



T Level Technical Qualification in Education and Early Years (Level 3)

QN: 610/5748/4

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 3 – pass

Guide standard exemplification materials

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Introduction

The material within this document relates to the Early Years Educator occupational specialism specimen assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner / moderator commentary is provided to detail the judgements and rationale for grades awarded, in context of the grade descriptors. This should be used in conjunction with the Qualification Specification and the relevant external assessment materials, which detail the related qualification content and grade descriptors for assessment.

In assignment 3 part 1 (a), the student is required to conduct a set of observations of children in the early years setting.

In assignment 3 part 1 (b), the student is required to produce an analysis of observation data. The student evidence is written work produced under supervised conditions.

In assignment 3 part 2, the student is required to produce an analysis of observation data supplied with an insert that accompanies the assignment questions. The student evidence is written work produced under supervised conditions.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Part 1 (a) Child observation

Read the information below carefully before carrying out your observations.

This child observation task is set within the industry placement. Therefore, you will be expected to be in the role of an observer within an early years setting.

This task is split into **two** separate and distinct observations.

You must observe the child in activities that support the specific area of learning in the early years foundation stage (EYFS) – **literacy**.

You will be expected to perform two observations:

- **observation 1** requires the use of a **narrative** observation method
- **observation 2** requires the use of the **time sample** observation method.

You will use the same template for each observation but must use different observation methods to complete the templates.

You must record each of your observations and hand them to your tutor.

The observations do not need to be carried out in the order outlined in this booklet.

Evidence The following evidence **must** be submitted to your tutor:

- **two** completed observation templates.

All evidence **must** be saved securely by your tutor.

Part 1 (a) Student evidence

Observation 1

Date of observation:	XX/XX/XX
Age of child (in years and months):	2 years and 3 months
Development / Curriculum links:	Literacy
Observation method:	Narrative (extended piece of writing)
Place of observation:	Private Day Care
Time of observation:	15:00–15:20

Aim of observation 1

The aim of the observation is to watch Child A for 20 minutes. I will be recording what the child is doing, who / what they are playing with and any communication and language involved. I will need to think about the area of literacy.

Observation 1

15:00

Child A is by the water play area and he is watching the other children, he looks interested but is making no effort to join in. Practitioner approaches with some dry aprons and asks if Child A would like to play in the water. Child A nods his head and says 'yes like it'. The practitioner kneels at the side of A and they watch the water and play together. Practitioner introduces some measuring spoons to the water area and gives a set to Child A. Child A copies the practitioner by filling up the larger measuring spoons and pouring water into the smaller spoons. Child A does this for a while and then runs outside as he has seen the footballs which he loves to play with. Child A enjoys kicking the football around, he laughs and shouts 'look at me' before running to the top of the slope and kicking the ball down running as fast as he can after it. He repeats this four times then goes inside as the snack area is open (a bell sounds!).

End of the observation 15:20.

Observation 2

Date of observation:	XX/XX/XX
Age of child (in years and months):	2 years 3 months
Development / Curriculum links:	Literacy
Observation method:	Snapshot / time sample, sampling over a period of time (5 min intervals)
Place of observation:	Private Day Care in the playroom
Time of observation:	09:30 – 09:50

Aim of observation 2

The aim of the observation is to watch Child A for 20 minutes. I will be looking for opportunities for literacy using a snapshot method to see what he does over a set period of time.

Observation 2

09:30: Child A screams and cries as he tries to grab a car from the 'small world' garage. He is facing another boy of similar age, and both are pulling at the car. The other boy starts to cry.

Child A: "Minecar"

Child B just cries and looks around, appears to be searching for an adult. Practitioner approaches and kneels down. Both children seem fine to let the practitioner take the car and stop crying. Practitioner is talking to them in a calm and gentle way; I can't hear what is being said. Practitioner then joins in the 'small world' play and the two children are giggling at the story of Mr Angry, the garage man.

09:35: Child A is playing with the cars alone now. He is lining them up in no logical order and chats inaudibly to himself. Suddenly he jumps up when he sees his key person and asks to go outside.

Child A: "is bikes out?"

Key person: "No A but we can go outside and see what is out, shall we go and see?"

Child A: "Yes" and takes hand of key person (Mr Angry, the garage man, is in his pocket!). Child A runs to a pram and pops Mr Angry inside. He walks carefully down the slope towards the large sandpit area. He seems to have forgotten about his key person and is joined by another child who also has a pram with a teddy bear inside and they walk close by each other but do not seem to be having a conversation.

