



Chief examiner's report

**T Level Technical Qualification
in Education and Childcare (Level 3)**
603/5829/4

Autumn 2021 - Core A&B

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Assessment Dates: **Core A 08 December 2021 & Core B 15 December 2021**

Paper number: **P001346 & P001348**

This report contains information in relation to the externally assessed component provided by the Chief Examiner, with an emphasis on the standard of student work within this assessment.

The report is written for providers, with the aim of highlighting how students have performed generally, as well as any areas where further development or guidance which may be required to support preparation for future opportunities.

Key points:

- Grade boundaries
- Standard setting in the Autumn 2021 series
- Standard of student work
- Responses to the external assessment questions
- Administering the External Assessment

It is important to note that students should not sit the Core exam until they have received the relevant teaching of the qualification in relation to this component, and that both papers must be taken in any given series that a student sits the Core exam.

Grade Boundaries

Raw mark grade boundaries for the Autumn 2021 series are:

	Overall	Notional Boundaries	
		Paper A P001346	Paper B P0001348
Max	204	102	102
A*	182	91	91
A	162	81	81
B	142	71	71
C	122	61	61
D	103	51	51
E	84	42	42

Grade boundaries are the lowest mark with which a grade is achieved.

Students receive a grade for the Core Exam subcomponent as whole, and although there are no official grades for the individual assessments in the Core Exam, it can be useful for students and teachers to see how the Core Exam grade was achieved. The grade boundaries given for each assessment are known as '*notional grade boundaries*', as they are for illustrative purposes only. For further information on notional grade boundaries, please see our guide *T Levels: Notional boundaries for the Core Exam assessments* available on the qualification page of our QualHub website.

For further detail on how raw marks are converted to uniform marks (UMS), and the aggregation of the core component, please see refer to the qualification specification.

Standard Setting in the Autumn 2021 Series

Following the announcement from the Department for Education (DfE) that assessments will take place in the 2021-2022 academic year, the November Series for the T Level Core Component went ahead.

The November series was available for students who:

1. wanted to improve on their Core Exam, and/or ESP teacher assessed grade (TAG)
2. due to the exceptional circumstances of the Summer 2021 Assessment series, did not have sufficient evidence for a TAG in Summer 2021,
3. always intended on entering the Core component in November 2021

The cohort make-up was atypical this November due to the circumstances leading up to the series. In addition, the entry size was much smaller than the Summer 2021 entry for TAGs.

In setting the standards for the sub-components emphasis was placed on the qualitative evidence that was available. This included:

- Relying heavily on the judgement of expert senior examiners looking at the quality of student work against the grade descriptors
- Other sources of evidence were also considered, such as reports from the Lead Examiner on the performance of the sub-components, using cognate archive student work from similar qualifications (where available).

A student's best grade achieved for a sub-component is used towards the overall Core Grade. Further details on resits can be found in the Technical Qualification Specification.

Standard of Student Work

Student work was found to be mostly consistent across providers. The use of technical language was mainly appropriate, and written communication was clearly expressed and well-structured, especially by those students achieving higher marks.

Most students attempted all questions, but some failed to attempt all; this applied to both SAQ (Short Answer Questions) and EAQ (Extended Answer Questions) and minimally to the MCQ (Multiple Choice Questions). Providers should encourage students to attempt all questions, even if in the form of notes or bullet points if due to time concerns.

A few students crossed out work which was accurate; it would, therefore, be advisable to remind students that where work is crossed out it may not be marked.

Some excellent responses were seen by those who achieved the higher marks, where students developed analytical responses and kept focussed on the question.

Additional marks were gained by students who showed breadth and depth of understanding in their answers and made use of supportive examples. Higher marks were gained where students focused on all components of the question. For example, where the question referred to both a specific age range and a specific aspect of development, some students answered more generically focussing on development and not applying the answer to the age, and so were limited in the marks they could achieve for that question.

Few students referred to practice in the answers, possibly due to the impact of COVID, preventing the opportunity for students to gain valuable industry placement experience. However, it was evident that some students did use their own experiences when responding to some questions.

EAQs often lacked development of the answer to access the higher marks, providing a superficial response that did not explore the full opportunities within the question. In some cases, students made technical inaccuracies in the answers.

In addition, the lack of recent examination experience, and relevant examination preparation, may have been a factor in students understanding the importance of attempting all questions and staying focussed on answering the question posed, not the question they think was posed. We would encourage providers to continue to work with students on exam technique and strategies to avoid losing marks in this manner.

Responses to the external assessment questions

Core Paper A

Section A: Wider Context and Supporting Education

Overall, this section was generally responded to well.

Q7 presented the biggest challenge as some candidates did not include the key concepts of Skinner but did include aspects from other theorists. A basic understanding of Skinner was evident and there was on occasion a lack of focus on the question. In the EAQs students gained higher marks where they responded to all aspects of the bullet pointed indicators.

Section B: Safeguarding, Health and Safety and Wellbeing

Responses relating to safeguarding were generally accurate but lacking a depth of thought within the response.

Q13 responses tended to lack focus on the requirements of the question and some students wasted valuable time rewriting the question within their response. Many responses did not demonstrate breadth and/or depth and lacked any reasoned justification relating to Public Health England principles.

Section C: Behaviour

Many of the responses demonstrated a limited understanding of 'Impulse control' which was reflected in the descriptions of the ways practitioners could support children.

Most of the responses to behaviour questions were accurate and focussed.

On some occasions where questions had an age-related scenario, students did not always use age-appropriate responses.

Section D: Parents, Families and Carers and Working with Others

Most students remained focussed on the questions in this section and demonstrated knowledge and understanding of working with families and other professionals. Most students understood the requirements of the maths question and applied their understanding by clearly showing how they had worked out their response.

Core Paper B

Section A: Child Development

The subject of child development was overall responded to accurately and students remained focussed on most questions.

In Q1 some students were distracted by the word 'attachment' and as a result some chose Bowlby in response.

Most students found Q5 challenging as they were unaware of, or unable to articulate, the relevant aspects of Robert Selman's framework. There was also a tendency for some students to focus on basic activities rather than strategies in their response.

Section B: Observation and Assessment and Reflective Practice

Overall, most students demonstrated a good understanding of observation and assessment.

In Q10a some students addressed this question by referring to the procedures within policies rather than identifying the actual policy.

Section C: Equality and Diversity

Equality and Diversity knowledge and understanding was evident in the responses within this section.

For Q12 many students did not approach the mathematical question in a logical way and made avoidable errors when trying to calculate percentages accurately.

Many students found Q14b challenging and applied their response to practice rather than to the policy.

A number of students responded to Q15 in very general terms and did not focus on both components of the question. Many students responded well to the realistic expectations of children's independence but did not focus on the age range stated in the question within their response.

Section D: Special educational needs and disability and English as an additional language

Students demonstrated knowledge and understanding of SEND and English as an additional language in this section.

In Q18 many students did not stay focussed on the question posed and gave confused responses including identifying an Act rather than a policy.

Some students did not refer to the impact of each strategy when responding to Q20b.

Administering the External Assessment

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#).

Students must be given the resources to complete the assessment, and these are highlighted within the [Qualification Specific Instructions Document](#) (QSID).

Document information

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Change History Record

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