically disadvantaged families. These factors along with the age range of children and extensive mode of delivery guidance clearly distinguish Bookstart Corner from the Universal Bookstart programmes.

Bookstart Corner supports Children's Centres across England to help families that need the most support to develop a love of stories, books and rhymes. Aimed at families with children aged 12–30 months, the programme allows centres to offer intensive support for parents and carers so they may read together for pleasure with their children with confidence.

The programme involves families taking part in a series of four Bookstart Corner sessions utilising carefully selected resources and focused on stories, books and rhymes. The sessions generally involve a member of staff at the Children's Centre visiting the family at home, but on occasion take place in the Children's Centre. The resources used in the Bookstart Corner sessions are as follows:

- a rhyme sheet and DVD for parents
- a green bag containing: 'Wow said the Owl' and 'If you're happy and you know it' picture books, an information sheet about each picture book, a 'Fun with numbers' sheet, a 'My first marks' pad and crayons and a DVD for parents about sharing stories
- a small 'Busy Bear' booklet, accompanying fluffy finger puppets and cardboard finger puppets, and a sheet of 'top tips' about using puppets.

## Research methods

The research sought to investigate the impact of engaging in Bookstart Corner on parents/carers. Specifically it looked at:

- how many families regularly shared books, stories and rhymes with their child
- the confidence of parents/carers sharing books, stories and rhymes with their child
- engagement of families with local services (including Children's Centres, Bookstart Bear Club, public library)
- practitioner perspectives on the impact of the programme on families.

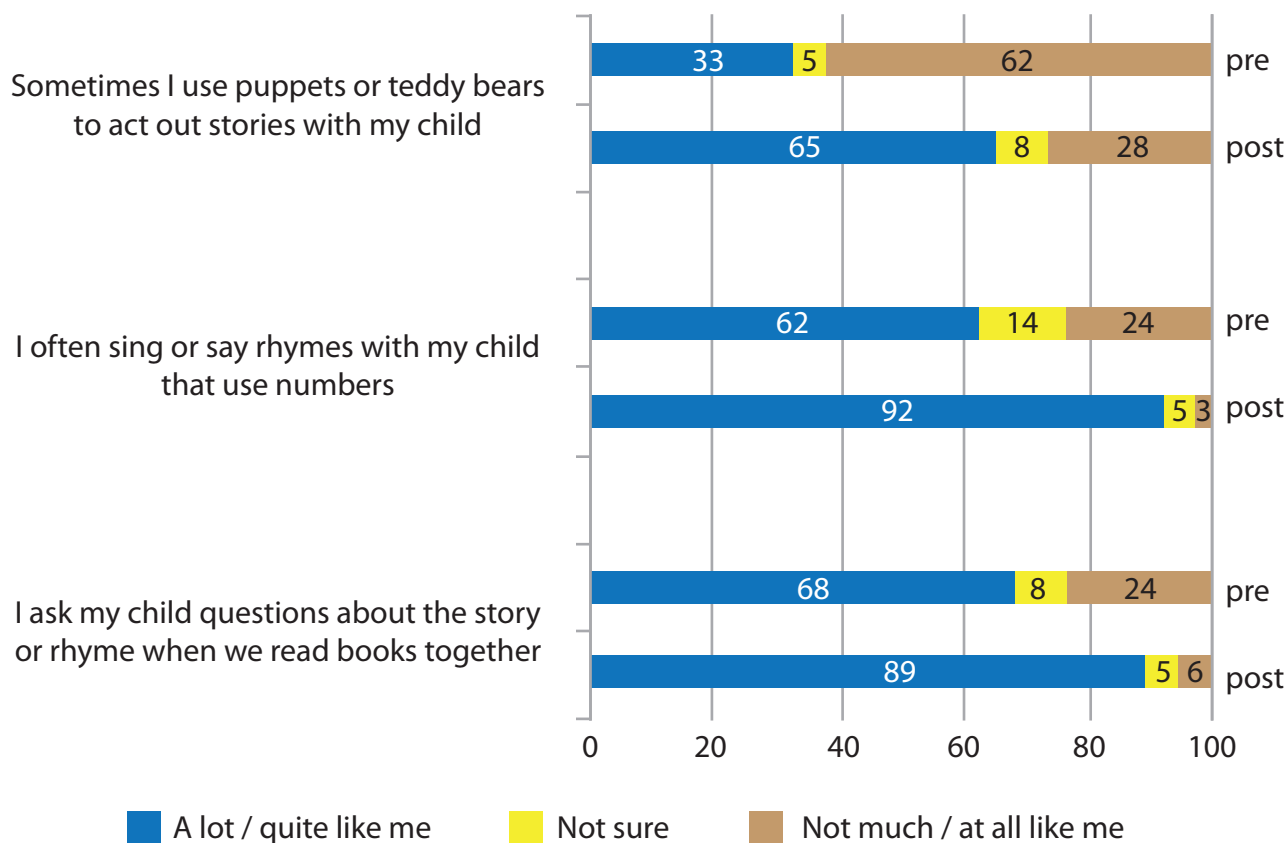
The methodological approach was to conduct a randomised before (pre-intervention) and after (post-intervention) self-completion survey with families to whom the Bookstart Corner programme was being delivered. In other words families were asked to complete a survey before receiving the Bookstart Corner sessions and after receiving the Bookstart Corner sessions, which allowed a comparative analysis of survey data to investigate any changes in the factors listed above.