09:40: Child A is now at the sandpit. He is digging with a tablespoon and is joined by another two boys, slightly older than A. They ask A to help them fill up a truck with sand:

“Help us do this A”

Child A: “I can do it”

Once the truck is full, they push it over to a trolley on the grass and pour it in before pushing it back and repeating. They seem to be content to do this for four occasions and then Child A wanders inside without saying anything. Child A wanders to his key person and asks for the toilet. He has had an accident outside, and key person takes his hand, and they go to find clean clothes and go to the bathroom area to change.

09:45: Child A is playing with two other children in the role play area. They have the Tiger who came to tea story sack on the carpet. Child A holds the tiger and roars, he chases them around the role play area roaring, waving the soft tiger as he does so. Other children scream and laugh. Practitioner peeps inside and asks if they want a story. All the children ignore her so she finds some of the resources from the story sack and puts them on the table then walks away leaving them to it.

09:50: Child A lies on his tummy humming and looking at ‘The Tiger That Came to Tea’ book, he still has the fluffy tiger in one hand. A practitioner walks by and asks if he is OK and whether he would like a story.

Child A says yes to the story and he sits close to the practitioner on a large cushion. Other children join for the story and Child A cuddles into the practitioner closely and enjoys joining in with the story, repeating words.

End of the observation 09:50.

Part 1 (a) Examiner commentary

Pass

The observations submitted meet the baseline knowledge requirements of the assignment, providing sufficient breadth and depth. The student demonstrates observational skills in line with the expectations of an early years educator; for example, each observation is presented in a logical way showing an adequate application of relevant techniques associated with observation approaches / models applied within the sector and in accordance with the early years statutory framework, the early years foundation stage.

The detail recorded on each of the observations is appropriate and relevant, enabling acceptable analysis and future next steps planning as appropriate for the child's literacy development, as well as identifying opportunities to explore the child's holistic developmental needs based on his interests and stage of development and learning.

This work would have been improved by capturing the language, both verbal and non-verbal, especially when in social situations in more detail. This would have supported a deeper analysis of literacy development and informed the next steps with greater clarity and understanding.

Part 1 (b) Observation and assessment of children in settings

You must answer a series of **two** questions. You must work from your observation records.

Complete the questions below.

1. Evaluate the strengths and weaknesses of **your own** practice and skills in carrying out **each** of the different observation methods in **part 1 (a)**.
2. Suggest ways that you could engage with continuing professional development (CPD) to improve **your own** observational practice and skills.

You will need to review your observation records to complete these questions.

Resources

For this task, you will have access to the following:

- this brief
- your observation records.

Evidence required for submission to NCFE

The following evidence **must** be submitted to your tutor / invigilator:

- answers to the two task questions.

All evidence **must** be securely saved by your tutor / invigilator.

Part 1 (b) Student evidence

Q1 Evaluate the strengths and weaknesses of **your own** practice and skills in carrying out **each** of the different observation methods in **part 1 (a)**.

[9 marks]

I wrote two observations on Child A, a young, active and typically lively boy aged 2 years and 3 months. In this section I will look at how well I am observing children and how well I understand the observation methods as well as what I could do to improve this.

The snapshot method is simple and easy to use. It was to give me an idea of activity over time. Each time I observed the child I did so for 20 minutes. When I was using the snapshot to record over time, I made a recording of Child A's activity every 5 minutes. I felt this was too much as sometimes Child A has only just started an activity, so I was sometimes watching the same things over again. The practitioners use snapshot as a way of recording different situations over the day, and they give these to parents/carers, or they use them as part of the tapestry which is a learning journal sometimes. Snapshots can tell practitioners how the child is settling at the setting, and about peer groups that may be favoured as well as looking at interests and peer social skills, the snapshot can support in behaviour and settling in/during transition to look at the child at different points in the day too.

My strengths with the snapshot: I was able to see a wide range of activity across the morning and I recorded it all appropriately. I used this information to have a discussion with his key person. So I am OK with my recording skills and talking to other colleagues too. I think I could be better aware of the Early Years Foundation Stage and what is required at each age/stage so that I can better facilitate an effective environment. I also needed to really think about literacy at every stage, and whilst I do understand it I couldn't always see it in my observation which made me realise that I need to be more familiar with the EYFS and how the resources in the setting promote this area of learning. There was limited information recorded due to the number of snapshots and this meant I may have missed other chances that would have allowed me to comment on the focus of the observation.

