



# T Level Technical Qualification in Education and Early Years (603/5829/4)

## Core Knowledge and Understanding

Paper B Elements 7–12

Paper number: PXXXXX

Additional sample materials Morning/Afternoon

Time allowed: 2 hours

### Student instructions

- Use black or blue 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.

### 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 102.
- In questions **5** and **10**, 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.

Please complete the details below clearly and in BLOCK CAPITALS.

Student name \_\_\_\_\_

Provider name \_\_\_\_\_

Student number

Provider number

To be completed by the Examiner			
Question	Mark	Question	Mark
1		13 (a)	
2 (a)		13 (b)	
2 (b)		14 (a)	
3 (a)		14 (b)	
3 (b)		15 (a)	
4		15 (b)	
5		15 (c)	
6		16	
7 (a)		17	
7 (b)		18 (a)	
8 (a)		18 (b)	
8 (b)		19 (a)	
9		19 (b)	
10		20 (a)	
11		20 (b)	
12		20 (c)	
			TOTAL MARK

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

**BARCODE - TQ/EC/CKU/PAPERB**

For the multiple-choice questions, 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~~  

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**Section A: this section covers Element 7 Child development**

This section is worth 24 marks, plus 3 marks for QWC.

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

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- 1 Which **one** of the following is the first stage of Henri Tajfel's and John Turner's social identity theory? **[1 mark]**
- A Calibration
  - B Categorisation
  - C Co-operation
  - D Co-ordination

Answer \_\_\_\_\_

**2** Two children aged 4 years are taking part in an activity involving playing together with jugs and spoons in the water tray.

**2 (a)** Identify **two** social / emotional skills these children aged 4 years may show when taking part in this activity.

**[2 marks]**

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**2 (b)** Explain **one** reason why encouraging two children to take part in this activity would promote social and emotional development.

**[2 marks]**

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**3** Tutors in a large further education (FE) college have recognised that students are finding the transition between school and college difficult.

**3 (a)** Identify **one** strategy tutors could use to support students' transition from school to college.

**[1 mark]**

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**3 (b)** Give **one** negative **and one** positive consequence of how the strategy identified in 3(a) impacts on student's transition between school and college.

**[2 marks]**

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4

Assess how circle time supports the language development of children aged 2 to 4 years.

[4 marks]

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SAMPLE

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**5** Tanveer is a senior practitioner setting up a baby unit at a nursery and is responsible for training the practitioners who will be working in the baby unit.

Tanveer is researching Bowlby's attachment theory to understand how this theory can influence practice in the baby unit of the nursery.

Discuss how Bowlby's attachment theory can influence practice to support the emotional wellbeing of babies in the unit of the nursery.

Your response should demonstrate:

- reasoned judgements regarding ways that Bowlby's attachment theory can influence practice in the baby unit.

**[12 marks, plus 3 marks for QWC]**

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SAMPLE

**This is the end of section A.**

**Section B: this section covers Element 8 Observation and assessment, and Element 9 Reflective practice**

This section is worth 24 marks, plus 3 marks for QWC.

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

**6** At which **one** of the following stages would summative assessment take place? **[1 mark]**

- A** At the beginning of a study programme
- B** At the very end of a study programme
- C** On the final day of each week
- D** On the final day of each term

Answer \_\_\_\_\_

**7** At the end of key stage 2, Isaac is working above the expected standard in reading, writing and maths. Isaac's parents are considering the advantages of Isaac attending a selective grammar school and how attending a selective grammar school may impact on Isaac's learning and progress.

**7 (a)** Identify **two** advantages of Isaac attending a selective grammar school. **[2 marks]**

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**7 (b)** Explain how attending a selective grammar school may impact on Isaac's learning and progress. **[2 marks]**

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**8** This term a year 1 teacher has noticed that parents / carers of children with below average levels of school attendance have not attended parents / carers evenings in person.

**8 (a)** Give **one** other way that the primary school teacher could provide parents / carers of children with below average levels of school attendance feedback on their child's developmental progress.

**[1 mark]**

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**8 (b)** Explain **one** reason why primary school teachers should provide the parents and carers of children with below average levels of school attendance regular feedback on their child's developmental progress.

**[2 marks]**

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**9** During a training course secondary school teachers discuss their experience of using technology to support learning and how using technology may support or limit pupils' learning in the classroom.

Discuss the outcomes for pupils' when secondary school teachers use technology to support learning in the classroom.

**[4 marks]**

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10

Jack teaches secondary school pupils aged 14 to 16 years. His previous employment involved working in a further education (FE) college.

In his new role, Jack will have opportunities to maintain continuous professional development (CPD).

Analyse the importance of Jack maintaining CPD.

Your response should demonstrate:

- reasoned judgements regarding the importance of Jack maintaining CPD.

**[12 marks, plus 3 marks for QWC]**

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SAMPLE

**This is the end of section B.**

**Section C: this section covers Element 10 Equality and diversity**

This section is worth 24 marks.

