

T Level Technical Qualification in Education and Early Years

Employer set project (ESP)

Early Years Educator

Mark scheme

v1.0: Pre-standardisation
P002185
November 2023
603/5829/4

Marking instructions

Levels of performance marking grids have been designed to award a student's response holistically, drawing on the evidence the student produces in the tasks, and should follow a best-fit approach.

Marking will take place once all tasks are complete, and the marker has access to all the student's evidence for each of the tasks.

Table 1 shows the tasks (pieces of evidence) that will be used as the basis of judgement for each of the assessment objectives (AOs).

Markers should review each of these pieces of evidence, using the indicative content to support an understanding of what they are expecting to make their judgement on, before placing the student in one of the bands.

The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should use a best-fit approach. A judgement should be made on the overall quality of the student's evidence, and should reward students positively, rather than focussing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark within the band, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the AOs, so as not to over/under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse. As a general rule of thumb, allocation of the highest mark within a 3 mark band should be evidence that may meet the criteria 'convincingly'. For 2 marks out of a total of 3, evidence may meet the criteria 'adequately' and for the lowest mark, the evidence may 'just' be meeting the criteria. This is guidance and any approach will be confirmed in standardisation.

You are reminded that the indicative content provided under the marking grid is there as a guide, not an exhaustive list. It is not a requirement that students cover all the indicative content to be awarded higher band marks.

Note: students may refer to either version of:

- Department for Education (DfE) – Statutory framework for the early years foundation stage (2017) (2021)
- Department for Education (DfE) – Development Matters: non-statutory curriculum guidance for the early years foundation stage (2012) (2021) (2023)
- Birth to 5 Matters: non-statutory guidance for the early years foundation stage (2021)

Table 1

Evidence	AO1	AO2	AO3	AO4	AO5	Total
Task 1						
Task 1 (a) (early support plan)	4	8	4			16
Task 1 (b) (activity plan)	4	15	6			25
English, mathematics and digital skills				10		10
Task 2						
Task 2 (a) is not marked Task 2 (b) (activity plan)		6			3	9
Task 3						
Task 3 (a) is not marked Task 3 (b) (discussion with tutor)	1	12	2		1	16
English, mathematics and digital skills				2		2
Task 4						
Task 4 (reflection)		7			5	12
Total marks	9	48	12	12	9	90
Percentage (%)	10	53.33	13.33	13.33	10	100

Mark bands	Band 1	Band 2	Band 3	Band 4	Band 5	AO4 (English/ mathematics/ digital)
Task 1 (a) (early support plan)	1–4 marks	5–8 marks	9–12 marks	13–16 marks		10 marks
Task 1 (b) (activity plan)	1–5 marks	6–10 marks	11–15 marks	16–20 marks	21–25 marks	
Task 2 (a) is not marked Task 2 (b) (activity plan)	1–3 marks	4–6 marks	7–9 marks			
Task 3 (a) is not marked Task 3 (b) (discussion with tutor)	1–4 marks	5–8 marks	9–12 marks	13–16 marks		2 marks
Task 4 (reflection)	1–3 marks	4–6 marks	7–9 marks	10–12 marks		

Task 1 (a) (early support plan)

Create an early support plan that you would use to meet Lily's developmental needs.

The early support plan should include:

- strategies to support Lily's development
- identification of suitable resources and/or techniques
- appropriate communication strategies to use with Lily (context and stage-appropriate language)
- ways to work with parents, practitioners and specialists to enhance learning opportunities and meet Lily's support and development needs
- methods of tracking and monitoring Lily's progress towards her 6-week review
- use of educational theories, concepts or pedagogies.