Through doing a written account (narrative), I could record everything I wanted to, I remember reading about this type of observation and it being like recording information like a camera would. That was hard as I wanted to fill in what was going on, for example, Child A is crying because.... rather than just Child A is crying. I recorded all of my narrative observation in 20 minutes. I found this method a bit boring just writing all the time and Child A knew I was watching him I think and this may have put him off being himself or made him excited by the attention. If I did a narrative written again I wouldn't want to do it for 20 mins. Child A is all around the nursery and I was just following him about and I think it was too long and you can't really do much else or you would miss something and it may as well be a snapshot then! I can do this type of method easily though and it is simply writing what you see so it is straightforward. I think I need to practice as this may be useful if a child is being assessed or monitored for any special educational need or disability as other professionals would be able to follow it as there is no jargon. I collected enough information to evaluate against the EYFS so I would be able to look at literacy and draw some conclusions by doing this type of observation method.

- Q2** Suggest ways that you could engage with continuing professional development (CPD) to improve **your own** observational practice and skills.

[6 marks]

I need to practice using the different observation methods as this is the best way of knowing what my own strengths and weaknesses actually are. I don't know at the moment because I haven't done enough observations and I haven't used a variety of observation methods to record children's development either. So my CPD plan would be to observe more and to use a variety of observation methods then to reflect and see what methods I can do and what I need more practice with. I would also like to follow my mentor for a day to see how they do the tapestry, they are always putting new information on to a child's tapestry and they ask me for any feedback which is nice but I don't really understand how the observation, the tapestry and the next steps works together, so that would be another key point for professional development. Finally, I would like to do more planning and next steps work so that I can see the whole picture, I don't always like observing but I love planning, so I need to make the connections there! I also know that observations need to be stored securely so confidentiality is important, I need to learn more about why and how and also how observations support assessment and team work in line with any requirements of the EYFS.

Part 1 (b) Examiner commentary

Pass

Q1

The student demonstrates skills and knowledge of the observation cycle reflected in the sector and generally offers a mainly descriptive account of the methods selected. Some evaluation is attempted by the student when considering how further knowledge of the observation cycle would support their professional role.

Overall, this work demonstrates a basic understanding of relevant knowledge and how it informs practices of the sector, evidencing a baseline understanding of approaches to observation for example, a working awareness of the observation cycle in practice, including terminology such as the tapestry model. This work could be improved by considering alternative observation methods and their usefulness in this situation.

Q2

The evidence is logical, displaying baseline knowledge in response to the demands of the brief. The student makes acceptable use of relevant concepts to improve own skills and attempts to demonstrate breadth and depth of knowledge and understanding. The student is able to identify information from appropriate sources, making use of information and can combine information to make decisions. For example, making progress towards solving problems in context when observing children, including work shadowing, practice of skill and also increasing own knowledge of how the staff in early years settings use observations to meet children's holistic needs. The work is an honest reflection identifying the student's need to practice and refine their skills as well as use different observation methods. The work could be improved by focusing on ways to improve narrative and snapshot recording specifically.

Part 2

You must answer a series of **four** questions.

You should spend the first part of this assessment reading the observation data provided in the insert.

You should do this before attempting to answer the questions.

1. Identify **and** describe the **two** different methods of observation (provided in the insert) that were used to assess Natalia's development in **expressive arts and design**. (4 marks)
2. Using an example, evaluate the purpose of **each** of the **two** methods of observation identified in **question 1** in the assessment of children. (6 marks)
3. With reference to the insert, analyse **each** of the **two** observations to draw conclusions about Natalia's holistic developmental needs, as identified through **expressive arts and design**. In your answer, you should relate to the current requirements of the early years education curriculum. (12 marks)
4. Use your analysis of the two observations to discuss the next steps for Natalia's holistic developmental needs, through **expressive arts and design**. Give examples of suitable educational activities or opportunities to support your answer. (12 marks)

Resources

For this part of assignment 3, you will have access to the following:

- this brief
- the insert for assignment 3 part 2
- the Department for Education (DfE) – Statutory framework for the early years foundation stage (EYFS) (2021)
- DfE – Development Matters Non-statutory curriculum guidance for the early years foundation stage (EYFS) (2021)
- Birth to 5 Matters: Non-statutory guidance for the early years foundation stage (EYFS) (2021).

