

T Level Technical Qualification in Education and Early Years

Core Knowledge and Understanding

Paper A

Mark scheme

V1.0 P002054
June 2023
603/5829/4

This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a student
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward students positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

Guidelines for using extended-response marking grids

Extended-response marking grids have been designed to award a student's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, 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 assessment objectives, 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.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit other suitable responses a student may produce. It is not a requirement either that students must cover all of the indicative content to be awarded full marks.

Assessment objectives

This assessment requires students to:

AO1: Demonstrate knowledge and understanding of contexts, concepts, theories and principles in education and childcare

AO2: Apply knowledge and understanding of contexts, concepts, theories and principles in education and childcare to different situations and contexts

AO3: Analyse and evaluate information and issues related to contexts, concepts, theories and principles in education and childcare to make informed judgements, draw conclusions and address needs.

The weightings of each assessment objective can be found in the qualification specification.

Section A: Wider context and Supporting education

**Total for this section: 27 marks
[24 marks, plus 3 marks for QWC]**

1 Operant conditioning is a principle of which one of the following theoretical approaches to learning?

- A. Behaviourist**
- B. Cognitivist**
- C. Constructivist**
- D. Humanist**

[1 mark]

AO1 = 1 mark

Award **one** mark for the correct answer.

Answer: **A** Behaviourist (1).

2 A new pupil joins a secondary school. The school's admission form states that the pupil is bilingual.

Define the term bilingual.

[1 mark]

AO1 = 1 mark

Award **one** mark for the definition:

- being able to use more than one spoken language to communicate (1)
- an individual who can use more than one spoken language to communicate with others (1).

Accept other appropriate responses.

3 Tanveer has recently achieved a degree in childhood education but does not have qualified teacher status.

Identify one sector-related job role that Tanveer could apply for.

[1 mark]

AO1 = 1 mark

Award **one** mark for the job role:

- teaching assistant (1)
- family support worker (1).

Accept other appropriate responses.

4 The connectivist approach to learning was first introduced by two theorists.

(i) Name one theorist who first introduced the connectivist approach.

(ii) Give two key principles of the connectivist approach.

[3 marks]

AO1 = 3 marks

(i) Award **one** mark for a theorist:

- (Stephen) Downes (1)
- (George) Siemens (1).

(ii) Award **one** further mark for each key principle, up to **two** marks:

- technology creates ways for pupils to share knowledge / learn from each other (1)
- teachers facilitate pupils working independently to find new information online (1)
- learning takes place through peer-learning networks (1)
- learning takes place through massively open online courses (MOOCs) (1).

Award a maximum of **one** mark for (i) and **two** marks for (ii).

Accept other appropriate responses.

5 An education and childcare student is attending industry placement. The placement assessor observes the student’s practice against specific observation criteria and then provides feedback.

Explain one reason why the assessor should provide the student with feedback that is relevant to the specific observation criteria.

[2 marks]

AO2 = 2 marks

Award up to **two** marks for the explanation:

- helps the student see the required outcomes that they have achieved (1); this will support the student to plan for performance areas / specific criteria that they need to evidence in future observations (1)
- ensures the assessor’s feedback is fair and objective (1); the assessor will not provide confusing or subjective information that is irrelevant or unrelated to the specific criteria (1)
- ensures that feedback is focused and relevant to the student and their learning journey (1); this will support the student’s motivation rather than triggering a sense of being overwhelmed by irrelevant details (1)
- ensures that the student can record the correct evidence (1); this information can help with development of relevant skills ready for the next observation (1).

Accept other appropriate responses.

6 Marco is a secondary school teacher working with pupils aged 12 years. Marco is concerned that some of the pupils in his lessons appear disengaged in their own learning.

Explain two strategies Marco can use to engage the pupils in their own learning.

[4 marks]

AO2 = 4 marks

Award up to **two** marks for each explanation, up to four marks:

- Marco can ensure the pupils’ individual interests and learning preferences are incorporated in lesson planning (1) to motivate and inspire the pupils to participate in a range of learning opportunities (1)
- Marco can involve the pupils in the planning cycle of lessons related to topics being studied (1) to provide the pupils with a level of control regarding how the subjects can be best accessed (1)
- Marco can encourage the pupils to voice their views and opinions on how learning is sequenced and delivered (1) so that their individual learning needs can be identified and catered for (1)
- Marco can demonstrate passion / positivity in relation to the subject he is teaching (1) to capture the pupils’ imagination and interest regarding the teaching and learning taking place in the classroom (1).

Accept other appropriate responses.