## Findings

The analysis of the survey data indicated that the Bookstart Corner programme is highly valued amongst parents and practitioners and this is further reflected in the open comments made by both parents and practitioners. Notably, very high numbers of parents/carers reported that they used and liked the resources they received (98%) and that they and their child enjoyed taking part in Bookstart Corner (94%). Moreover, the evidence indicates that the Bookstart Corner programme exerts a positive influence on a wide range of factors for the families receiving the programme.

The questions in the parental questionnaire were summarised under four composite outcomes all related to books, stories and rhymes; parental encouragement/interaction with their child; parent confidence and enjoyment; child engagement and enjoyment and child interest. Statistically significant changes were seen across all four composite outcomes. The main report details findings across all items, the figures included highlight the areas where the largest changes were seen.

Figure 1 on the next page shows the items where the largest changes occurred in terms of parental encouragement/interaction with their child. Following the Bookstart Corner sessions parents were more likely to use puppets/toys to act out stories with their child, sing or say rhymes with their child using numbers, and ask their child questions about stories and rhymes when they read books together.



**Figure 1: Parental encouragement/interaction**

This was also evident from the open comments made by parents (*on the feedback forms*) who indicated how they had learned new ways of reading with their children:

- we have learnt some new songs we didn't know and it has encouraged us to sing a lot more (parent)
- loved learning other ways to make the story more fun and interactive – puppets and drawing (parent).