Evidence required for submission to NCFE

The following evidence **must** be submitted to your tutor / invigilator:

- answers to the four questions.

All evidence **must** be securely saved by your tutor / invigilator.

Part 2 insert: observation data

Observation 1

	The early years practitioner (EYP) and two children, including N, are sitting around the table with red, yellow and blue ready-mix paint in soap dispensers to help the children access the paint. Each child has a palette for mixing the paint and a paintbrush.
EYP	'We have three colours of paint in our pots. Who can put their hand up and tell me the colours?'
N	'This one is orange.' N points to the red paint. 'This one is ellow.' N points to the yellow paint. 'And this one is purple.' N points to the blue paint.
EYP	'Thank you N. Let's look again.' EYP points to the red paint. 'This one is red. Can you all say red?' EYP points to the yellow paint. 'This one is yellow. Can we all say Y-yellow? This one is blue. Can we say blue?' EYP points to the blue paint.
N	N joins in saying the colours, although she still pronounces 'ellow'.
EYP	'Today we are going to make some new colours. First, we will make this colour.' EYP holds up an orange leaf. 'Which colour is this?'
N	'Orange.'
EYP	'Yes, N, you are correct. This leaf is the colour orange. Does anyone know which two colours we mix to make orange?'
N	N points to red, yellow and blue paints. 'All of them and mix, mix, mix.'
EYP	EYP mixes the colours suggested and discusses with the children the colour it has made. 'I am going to show you how to make the colour orange, using the colours yellow and red.' EYP demonstrates making orange, by placing three squirts of yellow, adding one squirt of red and mixing it together. EYP models how to squirt the paint and count at the same time. She explains that yellow must be used first. 'Now it is your turn.'
N	'I can do it, I can do it.' N carefully puts three squirts of yellow and one of red into a palette. She picks up the paintbrush with her right hand in a whole-hand grip. She swaps to her left and back to her right hand. She spills the paint over the side of the palette. 'Tah dah, I made ellow, orange!'
EYP	'Now we are going to mix this colour.' EYP holds up a green leaf. 'Who can tell me what colour this is?'
N	'It's purple, it's purple!'
EYP	'Let's ask your friend!' EYP asks Child A, who correctly says green. 'That's correct, it is the colour green. Which two colours do we need to make green?'
N	'This one and this one.' N points to the red and the blue paint.

EYP	'That makes purple.' Child A points to yellow and blue. 'That is correct, we use two squirts of yellow paint and one small squirt of blue and mix the colours together.' EYP asks Child A if they would like to make the colour.
N	'No fair, I do it!' N turns her back to the activity and refuses to look.
EYP	'N, if you don't look, you might not know how to mix the paint to make green for your leaf print.'
N	N covers her eyes and watches through her fingers as Child A mixes the green paint.
EYP	'Now you can choose which colour you would like to make for your leaf prints.' EYP demonstrates putting paint on the back of the leaf and placing plain paper on top, pressing down to make a print. 'Now it's your turn.'
N	'I wanna make that!' N points to green colour.
EYP	'Can you remember which colour we use first?'
N	'Eallow.' N squirts three of yellow and one of blue. She mixes paint holding the brush in whole-hand grip: first in her left hand, then her right hand and then back to left. 'It's green, it's green!'
EYP	'Well done, N, you have made green. Now can you paint your leaf and make a print?'
N	N takes a leaf and puts it on the table. She takes the brush in her right hand and dips it in green paint. She swaps the paintbrush to her left hand and paints some of the leaf. She puts paper on top of it. 'Press, press, I done it, I done it!'
EYP	'Well done, N. I love your leaf print. Can you remember the colour you made?'
N	'Green, green, green!'
EYP	'Can you make some more prints, N?'
N	N spends 5 minutes choosing and printing leaves.
EYP	'How many leaves have you printed, N?'
N	'1, 2, 3, 4, 5, 9, 10.' N does not point to each leaf but just recites numbers.
EYP	'N, can you remember the names of the colours that we used to make our green and orange paint?'
N	'Purple, ellow, red. I want my milk.' N takes her apron off while talking.
EYP	'Can you write your name with this pencil on your picture, please?'
N	N holds the pencil in whole-hand grip and draws some marks. No letters recognisable.
EYP	'You may go now. We will hang your lovely picture up to dry.'