7 **Chloe is a reception class teacher working with children aged 4–5 years. Chloe applies Bruner’s child development theory to her teaching to support the children’s learning.**

Discuss ways that Chloe could apply Bruner’s child development theory to her teaching to effectively support the children’s learning.

Your response should demonstrate:

- **understanding of the key principles of Bruner’s child development theory**
- **application of Bruner’s child development theory to reception class teaching**
- **reasoned justifications for applying Bruner’s child development theory to support the learning of reception class children.**

[12 marks, plus 3 marks for QWC]

AO1 = 4 marks
AO2 = 4 marks
AO3 = 4 marks
Plus 3 marks for QWC

Level	Mark	Descriptor
Level 4	10–12	<p>AO3 – Discussion is comprehensive and relevant, showing balanced justifications for applying Bruner's child development theory to support the learning of reception class children.</p> <p>AO2 – All links have been accurately made between Bruner’s child development theory and teaching that supports the learning of reception class children, evidenced with sustained focus.</p> <p>AO1 – Accurate and detailed understanding demonstrated when addressing the key principles of Bruner's child development theory.</p> <p>The response demonstrates extensive breadth and / or depth of understanding.</p>
Level 3	7–9	<p>AO3 – Discussion is generally effective and mostly relevant, showing some balanced justifications for applying Bruner's child development theory to support the learning of reception class children.</p> <p>AO2 – Most links have been made between Bruner’s child development theory and teaching that supports the learning of reception class children, evidenced with mostly clear and accurate focus.</p> <p>AO1 – Mostly accurate understanding demonstrated when addressing the key principles of Bruner's child development theory.</p> <p>The response demonstrates reasonable breadth and / or depth of understanding, with occasional inaccuracies and / or omissions.</p>

Level	Mark	Descriptor
Level 2	4–6	<p>AO3 – Discussion is somewhat effective and of some relevance regarding applying Bruner's child development theory to support the learning of reception class children.</p> <p>AO2 – Some links have been made between Bruner's child development theory and teaching that supports the learning of reception class children, evidenced with somewhat clear and accurate focus.</p> <p>AO1 – Simplistic / brief understanding demonstrated when addressing the key principles of Bruner's child development theory.</p> <p>The response is basic and shows limited breadth and / or depth of understanding, with inaccuracies and omissions.</p>
Level 1	1–3	<p>AO3 – Discussion is limited in effectiveness and relevance regarding applying Bruner's child development theory to support the learning of reception class children.</p> <p>AO2 – Tenuous links have been made between Bruner's child development theory and teaching that supports the learning of reception class children, with little relevance and focus.</p> <p>AO1 – Understanding demonstrated when addressing the key principles of Bruner's child development theory is fragmented.</p> <p>The response shows superficial breath and / or depth of understanding, with significant inaccuracies and omissions.</p>
	0	No relevant material.

Indicative content

AO1 – Understanding of the key principles of Bruner's child development theory may include:

- three modes of representation: 'enactive' (action-based), 'iconic' (image-based) and 'symbolic' (language-based)
- children link information and prior experiences to construct their own knowledge
- subjects should be led by children (discovery learning)
- spiral curriculum: a child can grasp information if it is taught in the right way, more complex information can be introduced at a later date
- subjects are taught at levels of difficulty that increase over time
- a child learns by linking new information to previous experiences and knowledge
- theory focused on facilitating children's thinking / problem solving skills rather than rote learning
- learning is an active process; children are in control of and own their learning to discover and construct their own knowledge
- practitioners are facilitators in the learning process
- learning develops from a child's interactions with their culture and society
- language plays a significant role in developing abstract thought / concepts
- social and cognitive development work together.

AO2 – Application of Bruner's child development theory to reception class teaching may include:

- when approaching new learning, Chloe would follow the progression of the three modes of representation in their teaching delivery
- a child-centred approach to learning is the focus; for example, through interaction and observation, Chloe would know what the child can do and build learning opportunities using a spiral curriculum approach
- Chloe would provide a hands-on approach to learning through purposeful activities such as problems to solve and projects to undertake, and group activities are planned and provided to incorporate discovery learning
- Chloe would simplify the different components of a task in order to break it down into manageable chunks
- Chloe facilitates; learning is acquired through interactions between the practitioner and child, by the practitioner scaffolding learning, and through children working in groups to support learning and collaboration
- Chloe would focus on making connections between facts and fostering new understanding in pupils
- Chloe would tailor teaching strategies to the child's responses and encourage pupils to analyse, interpret and predict information
- Chloe would use open-ended questions and promote discussion among children to help children construct their own knowledge (active learning)
- Chloe would take a scaffolding approach when working with children by planning adult or peer interaction during activities.

