



T Level Technical Qualification in Education and Early Years (610/5748/4)

Core Examination

Paper number: specimen assessment material

Time allowed: 2 hours 30 minutes

Assessment date: [day] [date] [month] [year]

Time: [Start time – End time]

Student instructions

- Use black ink.
- Fill in the boxes at the bottom of this page.
- Answer **all** questions.
- Read each question carefully.
- You **must** write your responses in the spaces provided. There may be more space than you need.
- You may do rough work in this answer book. Cross through any work you do not wish to be marked.
- If you use a supplementary answer booklet, you **must** add your student name, student number and provider number to the front cover of the booklet. Insert your supplementary answer booklet inside this question paper at the end of your exam.

Student information

- The marks available for each question are shown in brackets. This is to help you decide how long to spend on each question.
- The maximum mark for this paper is **140**.
- In questions **8, 14, 21** and **29**, you will be assessed on the quality of your written communication (QWC). Specifically, your ability to:
 - use good English
 - express and organise ideas clearly and logically
 - use appropriate technical terms.
- You may use a calculator.

Do not turn over until the invigilator tells you to do so.

Please complete the details below clearly and in BLOCK CAPITALS.

Student name _____

Provider name _____

Student number

Provider number

Section A – Element 2: Supporting education, Element 6: Working in partnership, and Element 1: Wider education sector

This section is worth **37** marks, including **3** marks for the quality of your written communication (QWC) and use of specialist terminology.

Answer **all** questions in the spaces provided.

- 1** Identify **one** type of non-maintained school provision.

[1 mark]

- 2** Pre-production is a stage of acquiring an additional language.
Identify **two** other stages.

[2 marks]

- 3** The Department for Education (DfE) reported 45.9% of pupils achieved a grade 5 or higher in both English and mathematics at the end of key stage 4 in 2023 / 24.

In a school with 250 year 11 pupils, calculate how many pupils are expected to achieve a grade 5 or above in both subjects.

[https://explore-education-statistics.service.gov.uk / find-statistics / key stage-4-performance](https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance)

[2 marks]

- 4 (a)** Explain **one** way teachers can use resources to support children with English as an additional language (EAL).

[2 marks]

- 4 (b)** A teaching assistant (TA) is supporting Leah, aged 10 years, who uses English as an additional language (EAL). Leah often finds she is unable to engage in group activities, becoming overwhelmed by teacher instruction.

Explain **one** way that scaffolding learning may help Leah.

[2 marks]

Please turn over for the next question.

- 5** A year 10 teacher is supporting mixed-ability pupils on a group project as part of their food technology coursework. They are concerned how their teaching strategies will meet all their pupils' individual needs.

Evaluate **one** potential impact that effective teaching could have on pupils' success.

[3 marks]

SAMPLE

The headteacher of a primary school is introducing up-to-date, appropriate technology to the classroom to improve teaching, learning and development for the pupils.

Your response must include reasoned judgements and conclusions.

SAMPLE

7

James, a year 4 teacher, is looking to support the pupil's language development in his class. He is researching Piaget's concrete operational stage of language development.

Explain **two** ways James can apply his knowledge of this stage to improve teaching and learning experiences for pupils.

[4 marks]

**This page is intentionally left blank.
Please turn over for the next question.**

Jack, aged 3 years, has speech, communication and language needs that makes it difficult for him to be understood by others.

Jack's key person works closely with his family, the special educational needs and disabilities co-ordinator (SENDCo) and a speech and language therapist to promote his communication, speech and language skills.

Discuss the importance of establishing and maintaining collaborative ways of working in partnership with Jack's family and other professionals to support him.

Your response must include:

- reasoned judgements
- conclusions relating to the importance of establishing and maintaining collaborative ways of working in partnership with Jack's family and other professionals to support him.

[12 marks, plus 3 marks for QWC]

SAMPLE

SAMPLE

Please turn over for the next section.

Section B – Element 3: Safeguarding, equality and diversity and wellbeing

This section is worth **34** marks, including **3** marks for the quality of your written communication (QWC) and use of specialist terminology.

Answer **all** questions in the spaces provided.

- 9** State **one** reason why promoting equality, diversity and inclusion is important in education and early years settings.

[1 mark]

- 10 (a)** Explain **one** behaviour demonstrated by a teacher that may indicate they are forming an inappropriate relationship with a young person.

[2 marks]

- 10 (b)** Mr Benn, a key stage 3 English teacher, has given the class access to his personal computer games to increase the pupil's imagination and creativity into their writing. He is a very keen gamer and often boasts to the class about the types of games he plays including other players he chats with online.

Describe **one** way Mr Benn may be misusing his position of trust.

[2 marks]

11 (a) Give **two** reasons why the Children Act 2004 is important in safeguarding children and young people.

[2 marks]

11 (b) A nursery practitioner notices bruising around 14-month-old Harry's groin when changing his nappy.

Describe **one** other associated sign that the practitioner should be concerned about as an indicator of him being sexually abused.

[2 marks]

Please turn over for the next question.

12 Jen is an 11-year-old pupil who uses a wheelchair and often faces challenges with physical accessibility around the school environment. This is having an impact on her participation whilst at school.

Discuss strategies that can be used to help Jen overcome these barriers to participation at school.

Your response must include reasoned judgements and conclusions.