Observation 2

Time	Activity	Comment
09.30 am	Home corner	N is playing in the home corner. Three other children are present. She does not interact with them but sits at the table pretending to eat tea. 'I am eating pizza and chips, yum yum!' Another child approaches and asks to play with her. N says 'No!'
09.40 am	Home corner	N is lying on the floor with a blanket. She pretends to be a baby and makes crying sounds. She pretends to drink from a doll's bottle. She is playing alone.
09.50 am	Mark-making area	N is drawing a picture of mummy. She draws a large circle with a green pen. She puts four dots in the circle: eyes, nose and mouth. The arms come out of each side of the circle with two lines for fingers. There are no legs. She swaps the pen from left to right hand and holds pen in a whole-hand grip.
10.00 am	Model-making area	N is in the model-making area and is trying to cut a cardboard tube with scissors. She holds the scissors with two hands trying to snip the tube, which keeps rolling away.
10.10 am	Model-making area	N is still working in the model area. She is now trying to join two boxes. She tries with a glue stick, but the boxes will not stay joined. Next, she tries with sticky tape, but pulls a long length of tape that sticks together. She attempts to cut tape using scissors held using two hands. She gives up and leaves the area.
10.20 am	Painting area	At independent colour mixing table, N mixes colours to paint a green dragon. 'I'm mixing purple and ellow!' She points to the blue and yellow paint. She successfully makes a green colour. She paints over the dragon shape but does not stay within the lines.
10.30 am	Outdoor tarmac area	N has some pink chalk. She draws circles on the ground. 'This is Mummy and Daddy Pig, oink, oink!' She puts dots for eyes and mouth. She swaps the chalk from hand to hand using whole-hand grip. She adds a line to one circle. 'That's his tail!' Two children come to join N drawing. She leaves her chalk and walks away.

Part 2 Student evidence

Question 1: The two methods are narrative and a snapshot / time sampling. Narratives are straightforward written accounts that record everything you see, like a camera.

The next method is snapshot. Snapshots show the child's activity and social interaction over time, (time sampling) and at set intervals, for example, the practitioner could record the different play experiences the child was interested in, how they played and who they played with. The information is brief and without describing what the practitioner saw you may not be able to tell parents / carers or other professionals about the situation as you may forget when you saw it.

Question 2: Narrative observations are simple records but I think they are time consuming and boring and so not many practitioners do them and I see why, however, when sharing information with other professionals or even in court, a narrative record would make more sense if you didn't work in an early years setting I think.

The **snapshot** is easy, but as I said before, this will only give you a little bit of information and with no or not much explanation, it perhaps isn't that helpful as information about the child may be missed as you only record at certain set times. Also, if a practitioner didn't take it seriously they might just include some bullets without careful thought or detail, it is better though to use over a period of time as in this case, it will be more reliable.

Question 3: I am going to try to analyse the observations on Natalia. This means that I will think about what I have learned about Natalia's expressive arts and design learning and her holistic development and use these conclusions to plan and be able to add reason to my planning by explaining why I have chosen certain activities for Natalia. If I can explain why I have selected certain activities, it will promote partnership work, including partnership with parents / carers, and I will have all of the information at my fingertips.

Observation 1: When Natalia was identifying colours, the practitioner used artistic language like different colours and blends and some chances for Natalia to work things out were introduced to get her thinking. Mixing colours: Natalia can put yellow and red into a palette, pick up the paintbrush in a whole-hand grip and attempt to mix the paint.

Creating with materials: N can name colours, but she was unable to make the correct choice for blending colours when asked how to make orange. This will support cognitive development, introducing new vocabulary and problem solving, trial and error exploration through expressive arts and design.

Links with expected milestones in expressive arts and design:

- Explore paint using brushes and other tools.
- Express ideas and feelings through making marks.

Observation 2 snapshot also highlights the recognition of colour names rather than knowing the correct colours or colour blends, for example, Natalia would just point to a colour with no thought for what she was saying. Natalia is able to understand some simple colours and one colour blend (purple).

These observations showed me things about Natalia's holistic development too as well as her interest in expressive arts and design. For example, how she held the paintbrush – in a whole-hand grip, did not really have a preference for one hand over the other. I was also able to see aspects of her social and emotional development, how she interacted with others and the relationships she had with her peers.