AO3 – Reasoned justification for applying Bruner's child development theory to support learning of reception class children may include:

- Bruner's approach promotes a child's control and ownership of their learning, which helps ensure that the child learns at the rate and time which maximises own progress
- scaffolding promotes a child's confidence in their abilities in challenging situations and ensures that the child is fully supported, their wellbeing fostered, and a child is more likely to be able to apply this knowledge independently
- by practitioners simplifying information, ensuring it is age appropriate, and then modelling tasks, independent learning opportunities can be provided, and children's success supported
- Bruner focuses on the importance of symbolic representation through language taking, this approach helps embed and make knowledge 'sticky'
- Bruner's approach was based on action-based / discovery learning within the classroom, this gives children opportunities to learn through solving their own problems which helps children to become independent and resilient learners
- a child will not fear they will fail as they are supported by adults and peers through scaffolding, which increases their success as they have access to support when they need it
- a child will develop metacognition / an understanding of their own mental processes as they are supported to consider the techniques involved in learning new concepts
- the Early Years Foundation Stage highlights the importance of incorporating characteristics of effective teaching and learning; these characteristics reflect aspects of Bruner's theory such as his ideas on 'discovery' learning.

QWC

Mark	Descriptor
3	The answer is clearly expressed and well-structured. The rules of grammar are used with effective control of meaning overall. A wide range of appropriate technical terms are used effectively.
2	The answer is generally clearly expressed and sufficiently structured. The rules of grammar are used with general control of meaning overall. A good range of appropriate technical terms are used effectively.
1	The answer lacks some clarity and is generally poorly structured. The rules of grammar are used with some control of meaning and any errors do not significantly hinder the overall meaning. A limited range of appropriate technical terms are used effectively.
0	There is no answer written or none of the material presented is creditworthy. OR The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.

**Section B: Safeguarding, health and safety,
and wellbeing**

Total for this section: 24 marks

8 A practitioner in a secondary school is concerned that another member of staff is developing an inappropriate relationship with one of the pupils.

The practitioner should refer this concern to which one of the following:

- A. chair of school governors**
- B. designated safeguarding lead**
- C. head teacher at another school**
- D. social worker at children’s services**

[1 mark]

AO1 = 1 mark

Award **one** mark for the correct answer:

Answer: **B** designated safeguarding lead (1).

9 A secondary school pupil has attempted to access websites considered to contain extremist content during an ICT lesson.

(i) Name the statutory guidance document that informs the safeguarding of individuals vulnerable to radicalisation.

(ii) Describe one way that practitioners in a secondary school can follow this statutory guidance when working with this pupil.

[3 marks]

AO1 = 1 mark

AO2 = 2 marks

(i) Award **one** mark for the statutory guidance document:

- Prevent duty guidance 2015/2021 (AO1 1)

Award a mark for the correct statutory guidance with or without a date.

(ii) Award up to **two** further marks for the description:

- ensure fundamental British values are embedded in teaching and learning (AO2 1), which will provide the pupil with an understanding of the dangers of terrorism (AO2 1)
- be alert and respond appropriately to the behaviour of the pupil such as sudden / new expression of religious or political views (AO2 1) so that the views can be challenged to prevent them from escalating (AO2 1)
- challenge stereotypes or negative attitudes expressed by pupils that are not in line with fundamental British values (AO2 1) in order to ensure the pupil has appropriate guidance / a counter perspective (AO2 1).

Award a maximum of **one** mark for AO1 and **two** marks for AO2.

Accept other appropriate responses.

<p>10 The Sexual Offences (Amendment) Act 2000 provides a definition of a ‘position of trust’.</p> <p>(i) Give the definition of a ‘position of trust’ as provided by The Sexual Offences (Amendment) Act 2000.</p> <p>(ii) Describe one way a person in a ‘position of trust’ could abuse their own power and influence when working with a child or young person.</p> <p style="text-align: right;">[3 marks]</p>

AO1 = 1 mark

AO2 = 2 marks

(i) Award **one** mark for the definition:

- a person who is regularly involved in the care, training, supervising or being in sole charge of an individual under the age of 18 (AO1 1).

Accept other appropriate definition.

(ii) Award up to **two** further marks for the description:

- using their knowledge of a child’s or young person’s personal circumstances to take advantage of them (AO2 1) for their own emotional / sexual gratification (AO2 1)
- gaining unauthorised access to private or sensitive information (AO2 1) and using this for their own or others’ advantage (AO2 1)
- exerting own power through bullying or humiliation (AO2 1) to undermine a child or young person and increase their vulnerability / powerlessness (AO2 1)
- using unreasonable demands such as threats of punishment for non-compliance (AO2 1) to control a child’s or young person’s actions or behaviour (AO2 1).

