

# Introduction to language immersion in an early years and childcare setting

## Assessment marking guide

Y/506/1308

**4230-135**



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## Assessor guidance

### Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

### Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

[http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording\\_Forms\\_for\\_centres\\_and\\_candidates.ashx](http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx)

### What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

## Marking guidance

| <b>Task Aii:</b> | <b>Discussion</b>   |
|------------------|---|
|                  | <p><b>Explain what is meant by the term ‘language immersion’ when used to help children learn language skills.</b></p> <p>The definition provided must be in the candidates’ own words and show that they understand the basic principles.</p>  |
|                  | <p><b>Explain how taking part in different activities can help a child develop their language skills.</b></p> <p>Candidates must outline how different activities, which are age- and stage-appropriate, can support language development.</p> <p>Examples include:</p> <ul style="list-style-type: none"><li>• singing and rhymes</li><li>• pretend play</li><li>• reading to child</li><li>• circle-time.</li></ul> <p>Any other acceptable answer.</p> |

## Marking guidance

| <b>Task B: Design</b>  |
|--|
| <p><b>Design an environment that can help a child to develop their language skills. Describe to the tutor/ assessor how this environment would support language development.</b></p> <p>The design must include aspects such as:</p> <ul style="list-style-type: none"><li>• opportunities to hear language being used</li><li>• opportunities to use language</li><li>• visual stimulation (which is age- and stage-appropriate)</li><li>• safe, secure and supportive</li><li>• availability and interaction with appropriate adults</li><li>• opportunities to play.</li></ul> <p>Any other acceptable answer.</p> <p>The candidate must be able to describe ways in which the environment they have chosen/designed supports language development.</p> |

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