Band	Mark	Descriptor
4	13–16 marks	The early support plan: <ul style="list-style-type: none"> • is clearly presented and coherently written and includes detailed technical terminology • is detailed, including reference to all strategies, resources, and techniques to be used, and takes full account of all available information, referencing relevant educational theories, concepts, or pedagogies • comprehensive coverage of the requirements of an early support plan • fully addresses all Lily's development/support needs.
3	9–12 marks	The early support plan: <ul style="list-style-type: none"> • is clearly presented and includes appropriate technical terminology • is appropriately detailed, including reference to most strategies, resources, and techniques to be used and takes appropriate account of the information available, referencing some appropriate educational theories, concepts, or pedagogies • appropriate coverage of the requirements of an early support plan • addresses most of Lily's development/support needs.
2	5–8 marks	The early support plan: <ul style="list-style-type: none"> • some clarity within presentation and includes limited technical terminology • is limited in detail with limited reference to strategies, resources, and techniques to be used and takes limited account of the information available with limited referencing to educational theories, concepts, or pedagogies • limited coverage of the requirements of an early support plan • addresses some of Lily's development/support needs.
1	1–4 marks	The early support plan: <ul style="list-style-type: none"> • lacks clarity within presentation and includes minimal technical terminology • includes minimal detail, minimal reference to strategies, resources, and techniques to be used and takes minimal account of available information with minimal referencing to educational theories, concepts, or pedagogies • minimal coverage of the requirements of an early support plan • does not appropriately address Lily's development/support needs.
0	0 marks	No creditworthy material.

Task 1 (b) (activity plan)

Create an activity plan that you could use to support Lily.

The activity plan should include:

- how the activity links to and supports the wider curriculum and Lily's development
- teaching and learning strategies and/or theory, concepts and pedagogy that underpin the activity
- the instructions to be given to Lily to ensure understanding and engagement in the activity (ensuring communication is age/stage appropriate)
- ways to work with parents, practitioners and specialists to prepare for the activity
- how observation will be used to track Lily's progress through the activity
- opportunities for formative and summative assessment to assess Lily's needs
- identification of hazards, risks and control measures to ensure own and others' safety throughout the activity.

Band	Mark	Descriptor
5	21–25 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • comprehensive, coherent activity planning, linking to the wider curriculum • comprehensive rationale for the activity choice (taking account of information contained within the early support plan and the brief) with comprehensive links to teaching and learning strategies that underpin the activity • comprehensive level of relevant detail shown including instructions to be given to Lily and explanation of how observation will be used • justified selection of resources and support strategies • comprehensive assessment strategies including comprehensive explanation of formative and summative assessments • comprehensive risk analysis with reference to all hazards, risks and controls.
4	16–20 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • detailed, coherent activity planning, linking to the wider curriculum • detailed rationale for the activity choice (taking account of information contained within the early support plan and the brief) with detailed links to teaching and learning strategies that could underpin the activity • good level of detail shown including reference to instructions to be given to Lily and some reference to how observation will be used • reasoned selection of resources and support strategies • detailed assessment strategies including detailed explanation of formative and summative assessments • detailed risk assessment with reference to some hazards, risks and controls.
3	11–15 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • appropriate activity planning, some links to the wider curriculum • appropriate rationale for the activity choice (taking account of information contained within the early support plan and the brief) with appropriate reference to teaching and learning strategies that may be linked to the activity • appropriate level of relevant detail shown with some reference of instructions which may be given to Lily and some consideration of how observation will be used • appropriate selection of resources and support strategies • appropriate assessment strategies including an understanding of the need to assess Lily • appropriate risk assessment including relevant hazards, risks and controls.

2	6–10 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • limited activity planning, few links to the wider curriculum • limited rationale for the activity choice (taking account of information contained within the early support plan and the brief) with limited reference to teaching and learning strategies that may not link to the activity • limited level of relevant detail shown and little reference to instructions which may be given to Lily or of how the observation will be used • limited selection of resources and support strategies • limited assessment strategies with limited reference to how to assess Lily • limited risk assessment, with some relevant hazards, risks and controls.
1	1–5 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • minimal activity planning, no links to the wider curriculum • minimal rationale for the activity choice (taking account of information contained within the early support plan and the brief) with minimal reference to teaching and learning strategies • minimal relevant detail shown with no reference to instructions which may be given to Lily or of how the observation will be used • minimal selection of resources and support strategies • minimal assessment strategies with minimal reference to how to assess Lily • minimal risk assessment, with minimal relevant hazards, risks and controls.
0	0 marks	No creditworthy material.