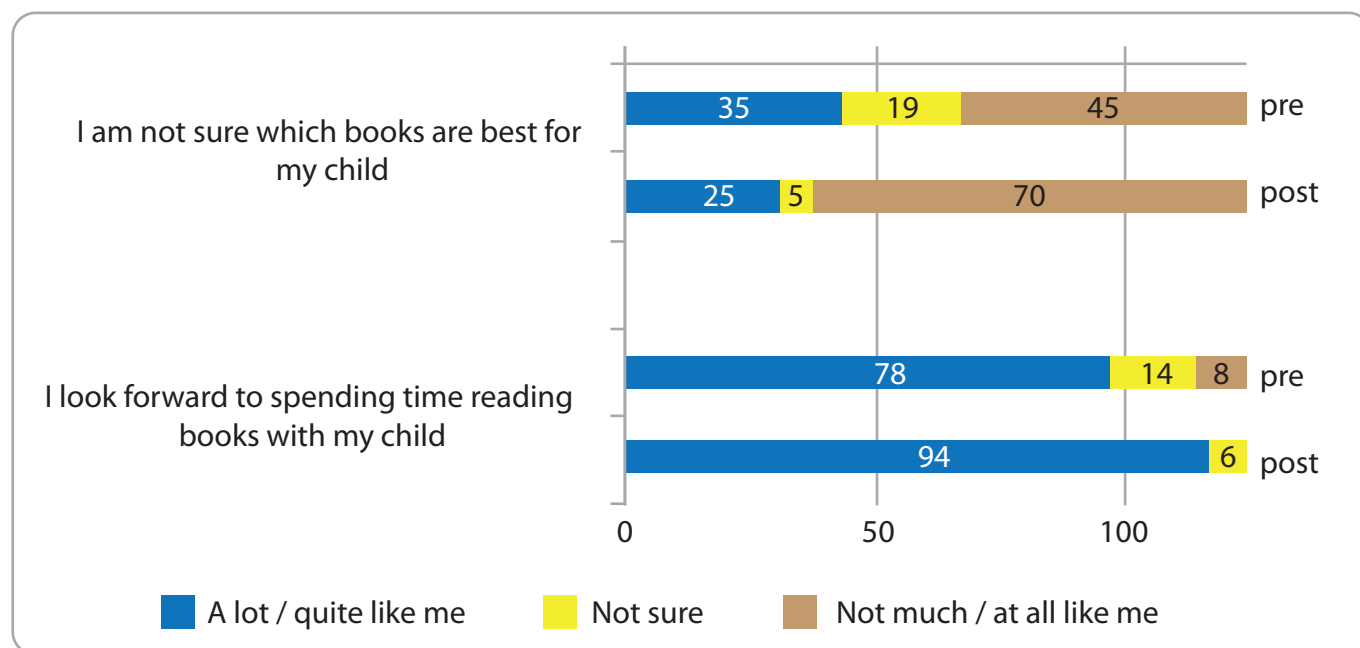
In addition, practitioners revealed that following Bookstart Corner sessions, parents were now sharing books, stories or rhymes with their child outside of the sessions:

- mum is using books and story time as a special time to spend with her child (practitioner)
- the child has since started singing and repeating rhymes and actions, also using the little Bookstart finger puppet (practitioner).

Furthermore, analysis from the practitioner monitoring forms showed a marked change in practitioner views about family behaviours; following Bookstart Corner the majority of practitioners (62%) believed the family to be playing and engaging as a normal part of daily life after the visits compared with 23% who were doing this at the point of the first visit.



The statistical evidence also suggests that parents felt more confident about reading with their child and gained more enjoyment out of this following the Bookstart Corner sessions. In particular parents felt more confident about knowing which books are best for their child, and were more likely to indicate that they looked forward to spending time reading books with their child after the Bookstart Corner sessions (Figure 2).