Award a maximum of **one** mark for AO1 and **two** marks for AO2.

Accept other appropriate responses.

11	Safeguarding practice reviews have identified a range of parental factors that may indicate a child is at risk of abuse. (i) Identify two parental factors that may indicate a child is at risk of abuse. (ii) Assess the extent to which one of the parental factors identified in (i) may put a child at increased risk of abuse. <p style="text-align: right;">[5 marks]</p>
-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

AO1 = 2 marks

AO3 = 3 marks

AO1 – Award **one** mark for each parental factor, up to **two** marks

AO3 – Award **one** further mark for each assessment point relevant to one parental factor, up to **three** marks:

- parent has already abused a child (AO1 1) – the parent has crossed a line in terms of appropriate boundaries for behaviour (AO3 1) and has not been held accountable or answerable for their actions (AO3 1), which may then form a pattern of future inappropriate behaviour increasing the likelihood of future harm (AO3 1)
- parent was abused when growing up (AO1 1) – the abusive behaviour may be normalised by the parent due to the way they were parented themselves (AO3 1) and become part of the way in which they parent their own child (AO3 1) as the parent does not understand the need to modify or change their behaviour and the abusive behaviour continues (AO3 1)
- parent is isolated (AO1 1) – the parent may struggle to carry out caring and parental responsibilities as they are inexperienced and unsupported (AO3 1), therefore they do not understand how to meet their own or their child’s needs (AO3 1) leading to further isolation or frustration exacerbating the potential future harm (AO3 1)
- parental substance abuse (AO1 1) – the parent may make harmful lifestyle choices (AO3 1) potentially creating a chaotic and unpredictable home environment (AO3 1), which may mean a child’s holistic needs are not being met / that a child may begin to mirror self-abusive behaviour (AO3 1).

Award a maximum of **two** marks for AO1 and **three** marks for AO3.

Accept other appropriate responses.

12 (a) A national charity has provided safeguarding information for primary school practitioners.

The information provides advice on the legal safeguarding requirements of primary school settings and actions practitioners must take to effectively safeguard children in their care.

Identify two statutory guidance documents that inform the primary school's safeguarding policies and procedures.

[2 marks]

AO1 = 2 marks

Award **one** mark for each document, up to two marks:

- Prevent duty guidance (1)
- Supervision of activity with children (1)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (1)
- Supporting pupils at school with medical conditions (1)
- Multi-agency statutory guidance on female genital mutilation (1)
- Keeping Children Safe in Education Part 1 (1)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (guidance document) (1)
- Working Together to Safeguard Children (1).

Award a mark for the correct statutory guidance with or without a date.

Accept other appropriate responses.

12 (b) During a Key Stage 1 staff meeting, a teacher discusses her concerns regarding one of the children in her class. The teacher's concerns relate to changes in the child's usually calm and positive behaviour, and the child's irregular patterns in school attendance.

Explain two appropriate actions the teacher should take to effectively safeguard this child.

[4 marks]

AO2 = 4 marks

Award up to **two** marks for each appropriate action:

- the teacher would observe and record concerns or observations, such as specific changes in the child's behaviour / actions (1), this is factual evidence that can be discussed with other relevant professionals (1)
- the teacher would record concerns using the correct documentation and setting's procedures then pass the concern to the designated safeguarding lead (DSL) in a timely manner (1) in order to put in place a cohesive action plan where professionals work together to protect the child (1)

Accept other appropriate responses.

12 (c) The safeguarding trainer informs the primary school practitioners that children who have experienced abuse may demonstrate aggressive behaviour or have poor mental health.

Analyse how a child's experience of abuse may result in each of the following:

- (i) aggressive behaviour**
- (ii) poor mental health.**

[6 marks]

AO3 = 6 marks

(i) Award up to **three** marks for analysis of aggressive behaviour:

- a child may have been abused and not told anyone, which results in experiences not being expressed or explored (1); the child's emotions may then be suppressed resulting in them feeling frustrated and confused (1) then the only way to let out these emotions is through the expression of aggressive, uncontrolled behaviour (1).

(ii) Award up to **three** marks for analysis of poor mental health:

- a child may have experienced domestic violence, which results in feelings of insecurity (1); the child will then feel that they are unsafe and frightened within the unpredictable environment (1) and the state of hyper-vigilance regarding further episodes of violence may manifest as anxiety and depression (1).

Award a maximum of **three** marks for (i) and **three** marks for (ii).

Accept other appropriate responses.