Task 1 (a) and 1 (b) AO4: English, mathematics and digital skills.	
English (4 marks)	<p>4 marks: Plans include excellent use of Level 2 English throughout and convey meaning clearly, concisely and coherently, using formal and informal tone as appropriate to the context of an early years/children's institution/setting. Use of terminology is excellent with no errors.</p> <p>3 marks: Plans include a well-developed use of Level 2 English through most of the documents and convey meaning clearly and coherently, using formal and informal tone as appropriate to the context of the early years/children's institution/setting. There is a good use of technical terminology with minimal errors.</p> <p>2 marks: Plans include inconsistent use of Level 2 English throughout the documents, for example, they may lack conciseness although overall, they convey meaning coherently. Use of formal and informal tone is mostly appropriate to the context of the early years/children's institution/setting. Use of technical terminology is sound but contains some errors.</p> <p>1 mark: Plans include simplistic use of English at Level 1 or below throughout the documents. There may be some errors that do not affect meaning or coherence. Use of formal and informal tone is sometimes incongruent with the context of the early years/children's institution/setting. The use of technical terminology is minimal and includes some errors.</p> <p>0 marks: No creditworthy material.</p>
Mathematics (2 marks)	<p>2 marks: Plans demonstrate that the student has accurately processed/analysed the assessment data presented in the brief in a highly effective way.</p> <p>1 mark: Plans demonstrate that the student has processed/analysed the assessment data presented in the brief effectively.</p> <p>0 marks: No creditworthy material.</p>
Digital skills (4 marks)	<p>4 marks: Plans produced demonstrate effective and efficient use of digital technology and media to present information and assessment evidence clearly and concisely so it can be accessed by the intended audience in the context of the early years/children's institution/setting.</p> <p>3 marks: Plans produced demonstrate a mostly effective use of digital technology and media, presenting the information and assessment evidence clearly so it can be accessed by the intended audience in the context of the early years/children's institution/setting.</p> <p>2 marks: Plans produced demonstrate use of digital technology and media which is limited, sometimes presenting the information and assessment evidence clearly so it can be accessed by the intended audience in the context of the early years/children's institution/setting. It is clear to the audience that the use of digital skills could be strengthened to enhance accessibility and presentation.</p> <p>1 mark: Plans produced demonstrate a use of digital technology and media but causes the intended audience in the context of the early years/children's institution/setting to have difficulty in accessing the information and assessment evidence presented. It is clear to the audience that the use of digital skills is a weakness and should be strengthened to enhance accessibility and presentation.</p> <p>0 marks: No creditworthy material.</p>

Task 2 (b) (activity plan)

Updates to activity plan with justifications following peer discussion.

The evidence should demonstrate:

- skills of reflection and evaluation to review the objective of the activity plan
- evidence and justification of amendments made to the activity plan following peer discussion and feedback.

Tasks 2 (a) (i) and 2 (a) (ii) (reflect on and evaluate the plans of other students, providing feedback through peer group discussion) are **not** marked. Marking must be solely based on the student's updated activity plan with justifications following peer discussion.

Band	Mark	Descriptor
3	7–9 marks	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • comprehensive evaluative approach with a clear focus on the objective of the activity plan • comprehensive level of reflection shown through updated activity plan and corresponding justifications • comprehensive justification for each suggested amendment to the activity plan • comprehensive evidence of well-reasoned/justified amendments to plan following peer discussion.
2	4–6 marks	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • appropriate evaluative approach with a focus on the objective of the activity plan • appropriate level of reflection shown through updated activity plan and corresponding justifications • appropriate justification for each suggested amendment to the activity plan • appropriate evidence of reasoned/justified amendments to plan following peer discussion.
1	1–3 marks	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • limited evaluation with limited focus on the objective of the activity plan • limited level of reflection shown through updated activity plan and corresponding justifications • limited suggestions for amendments to activity plan • limited evidence of amendments to plan following peer discussion.
0	0 marks	No creditworthy material.