Question 4: I am now going to use the analysis of the observations to plan next steps for Natalia's expressive arts and design development:

1. Activities that give Natalia the chance to practice her expressive arts and design knowledge, such as beads, buttons, cars, anything she is interested in, action rhymes and singing would be good too and I would liaise with others including parent/carer for consistency and to extend home learning and strengthen partnership working.
2. Mark-making area. N can draw freely using a range of different drawing materials.

These activities will strengthen physical, social, emotional, language and cognitive skills development through expressive arts and design. Fine movements will be seen when Natalia plays with the buttons and beads as well as when drawing. This will let her practice her skills and improve her holistic development, her language and cognitive development would benefit from a more focused observation to record language and problem solving for example. It is important to plan around Natalia's stage of development, her holistic needs as shown from these observations and using her interest of expressive arts and design a range of experiences can promote her holistic development.

Part 2 Examiner commentary

Pass

Q1

The student makes some use of relevant knowledge and understanding of how observation methods should be used to support individual children's learning and development and how these can inform practices within the sector and demonstrate a baseline understanding of approaches. An awareness of the benefits of observation to holistic development is evident but not fully explored.

Q2

The student offers a logical but baseline level of understanding with regards to the different types of observation and how these are used in the context of the brief.

Whilst there is some well-informed reasoning from practice demonstrated in the student's response, the comments are often general.

The student demonstrates basic knowledge and understanding of the different methods used and shares insight into their strengths and weaknesses in practice. For example, the student describes how a fuller observation method, such as a narrative observation, can be time consuming for the early years member of staff to complete. However, the student also explains that this can be considered as a benefit as it provides further detail as part of a narrative when sharing with parents / carers and other professionals, as appropriate.

There is also an appreciation of the shortfalls of the snapshot if not completed over time with purposeful comments. Whilst overall there is an acceptable description, there is opportunity to add further information to show a deeper understanding of these methods of observation, potentially looking at advantages / shortfalls with more context as well as when these specific methods would be beneficial and more suitable to the focused aim of an observation. It would further have been useful here to hear more about the use of the observations as part of next steps planning as part of the observation cycle.

Q3

The student makes some use of relevant knowledge and understanding of how the observation records inform practice. The student has presented their response in a logical way, considering each observation in relation to N's stage, interest and needs. The student makes some use of relevant knowledge and understanding of how the observation records inform practice. Holistic development has been attempted with reasonable attempts made to draw conclusions about physical and cognitive development in particular. More detail through description and example would show a greater depth of knowledge of holistic development.

Q4

The student makes some use of relevant knowledge and understanding to inform practice, including information around next steps planning, and building on the knowledge gained from the observations.

The student is able to identify information from appropriate sources to outline two experiences that would suit N in her development. N's interest in expressive arts and design has been used to plan activities that will support her holistic development. This could be further developed by explaining reasons for choice.

The student demonstrates appropriate skills and knowledge of the relevant concepts and techniques reflected for planning with others when considering the importance of team collaboration, as well as involving parents / carers.

This work could be improved with greater depth and breadth of explanations and analysis in relation to expressive arts and design.

SAMPLE

Overall grade descriptors

The performance outcomes form the basis of the overall grade descriptors for pass and distinction grades.

These grade descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications; the threshold competence requirements of the role are validated with employers within the sector to describe achievement appropriate to the role.

Occupational specialism overall grade descriptors

Pass
The evidence is logical but displays baseline knowledge in response to the demands of the brief. The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches. The student makes acceptable use of facts / theories / approaches / concepts and attempts to demonstrate breadth and depth of knowledge and understanding. The student is able to identify information from appropriate sources and makes use of appropriate information / appraises relevancy of information and can combine information to make decisions. The student makes judgements / takes appropriate action / seeks clarification with guidance and is able to make progress towards solving non-routine problems in real-life situations. The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies these across different contexts. The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning. EYE only – demonstrates achievement of all EYE criteria.
Distinction
The evidence is precise, logical and provides a detailed and informative response to the demands of the brief. The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives / approaches. The student makes decisive use of facts / theories / approaches / concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills / techniques / methods. The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information / appraises relevancy of information and can combine information to make coherent decisions. The student makes well-founded judgements / takes appropriate action / seeks clarification and guidance and is able to use that to reflect on real-life situations in the sector.

The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the sector, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems.

SAMPLE

Document information

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Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	03 November 2025	04 November 2025
v1.1	Word formation changed to literacy as a 'specific' area of learning	02 June 2026	15 September 2026