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

**11** Which **one** of the following age ranges is included in the title of the Special Educational Needs and Disability (SEND) code of practice 2015? **[1 mark]**

- A** 0 to 7 years
- B** 0 to 16 years
- C** 0 to 18 years
- D** 0 to 25 years

Answer \_\_\_\_\_

**12** The manager of a specialist school buys a new sand tray for sensory play.



The sand tray is cuboid.  
The internal dimensions of the tray are 110 cm by 60 cm by 25 cm

The manager places 66 litres of sand into the sand tray.

Calculate the percentage of the sand tray that has been filled.

Give your answer as a percentage.  
Use the conversion 1 litre = 1000 cm<sup>3</sup>

**[2 marks]**

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**13** The senior leadership team of a further education (FE) college are updating their organisational policies to ensure that they are meet the requirements of the Equality Act 2010.

**13 (a)** Identify **two** organisational policies the FE college could have that guide practice to meet the requirements of the Equality Act 2010. **[2 marks]**

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**13 (b)** Explain how **one** of the policies ensures that practice meets requirements of the Equality Act 2010 at the FE college. **[2 marks]**

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**14** A job advertisement for the role of nursery practitioner based in a toddler room of the nursery, states that nursery practitioners must understand the importance of procedures to promote equality, diversity and inclusion at the nursery.

**14 (a)** Identify why it is important for nursery practitioners to promote equality, diversity and inclusion at the nursery. **[1 mark]**

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**14 (b)** Using examples, analyse **two** ways that nursery practitioners would promote equality, diversity and inclusion in the toddler room. **[4 marks]**

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SAMPLE

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**15** Noah, aged 9 years, has recently moved to a different part of the country and has joined a new school. Some of the children started to tease Noah because of his accent.

**15 (a)** Identify **two** ways the children’s negative attitudes could affect Noah. **[2 marks]**

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**15 (b)** Using examples, explain **two** strategies the teacher can use to increase Noah’s confidence with his peers. **[4 marks]**

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**15 (c)** Discuss the importance of the teacher challenging the children’s negative attitudes and behaviours towards Noah.

**[6 marks]**

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SAMPLE

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**This is the end of section C.**

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**Section D: this section covers Element 11 Special educational needs and disability, and Element 12 English as an additional language.**

This section is worth 24 marks.

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

**16** Education, Health and Care plans (EHCPs) outline additional help children and young people may require and are written after an EHCP needs assessment takes place.

At which **one** of the following ages can an individual request their own EHCP needs assessment?

[1 mark]

- A** 7 years
- B** 11 years
- C** 14 years
- D** 16 years

Answer \_\_\_\_\_

**17** Natalia, aged 11 years, has an Education, Health and Care plan (EHCP). Next term Natalia will be leaving her primary school to attend the local secondary school.

Explain **one** reason why Natalia’s EHCP should be shared with the Special Educational Needs and Disability Co-ordinator (SENDCo) in the secondary school.

[2 marks]

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**18** Safia, aged 9 years, has an auditory processing disorder that affects her learning.

**18 (a)** Define the term 'auditory processing disorder'.

**[2 marks]**

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**18 (b)** Explain how **one** indicator of auditory processing disorder may affect Safia's learning.

**[2 marks]**

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SAMPLE

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**19** Muhammed, a wheelchair user, who has limited motor control attends a mainstream primary school. Teachers are looking at ways in which they can support Muhammed by making adaptations to the school environment to ensure the principles of inclusion are maintained.

**19 (a)** Identify **one** adaptation teachers can make to the school environment to ensure the principles of inclusion are maintained.

**[1 mark]**

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**19 (b)** Analyse how the adaptation to the school environment will support Muhammed's participation in classroom activities.

**[4 marks]**

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SAMPLE

**20** Marco is 5 years old and attends the local primary school. When he was 3 years old, Marco was diagnosed with autism. This condition particularly affects Marco's ability to communicate with others. Marco rarely interacts with his peers or adults and he spends long periods of time looking at his favourite cartoon character on his tablet.

Marco often has difficulty coping with routine changes during the school day, such as mealtimes or outdoor play.

The school practitioners use augmentative and alternative communication (AAC) to communicate with Marco and help him cope with routine changes during the school day. This includes no-tech and low-tech communication methods.

**20 (a)** Identify **two** no-tech communication methods the practitioners could use to communicate with Marco.

**[2 marks]**

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**20 (b)** Explain **two** ways a Picture Exchange Communication System (PECS) will help Marco cope with routine changes during the school day.

**[4 marks]**

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**20 (c)**

Discuss the potential impacts of using high-tech communication systems to support Marco's communication during the school day.

**[6 marks]**

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## Document information

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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of issue
v1.0	Repackaged for version created for topic tests		April 2021
v1.1	Repackaged and rebranded from topic tests to sample material		November 2021
v1.2	A full review of the question paper and mark scheme completed. Questions updated/replaced as necessary.		November 2022
v2.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v2.1	Sample added as watermark	November 2023	20 November 2023