Task 3 (b) (discussion with tutor)

Discuss early support plan and activity plan with tutor (marked evidence to include the digital presentation, tutor notes, and an audio-visual recording of the discussion).

Preparation to include:

- summary of key points within early support plan and activity plan, including detail of review undertaken
- how the plans are informed by educational theories, concepts or pedagogies
- communication techniques required to support Lily's progress
- strategies to support the relevant areas of Lily's development
- consideration of suitability of resources.

Band	Mark	Descriptor
4	13–16 marks	Evidence presented demonstrates: <ul style="list-style-type: none"> • comprehensive level of preparation evident in relation to the task • highly confident contribution to the discussion • detailed summary of the key points within the early support plan and activity plan, including thorough detail of review undertaken; summary includes detailed explanation of all educational theories, concepts or pedagogies and strategies to support the relevant areas of Lily's development • clearly articulated justification of selected resources and techniques within early support plan and activity plan • comprehensive responses to tutor's questions.
3	9–12 marks	Evidence presented demonstrates: <ul style="list-style-type: none"> • appropriate level of preparation evident in relation to the task • confident contribution to the discussion • appropriate summary of the key points within the early support plan and activity plan, including appropriate detail of review undertaken; summary includes reference to educational theories, concepts or pedagogies and strategies to support the relevant areas of Lily's development • appropriate justification of selected resources and techniques within early support plan and activity plan • appropriate responses to tutor's questions.
2	5–8 marks	Evidence presented demonstrates: <ul style="list-style-type: none"> • limited level of preparation evident in relation to the task • limited contribution to the discussion showing limited confidence • limited summary of the key points within the early support plan and activity plan, with limited detail of review undertaken; summary includes limited reference to educational theories, concepts or pedagogies and strategies to support the relevant areas of Lily's development • limited understanding shown for choice of resources and techniques within early support plan and activity plan • limited responses to the tutor's questions.
1	1–4 marks	Evidence presented demonstrates: <ul style="list-style-type: none"> • minimal preparation evident in relation to the task • minimal contribution to the discussion showing minimal confidence • minimal summary of the key points within the early support plan and activity plan, with minimal detail of review undertaken; minimal reference to educational theories, concepts or pedagogies and strategies to support the relevant areas of Lily's development • minimal understanding of choice of resources and techniques within early support plan and activity plan • minimal responses to tutor's questions.

0	0 marks	No creditworthy material.
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Task 3 AO4: English, mathematics and digital skills.	
Digital skills (2 marks)	<p>2 marks: Summary and key points of plans produced in Task 3 (a) demonstrate overall an effective and efficient use of digital technology and media to present information clearly and concisely so it can be accessed for the discussion in Task 3 (b).</p> <p>1 mark: Summary and key points of plans produced in Task 3 (a) demonstrate a mostly effective use of digital technology and media to present information clearly so it can be accessed for the discussion in Task 3 (b).</p> <p>0 marks: No creditable material or did not include any digital skills.</p>

Past Paper

Task 4 (reflection)

Complete a reflective account to include:

- effectiveness of own communication skills and quality of own contribution within peer discussion and tutor discussion
- quality of planned activity/early support plan to support intended outcomes
- extent to which feedback informed changes to own planned activity
- identified improvements to own knowledge, planning skills and collaborative working for future practice.

Band	Mark	Descriptor
4	10–12 marks	Reflective account demonstrates: <ul style="list-style-type: none"> • reference to all four points above, including clear, well-reasoned reflection with comprehensive evaluation and justified actions.
3	7–9 marks	Reflective account demonstrates: <ul style="list-style-type: none"> • reference to all four points above, including reasoned reflection with appropriate evaluation and some justified actions.
2	4–6 marks	Reflective account demonstrates: <ul style="list-style-type: none"> • reference to some points above, including appropriate reflection with limited evaluation and limited justified actions.
1	1–3 marks	Reflective account demonstrates: <ul style="list-style-type: none"> • reference to some points above, including limited relevant reflection and no evidence of evaluation or justified actions.
0	0 marks	No creditworthy material.

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