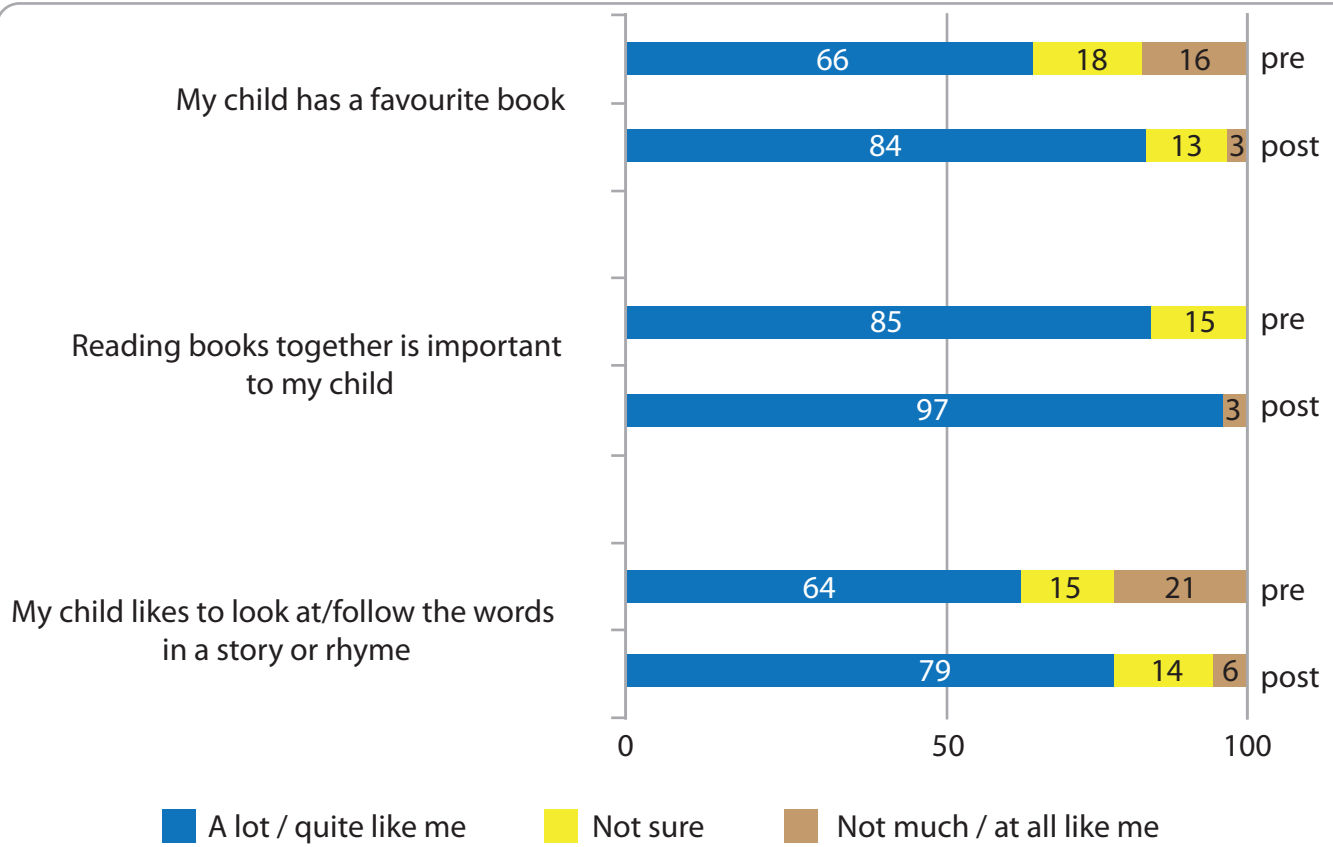
**Figure 2: Parent confidence and enjoyment**

This increase in confidence and enjoyment was also apparent from parent responses in the follow-up questionnaire, which asked direct questions about the impact of the programme, where 94% indicated an increase in confidence, and also from the open comments made by both practitioners and parents:

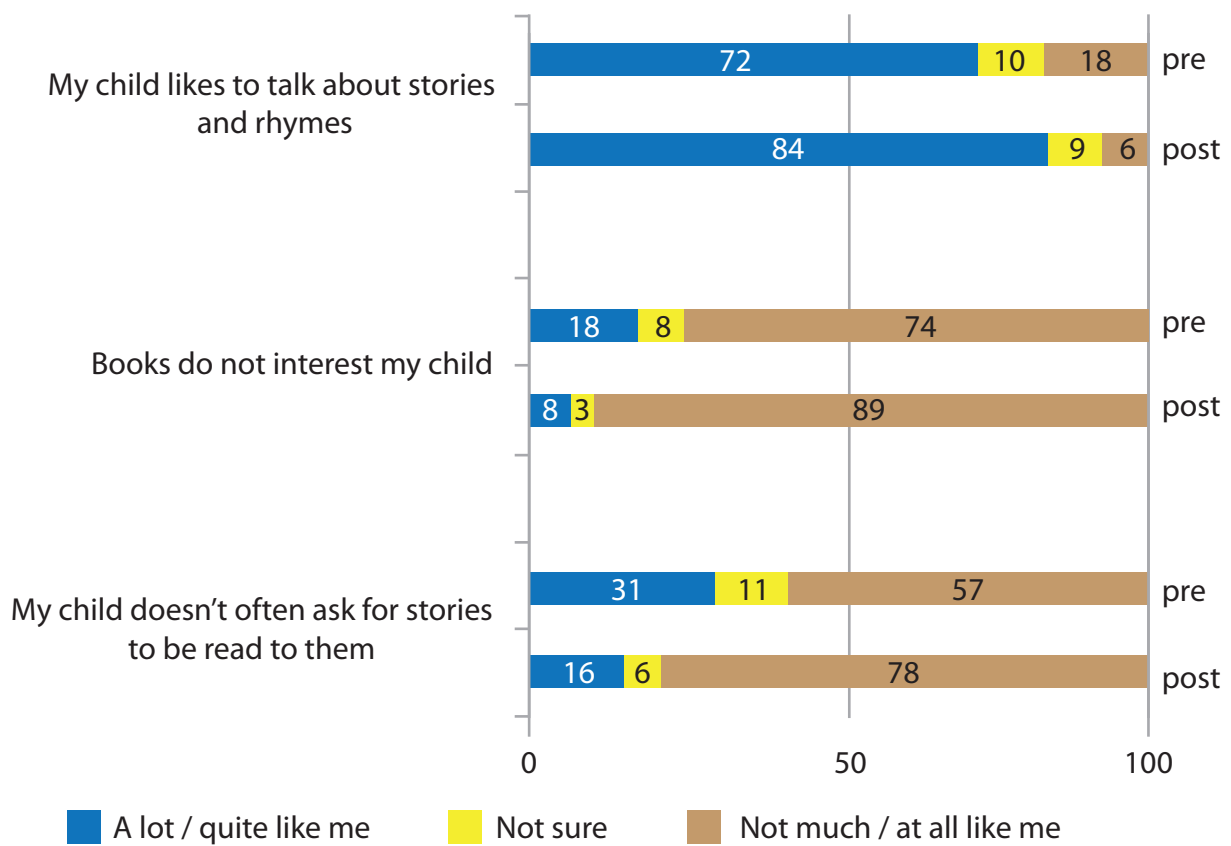
- very helpful in giving confidence to read to my child. Nice to speak to professionals about concerns (parent)
- I did not believe reading with my child could be so enjoyable. Only that Bookstart was brought to my attention otherwise I would not have done it (parent)
- mum has grown in confidence and it has been lovely to watch the child enjoy stories and rhymes with mum (practitioner).

The comparative analysis showed positive significant changes in parental perceptions of their child’s engagement and enjoyment in reading, and of their interest in reading. Figures 3 and 4, on the next page, show the items where a large change was seen subsequent to the Bookstart Corner sessions. Following the sessions parents were more likely to state that their child has a favourite book, reading books together is important to their child and that their child likes to look at/follow the words in a story or rhyme (Figure 3).

In terms of child interest, after the Bookstart Corner sessions parents were more likely to state that their child likes to talk about stories and rhymes, and they were less likely to indicate that books do not interest their child or that their child doesn’t often ask for stories to be read to them.



**Figure 3: Child engagement and enjoyment**



**Figure 4: Child interest**

An increase in child enjoyment and interest was also noted in the open comments by both parents and practitioners:

- brilliant, it's helped a lot with my child's reading (parent)
- child's confidence has noticeably improved at Bookstart and at preschool, mum has noticed this too (practitioner).

Following the Bookstart Corner sessions, a significant increase was seen in child book ownership for both number of books in the home and number of books bought in the last month. This was statistically significant for both male and female children, although a sharper increase in books bought in the last month was seen for female children compared with male children.

In terms of how often parents read to their child, there was a notable difference between mothers/female carers and fathers/male carers. Before the Bookstart Corner sessions, 54% of mothers/female carers reported reading every day with their child compared with just 5% of fathers.

After the sessions this increased to 67% of mothers/female carers, and 22% of fathers/male carers, so a sharper increase was seen for fathers/male carers. Despite this increase, mothers/female carers still remain by far the most likely to read with their child. This higher involvement from mothers/female carers is also evident in the practitioner responses, which indicated that nearly all sessions involved the mother/female carer whereas only 9% involved the father/male carer.

Parent responses and practitioner responses all indicate that subsequent to the Bookstart Corner sessions, parents were more likely to participate in local services such as the library, the Children's Centre and the Bookstart Bear Club.

The comparative analysis indicated that the increase was sharpest for child membership of the library and the Bookstart Bear Club. In addition, parents/carers were significantly more likely to report regularly attending rhyme/story time with their child at either a Children's Centre or library.