Section C: Behaviour

**Total for this section: 27 marks
[24 marks, plus 3 marks for QWC]**

13 Practitioners use mindfulness to support pupils' wellbeing.

Mindfulness can be defined as a mental state where awareness is focused on:

- A. Future experiences**
- B. Negative past experiences**
- C. Positive past experiences**
- D. Present experiences**

[1 mark]

AO1 = 1 mark

Award **one** mark for the correct answer:

Answer: **D**: Present experiences (1).

14 Isaac, aged 14 years, is giving reasons for his school absences to his mentor. The mentor does not look up from his desk and continues to work as Isaac speaks.

Explain one way the mentor's response may affect Isaac's behaviour.

[2 marks]

AO2 = 2 marks

Award up to **two** marks for the explanation:

- the mentor does not verbally or non-verbally communicate with Isaac, so Isaac may think that the mentor is not listening (1); this may cause Isaac to believe he is not worth the time and attention of the mentor, which could result in him becoming disengaged (1)
- the mentor is not giving Isaac his full attention, Isaac may think that the mentor does not care about him (1); this may cause him to seek attention in a negative way such as behaving violently in school to receive attention from the mentor (1)
- the mentor is not showing an interest in Isaac, so Isaac may not disclose information to the mentor in the future (1); this may cause Isaac to miss out on the support he needs, which could result in him demonstrating his feelings in a negative way (1).

Accept other appropriate responses.

15 Amelia, aged 6 years, scribbles on another child’s artwork during a lesson.

(i) Give one strategy the teacher could use to deal with Amelia’s behaviour.

(ii) Justify the use of this strategy to deal with Amelia’s behaviour.

[4 marks]

AO2 = 1 mark

AO3 = 3 marks

(i) Award **one** mark for the strategy:

- encourage Amelia to reflect on the action she has taken (AO2 1)
- reiterate the class rules that relate to respect and care towards others (AO2 1)
- use age-appropriate language to clarify class rules and expectations (AO2 1).

(ii) Award **one** mark for each justification point, up to three marks:

- the teacher would focus on the behaviour, rather than Amelia as an individual to help her understand that it is the behaviour that does not meet expectations (AO3 1), which will avoid labelling or embarrassing Amelia (AO3 1) and maintain her positive self-concept (AO3 1)
- the teacher would encourage Amelia to reflect so that she can acknowledge how her actions may have upset another child (AO3 1), which will help Amelia gain better understanding of expected behaviour towards others (AO3 1) and make better choices if faced with a similar situation in the future (AO3 1)
- the teacher would reiterate the class rules to ensure Amelia is fully informed as to behavioural expectations (AO3 1); this will act as a meaningful reminder whilst avoiding negative reinforcement (AO3 1) and make the incident an opportunity for further learning and development (AO3 1).

Award a maximum of **one** mark for AO2 and **three** marks for AO3.

Accept other appropriate responses.

16 Identify three ways that practitioners can model positive behaviour to children in an education and childcare setting.

[3 marks]

AO1 = 3 marks

Award **one** mark for each way, up to three marks:

- not interrupting when others are speaking (1)
- being kind when talking about others (1)
- saying please and thank you when communicating with others (1)
- taking turns when using equipment (1)
- respecting personal space (1)
- showing care when others are injured (1)

- not laughing when others make a mistake (1).

Accept other appropriate responses.

17 Natalia, aged 16 years, attends a parents evening with her mother and father. Her head of year comments that Natalia is often rude when responding to teachers and would benefit from reflecting on her behaviour.

Explain one reason why her head of year encourages Natalia to reflect on her own behaviour.

[2 marks]

AO2 = 2 marks

Award up to **two** marks for the explanation:

- so that Natalia can acknowledge and understand that she needs to adapt her own behaviour in different social contexts (1) and adopt more appropriate ways of interacting with teachers and other adults (1)
- to understand how and why she has interacted negatively with teachers / her own emotional triggers (1) so she can understand her emotions to take responsibility and therefore manage her interactions with others (1).

Accept other appropriate responses.

18	<p>Oscar teaches a group of secondary school pupils. Some pupils in the group are demonstrating challenging behaviour. Oscar recognises that this may be a result of changes that occur during puberty.</p> <p>Discuss strategies Oscar can use to manage the pupils’ challenging behaviour.</p> <p>Your response should demonstrate:</p> <ul style="list-style-type: none"> • understanding of changes that occur during puberty that can affect the behaviour of pupils • strategies Oscar can use to manage pupils’ challenging behaviour • reasoned justifications for Oscar using the strategies to manage pupils’ challenging behaviour. <p style="text-align: right;">[12 marks plus 3 marks for QWC]</p>
-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