[6 marks]

SAMPLE

13 Marco, aged 10 years, has been experiencing bullying at school.

Explain **two** ways that bullying may impact Marco's educational attainment.

[4 marks]

Please turn over for the next question.

14 The designated safeguarding lead (DSL) in a secondary school is arranging training to support staff in recognising the signs of grooming and exploitation.

Discuss how this training would support the staff to understand the potential outcomes of this manipulation.

Your response must include:

- reasoned judgements
- conclusions about how this training would support the staff to understand the potential outcomes of this manipulation.

[12 marks, plus 3 marks for QWC]

SAMPLE

SAMPLE

Please turn over for the next section.

For the multiple-choice question, write **A, B, C** or **D** in the answer space. Do **not** circle **A, B, C** or **D** in the question.

For example:

Answer **C**

If you change your mind about an answer, you must put a cross through your original answer and then write your new answer next to it.

For example:

Answer ~~**B**~~ **B**

Section C - Element 4: Special educational needs and disabilities (SEND)

This section is worth **32** marks, including **3** marks for the quality of your written communication (QWC) and use of specialist terminology.

Answer **all** questions in the spaces provided.

- 15** Which **one** of the following is a potential effect that a primary disability may have on physical development?

[1 mark]

- A** Weak motor control
- B** Unreliable impulse control
- C** Unable to recognise sound
- D** Poor emotional regulation

Answer _____

- 16** Identify **one** feature of effective integrated support provided by multi-agency teams when working with children with special educational needs and disabilities (SEND).

[1 mark]

17 Give **one** reason practitioners should avoid using language that could stereotype children and young people with SEND. **[1 mark]**

18 (a) Identify **two** impacts that a chronic health condition may have on a child's educational attainment. **[2 marks]**

18 (b) Lily, aged 10 years, has asthma and often uses an inhaler at school. Moving between lessons leaves Lily feeling exhausted at the end of the school day.
Explain **one** way the school can remove barriers, to respect and empower Lily. **[2 marks]**

Please turn over for the next question.

- 19** A year 5 teacher is learning to use high-tech augmentative and alternative communication (AAC) systems to support a pupil with complex communication needs.

Explain **two** ways the teacher could use these systems to support the pupil.

[4 marks]

20

Maya, aged 9 years, has learning difficulties that impact her attention span. This makes it difficult for Maya to focus and stay engaged in class activities. Maya's teacher is developing a range of techniques to encourage Maya in her learning.

Discuss how the class teacher could support Maya to develop her attention span through a range of different experiences during lessons.

Your response must include reasoned judgements and conclusions.

[6 marks]

SAMPLE

21

Mr Martin is a careers advisor working in a secondary school. He has been supporting a group of SEND pupils in choosing their next steps at college after finishing school. He has encouraged them to take a less academic course as he believes, that from his own experiences, this type of course would be easier for them to achieve due to their SEND.

Discuss the potential impact of Mr Martin recognising the influence of his own personal values and biases in this situation.

Your response must include:

- reasoned judgements
- conclusions regarding the potential impact of Mr Martin recognising the influence of his own personal values and biases in this situation.

[12 marks, plus 3 marks for QWC]

SAMPLE

Blank lined area for writing.

Please turn over for the next section.

Section D – Element 5: Child development

This section is worth **37** marks, including **3** marks for the quality of your written communication (QWC) and use of specialist terminology.

Answer **all** questions in the spaces provided.

22 State **one** concept of Bowlby's attachment theory.

[1 mark]

23 Identify **one** way that practitioners could minimise risks to their own and others' safety when dealing with behaviour that challenges.

[1 mark]

24 (a) Explain **one** way that adult expectations can influence children and young people's behaviour.

[2 marks]

- 24 (b)** Simran, aged 5 years, has just moved house to live in a small rural village with her dad, following her parents' divorce. She will be starting at a new school in one week.

Explain **one** way that Simran's family situation could influence her behaviour.

[2 marks]

- 25** Give **two** ways children and young people may adapt their behaviour to establish friendships.

[2 marks]

Please turn over for the next question.

- 26** Ava, a 9-month-old baby, cries every time her mother leaves her. Ava also appears upset when she meets new people.

Describe **two** ways the early years practitioner can apply Schaffer and Emerson's theory to support Ava.

[4 marks]

- 27** A teaching assistant (TA) has been asked to be more aware of the impact of non-verbal communication when supporting pupils to achieve their targets.

Explain **two** factors of this type of communication that should be demonstrated to support these pupils.

[4 marks]

[6 marks]

SAMPLE

[6 marks]

SAMPLE

29

Emily, aged 16 years, has recently started college. Emily's tutor has organised a range of induction activities to help the students to settle.

Discuss the importance of Emily's tutor providing activities to support students to form new friendships.

Your response must include:

- reasoned judgements
- conclusions regarding the importance of Emily's tutor providing activities to support students to form new friendships.

[12 marks, plus 3 marks for QWC]

SAMPLE

SAMPLE

This is the end of the external assessment.

Document information

Copyright in this document belongs to, and is used under licence from the Department for Education, © 2025.

‘T-LEVELS’ and ‘T Level’ are registered trade marks of the Department for Education.

NCFE is authorised by the Department for Education to develop and deliver this T Level Technical Qualification.

‘CACHE’ is a registered trade mark of NCFE.

Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	06 October 2025	30 October 2025
v1.1	Watermark updated	31 October 2025	31 October 2025