Increased use of the library and other services was noted by some practitioners in their free response comments:

- the family was not keen to take part at the beginning, by the end she was enthusiastic with reading and rhymes and is talking about joining the local library (practitioner)
- mum has accessed support and advice around separation and divorce at the Children's Centre. Have now joined the library and ordered books online for loan to encourage conversations about this with her daughter and use books to help her with this transition (practitioner).

## Conclusion

Overall, the analysis demonstrates that Bookstart Corner is highly valued by practitioners and parents and the programme seems to have a positive influence on participating families across a range of areas. The analysis indicates that the programme encourages positive relationships with books, stories and rhymes across the following areas: parental encouragement/interaction with their child; parent confidence and enjoyment; child engagement and enjoyment; and child interest. Furthermore, Bookstart Corner seems to encourage book ownership, promote increased frequency of reading and encourage the use of services such as the library and the Children's Centre.

However, as we note in the report, whilst the analyses take account of random variation through the use of tests of statistical significance and confidence intervals, a statistically significant finding does not necessarily indicate that the Bookstart Corner programme has had a causal impact on parents and children. Statistically significant change over time may have occurred regardless of the intervention, although this is unlikely given that change is seen over such a wide range of factors. To be able to confidently attribute this change to the Bookstart Corner programme, a control group would be required to take account of any natural temporal change. The analyses should be seen as an indication of impact rather than proof – and as emerging rather than causal evidence.

The positive evidence of impact supports the view that this programme has significant value for those involved, and therefore it is worth considering conducting a controlled trial based on the tool developed for this study to test this view further. However given the issues with response rates and the hard to reach nature of the group, conducting a controlled trial could be somewhat difficult in practice, hence the methodology would need careful consideration.

Please check the examination details below before entering your candidate information

Candidate surname	Other names										
Centre Number	Learner Registration Number										
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<b>Window for supervised period: Monday 11 January 2021</b>											
Morning (Supervised hours: 3 hours)	Paper Reference <b>31599H</b>										
<h2 style="margin: 0;">Children's Play, Learning and Development</h2> <p style="margin: 0;"><b>Unit 4: Enquiries into Current Research in Early Years Practice</b></p> <p style="text-align: right; margin: 0;"><b>Part B</b></p>											
<b>You do not need any other materials.</b>	Total Marks										

### Instructions

- **Part A** will need to have been used in preparation for completion of **Part B**.
- **Part B** contains material for the completion of the set task under supervised conditions.
- **Part B** should be undertaken in 3 hours during the supervised assessment period.
- **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 the relevant series.
- **Part B** should be kept securely until the start of the 3-hour supervised assessment period.
- 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.
- Complete **all** activities.
- Answer the activities in the spaces provided  
– *there may be more space than you need.*

### 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.

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## 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 BTEC Nationals *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 learners 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 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.

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### 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 must 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.

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**Total for Activity 1 = 15 marks**





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**Total for Activity 3 = 20 marks**



#### Activity 4

You have been asked to investigate the effectiveness of involving parents in their child's reading by the manager of a large nursery chain of 20 nurseries.

The manager has produced the following research proposal:

- The researcher will visit three settings and talk to the Early Years Educators about the strategies that they currently use for the teaching of reading to the four-year-old age group.
- The researcher will provide an observation tick list that practitioners can use to record when children are using opportunities to develop reading and language skills independently, and when they are being supported by parents and professionals.
- The observation tick lists from each of the settings will be independently reviewed and the data collated by the researcher.
- These records will be used to compare children's ability to use and develop reading skills on their own, compared to when they are supported by different adults.

Drawing on your understanding of research methods, your preparatory research into the development of children's reading skills, including parental involvement, and your understanding of early years settings, provide a report that critically analyses the manager's proposal.

In your report you must cover:

- the ways in which this research could provide valid and reliable data analysis of the development of children's reading skills
- potential limitations or weaknesses of the research proposal 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.

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**Total for Activity 4 = 15 marks**

**TOTAL FOR TASK = 65 MARKS**