AO1 = 4 marks
AO2 = 4 marks
AO3 = 4 marks
Plus 3 marks for QWC

Level	Mark	Descriptor
Level 4	10–12	<p>AO3 – Discussion is comprehensive and relevant, showing balanced justifications for using the strategies to manage pupils’ challenging behaviour during puberty.</p> <p>AO2 – All links have been accurately made between secondary school teachers’ strategies and the behaviour management of pupils, evidenced with sustained focus.</p> <p>AO1 – Accurate and detailed understanding demonstrated when addressing changes that occur during puberty that can affect pupils’ behaviour.</p> <p>The response demonstrates extensive breadth and / or depth of understanding.</p>
Level 3	7–9	<p>AO3 – Discussion is generally effective and mostly relevant, showing some balanced justifications for using the strategies to manage pupils’ challenging behaviour during puberty.</p> <p>AO2 – Most links have been made between secondary school teachers’ strategies and the behaviour management of pupils, evidenced with mostly clear and accurate focus.</p> <p>AO1 – Mostly accurate understanding demonstrated when addressing changes that occur during puberty that can affect pupils’ behaviour.</p> <p>The response demonstrates reasonable breadth and / or depth of understanding, with occasional inaccuracies and / or omissions.</p>

Level	Mark	Descriptor
Level 2	4–6	<p>AO3 – Discussion is somewhat effective and of some relevance regarding using the strategies to manage pupils’ challenging behaviour during puberty.</p> <p>AO2 – Some links have been made between secondary school teachers’ strategies and the behaviour management of pupils, evidenced with somewhat clear and accurate focus.</p> <p>AO1 – Simplistic / brief understanding demonstrated when addressing changes that occur during puberty that can affect pupils’ behaviour.</p> <p>The response is basic and shows limited breadth and / or depth of understanding, with inaccuracies and omissions.</p>
Level 1	1–3	<p>AO3 – Discussion is limited in effectiveness and relevance regarding using the strategies to manage pupils’ challenging behaviour during puberty.</p> <p>AO2 – Tenuous links have been made between secondary school teachers’ strategies and the behaviour management of pupils, with little relevance and focus.</p> <p>AO1 – Understanding demonstrated when addressing changes that occur during puberty that can affect pupils’ behaviour is fragmented.</p> <p>The response shows superficial breath and / or depth of understanding, with significant inaccuracies and omissions.</p>
	0	No relevant material.

Indicative content

AO1 – Understanding of changes that occur during puberty that can affect the behaviour of pupils may include:

- uneven mood caused by hormonal changes may make behaviour unpredictable
- voice cracking / breaking may make the pupil self-conscious, which results in withdrawal from situations
- confidence decreases, making the pupil reluctant to join in classroom activities or social interaction
- physical strength increases, making pupils stronger, which could result in unintended aggression towards other pupils
- concentration decreases, making attention in class more difficult, impacting on knowledge retention and recall
- spots and greasy hair make pupils self-conscious; make-up is used that is against the school policy, causing disagreement and conflict
- mood may be low and cause tearfulness and result in sensitivity towards teachers’ comments when feedback is given
- self-esteem may be lowered and impact pupil motivation, which results in pupils not wanting to attend school or being late in the morning.

AO2 – Strategies Oscar can use to manage pupils’ challenging behaviour may include:

- Oscar could set clear boundaries and rules so the pupils know what is required of them in lessons
- Oscar could show empathy, sensitivity and respect to the pupils experiencing changes
- Oscar could praise the pupils' efforts and achievements, which would support their wellbeing
- Oscar could provide an outlet for physical strength since physical strength can be unpredictable during puberty
- Oscar could provide a variety of different tasks and deliver tasks in short chunks of time, supporting concentration
- Oscar could encourage pupils to drink water and eat healthily, which helps to even mood
- Oscar could provide an outlet for pupils to talk about their feelings or express their feelings through different media
- Oscar could provide opportunities to celebrate pupil success and recognise positive attitude and achievement, reinforcing acceptable behaviour.

AO3 – Reasoned justifications for Oscar using the strategies to manage pupils’ challenging behaviour may include:

- pupils will feel secure and know what is expected, which will help pupils understand socially expected ways to behave; this will help pupils become aware of the effects of their behaviour and mood, helping to promote positive behaviour in the school
- pupils will feel emotionally secure and can relax during lessons knowing they are safe, which will ensure that they are able to contribute and do their best, helping pupils to fully engage in learning
- pupils will develop a positive self-concept and feel confident enough to participate, impacting on future participation and socially expectable behaviour
- pupils will ‘let off steam’ or feelings of aggression in a way that gives the feelings a legitimate outlet rather than behaving in an unsafe way towards themselves, others or property
- pupils will be able to concentrate and maximise the opportunity to learn as they are able to absorb information provided in bite-sized chunks rather than switching off or becoming disruptive when not engaged
- pupils’ physical and mental health will be impacted positively, ensuring that they can concentrate, and they will be less self-conscious when skin and hair are clearer and cleaner
- pupils will be less likely to engage in negative behaviours when they use healthy strategies to express feelings
- pupils will build up a positive sense of self and gain confidence, which will help them build a healthy respect for themselves and others; this impacts on behaving in a socially accepted way, which meets the expectations of the school.

Accept other appropriate responses.

QWC

Mark	Descriptor
3	The answer is clearly expressed and well-structured. The rules of grammar are used with effective control of meaning overall. A wide range of appropriate technical terms are used effectively.
2	The answer is generally clearly expressed and sufficiently structured. The rules of grammar are used with general control of meaning overall. A good range of appropriate technical terms are used effectively.

Mark	Descriptor
1	The answer lacks some clarity and is generally poorly structured. The rules of grammar are used with some control of meaning and any errors do not significantly hinder the overall meaning. A limited range of appropriate technical terms are used effectively.
0	There is no answer written or none of the material presented is creditworthy. OR The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.

**Section D: Parents, families and carers,
and Working with others**

Total for this section: 24 marks

19 Which one of the following defines a policy?

- A. Customs to be followed
- B. Estimates guiding decisions
- C. Opinions to be followed
- D. Principles guiding decisions

[1 mark]

AO1 = 1 mark

Award **one** mark for the correct answer:

Answer: **D** Principles guiding decisions (1)

20 (a) Describe two ways a charity can support parents/carers of children who experience difficulties with attention and concentration.

[2 marks]

AO1 = 2 marks

Award **one** mark for each description:

- provide parents with detailed information about common difficulties with attention and concentration (1)
- put parents in contact with other parents of children experiencing similar difficulties (1)
- signpost parents to practical / financial support systems (1)
- provide parents with guidance on dealing with children's challenging behaviour as a result of difficulties with attention and concentration (1).

Accept other appropriate responses.

20 (b) A charity runs a support group for parents of children who experience difficulties with attention and concentration. This year the charity has received a grant of £4000 for the group's running costs. The grant must cover at least 80% of the group's running costs. Each support group session costs £142 to run.

Show that 35 sessions can be run within this budget.

Show all your working.

[2 marks]

AO2 = 2 marks

Award **one** mark for use of a valid method:

Required grant for 35 sessions
 $0.8 \times 142 \times 35$ or 0.8×4970 (1)

OR

Total cost of sessions that can be run with £4000 grant
 $4000 \div 0.8$ (1)

OR

Cost of each session that can be funded with grant
 $(4000 \div 0.8) \div 35$ (1)

OR

Number of sessions that can be run
 $(4000 \div 0.8) \div 142$ (1)

Award **two** marks for the correct answer even if no working is shown:

(£)3976 (80% of grant)

OR

(£)5000 (total cost of sessions that can be run with £4000 grant) and (£)4970 (total cost of 35 sessions)

OR

(£)142.86 (grant amount per session)

OR

35.2(11..) (sessions)

21 Describe one way that practitioners can effectively maintain a nursery’s open-door policy.

[2 marks]

AO2 = 2 marks

Award up to **two** marks for the description:

- encourage open communication between the setting and home (1) through the use of communication diaries / journals (1)
- ensure that the building / classroom areas are inviting for parents (1) and the nursery practitioners are accessible (1)
- provide a range of forums for parents / carers (1) so they can express their questions or concerns regarding their child’s education (1)
- arrange opportunities for parents / carers to come into the nursery (1) to view and discuss their child’s progress and wellbeing (1).

Accept other appropriate responses.

22 A student at work placement took photographs of children during a school trip. The student shared the photographs on social media.

Analyse the possible impact of the student sharing the photographs on social media.

[3 marks]

AO3 = 3 marks

Award **one** mark for each analysis point, up to three marks:

- the children’s parents may have not given permission for images to be shared due to a specific safeguarding issue or incident (1), which would mean that the student had not adhered to the school’s photograph consent policy (1); this could impact on the trust between the parent and the setting, which impacts on relationships and future partnership working (1)
- the student has taken an action that crosses professional boundaries put in place to protect individuals (1) by allowing strangers an opportunity to view an image or comment on the post (1), which could cause potential harm or an increased risk to children’s wellbeing (1).

Accept other appropriate responses.

23 Before taking children to another school to play football, the teacher must obtain parental consent.

Explain one reason why the teacher needs to obtain parental consent before taking the children to another school to play football.

[2 marks]

AO2 = 2 marks

Award up to **two** marks for the explanation:

- parents should have the opportunity for their child not to be involved in the out-of-school sports activity (1) so asking for their consent gives parents this option (1)
- statutory guidance requires schools to seek permission for all out-of-school activities (1) so the teacher must fulfil their legal obligations (1)
- parents need to know what is involved in the trip so that they can provide information about health care needs (1) so each child can be included whilst having their needs met (1)
- parents need to plan practical arrangements (1) so that children can be collected at the appropriate time, keeping children safe (1).

Accept other appropriate responses.

Jack is aged 4 years and lives with his mother and baby brother. Next term, Jack will start primary school.

Jack's mother attends an open evening for parents of children joining the primary school. During the open evening she provides the reception class teacher with information about Jack and his family.

The reception class teacher will work in partnership with Jack's mother to support his transition to the school.

24 (a) The reception class teacher is aware that the children joining the primary school experience different family contexts and parenting styles.

Describe one characteristic of each of the following parenting styles:

- (i) authoritarian**
- (ii) permissive.**

[2 marks]

AO1 = 2 marks

(i) Award **one** mark for a characteristic of authoritarian:

- emphasis is on obedience and control (1)
- no explanation given as to why children should follow the rules (1).

Award **one** mark for a characteristic of permissive:

- high levels of parental responsiveness (1)
- few rules or expectations put in place (1).

Award a maximum of **one** mark for (i) and **one** mark for (ii).

Accept other appropriate responses.

24 (b) Explain two reasons why the reception class teacher should be sensitive to the different family contexts of children joining the primary school.

[4 marks]

AO2 = 4 marks

Award up to **two** marks for each explanation:

- ensures the reception class teacher does not make any families joining the primary school feel embarrassed or stigmatised (1) but instead demonstrates that individual families and family contexts are valued and respected (1)
- this approach provides the foundation for effective partnerships and professional relationships built on trust (1) which is a statutory requirement of the current early years framework to be followed in the primary school (1)
- the reception class teacher has a professional responsibility to gain information about the individual circumstances of the new children (1), families are more likely to share this information if the reception class teacher takes a sensitive approach (1)
- this approach will give the reception class teacher valuable insights into children's individual family backgrounds (1), informing planning and provision which is representative of the children joining the primary school (1).

Accept other appropriate responses.

24 (c) The reception class teacher will work in partnership with Jack's mother to support his transition to the school.

Analyse two benefits of this partnership working to support Jack's smooth transition to school.

[6 marks]

AO3 = 6 marks

Award **one** mark for each analysis point, up to three marks for each benefit:

- partnership working with Jack's mother will promote communication and information sharing (1), which will give opportunities for his mother to give details about Jack's interests (1) and enable the reception class teacher to provide familiar resources and activities, putting Jack at ease in the new environment (1)
- partnership working with Jack's mother will clarify the transition policy and procedures within the school (1), providing her with a clear understanding of the involvement she can

have in supporting Jack (1), both Jack and his mother will therefore have a positive transition experience resulting in a positive start to school life (1)

- partnership working with Jack’s mother during the transition will ensure she is given ongoing feedback regarding Jack’s progress (1), if any issues arise these can be dealt with promptly (1) and the transition process can be adapted to best suit Jack’s needs, ensuring a positive outcome (1).

Accept other appropriate responses.

Assessment Objective Grid

Question ref	AO1	AO2	AO3	Maths	QWC	Total
Section A Wider context and supporting education						
1	1					1
2	1					1
3	1					1
4	3					3
5		2				2
6		4				4
7	4	4	4		3	15
Total	10	10	4		3	27
Section B Safeguarding, health and safety and wellbeing						
8	1			2		1
9	1	2				3
10	1	2				3
11	2		3			5
12 (a)	2					2
12 (b)		4				4
12 (c)			6			6
Total	7	8	9			24
Section C Behaviour						
13	1					1
14		2				2
15		1	3			4
16	3					3
17		2				2
18	4	4	4		3	15
Total	8	9	7		3	27
Section D Parents, families and carers, and Working with Others						
19	1					1
20 (a)	2					2
20 (b)		2		2		2
21		2				2
22			3			3
23		2				2
24 (a)	2					2
24 (b)		4				4
24 (c)			6			6

Total	5	10	9	2		24
Total	30	37	29		6	102
Totals required	25-30 marks	33-38 marks	28-33 marks		6 marks	

Document information

All the material in this publication is © NCFE.

‘T-LEVELS’ is a registered trade mark of the Department for Education.

‘T Level’ is a registered trade mark of the Institute for Apprenticeships and Technical Education.

‘Institute for Apprenticeships & Technical Education’ and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

Owner: Head of Assessment Design