

T Level Technical Qualification in Education and Early Years

Core knowledge and understanding

Paper A

Mark scheme

v1.1: Post-standardisation
P002182
December 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) (AO(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 AO(s), 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 (AOs)

This assessment requires students to:

- AO1: Demonstrate knowledge and understanding of contexts, concepts, theories and principles in education and early years
- AO2: Apply knowledge and understanding of contexts, concepts, theories and principles in education and early years to different situations and contexts
- AO3: Analyse and evaluate information and issues related to contexts, concepts, theories and principles in education and early years to make informed judgements, draw conclusions and address needs

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

Section A: Element 1 Wider context and Element 2 Supporting education

This section is worth **24** marks, plus **3** marks for the quality of written communication (QWC) and use of specialist terminology.

1 Which one of the following is a specific area of learning in the early years foundation stage (EYFS)?

- A Communication and language**
- B Personal, social and emotional development**
- C Physical development**
- D Understanding the world**

[1 mark]

AO1 = 1 mark

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

Answer: D (Understanding the world).

2 Give two key principles of the constructivist approach to learning.

[2 marks]

AO1 = 2 marks

Award **one** mark for each key principle, up to a maximum of **two** marks:

- Learning happens when children/young people connect new information to previous experiences (1).
- Knowledge is gained through interaction with others (1).
- Teaching focuses students' understanding and builds on what they already know (1).
- Instruction is organised around problem solving, projects and co-operative learning (1).

Accept any other suitable response.

3	State two national curriculum subjects which are compulsory at key stage 1. [2 marks]
----------	---

AO1 = 2 marks

Award **one** mark for each subject, up to a maximum of **two** marks:

- art and design (1)
- computing (ICT) (1)
- English (1)
- design and technology (1)
- history (1)
- geography (1)
- mathematics (1)
- music (1)
- religious education (RE) (1)
- physical education (PE) (1)
- science (1).

4	Oscar teaches year 10 pupils in a secondary school. Oscar is researching the impact of metacognition on pupils' exam preparation. (i) Define the term 'metacognition'. (ii) Explain one way metacognition can positively impact on the exam preparation of pupils. [3 marks]
----------	--

AO1 = 1 mark

AO2 = 2 marks

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

- Metacognition is an understanding and awareness of one's own mental processes (1).
- Metacognition is a critical awareness of one's own thinking and learning (1).

(ii) Award **one** mark for each explanation point, up to a maximum of **two** marks:

- Metacognition will support the pupils to identify their own strengths and areas for improvement (1) helping the young person revise and prepare for exams in a way that facilitates and best suits their learning (1).
- Metacognition will support the pupils to think about their own learning in relation to specific subjects (1) and use specific cognitive strategies to develop knowledge and understanding (1).

Accept any other suitable response.

- 5 Amelia is aged 4 years and is showing little interest in reading. Her parents are discussing ways to support Amelia's engagement and development in reading.**
- (i) Give two ways Amelia's parents can support her engagement in reading.**
- (ii) Explain how one of the ways given in (i) would support Amelia's development in reading.**
- [4 marks]**

AO2 = 4 marks

(i) Award **one** mark for each way, up to a maximum of **two** marks:

- Regularly read age-appropriate books and stories to Amelia based on her interests (1).
- Take Amelia to the library to look at and select books to read at home (1).
- Be a good role model for Amelia by reading books, newspapers or magazines (1).
- Point out phonics/sound out letters that make up words when seen within the environment (1).

(ii) Award **one** mark for each explanation point, up to **two** a maximum of marks:

- By being exposed to visual print whilst an adult is verbalising the words (1), Amelia will develop an understanding of the phonemes and how phonemes are blended to build words (1).
- By being exposed to a range of different or new book types and genres (1), Amelia will be encouraged to develop an interest in particular books or stories which will then promote a future interest in reading (1).
- By watching her parents engage in and enjoy reading (1), Amelia will develop a positive view of this activity and normalise it as part of her daily routine (1).
- By being able to hear how everyday printed words are verbalised (1), Amelia will be able to focus on the relationships between individual phonemes/sounds and the way a word is constructed (1).

Accept any other suitable response.

6	<p>The EYFS is the statutory framework that early years providers must follow as it sets the standards for children’s learning and development.</p> <p>Discuss how the statutory requirements of the EYFS promotes children’s learning and development.</p> <p>Your response must include:</p> <ul style="list-style-type: none"> reasoned judgements conclusions about ways that the EYFS promotes children’s learning and development. <p style="text-align: right;">[12 marks, plus 3 for QWC]</p>
---	--

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

Band	Marks	Descriptor
3	9-12	<p>AO3 – Discussion of how the statutory requirements of the EYFS promotes children’s learning and development is well developed, effective, and fully relevant, showing highly detailed, logical and coherent chains of reasoning throughout.</p> <p>Given conclusions are informed and are fully supported with rational and balanced judgements.</p> <p>AO2 – Applies fully relevant knowledge and understanding of how the statutory requirements of the EYFS promotes children’s learning and development, that is well developed and highly detailed.</p> <p>AO1 – a wide range of fully relevant knowledge and understanding of how the statutory requirements of the EYFS promotes children’s learning and development, that is accurate and highly detailed.</p>
2	5-8	<p>AO3 – Discussion of how the statutory requirements of the EYFS promotes children’s learning and development is reasonably developed, in most parts effective, and mostly relevant, showing mostly detailed, logical, and coherent chains of reasoning throughout.</p> <p>Given conclusions are supported with judgements that consider most of the relevant arguments.</p> <p>AO2 – Applies mostly relevant knowledge and understanding of how the statutory requirements of the EYFS promotes children’s learning and development, that is mostly clear and reasonably detailed.</p> <p>AO1 – A good range of mostly relevant knowledge and understanding of how the statutory requirements of the EYFS</p>

		promotes children's learning and development, that is in most parts clear and mostly accurate , although on occasion may lose focus.
1	1–4	<p>AO3 – Discussion of how the statutory requirements of the EYFS promotes children's learning and development is basic, in some parts effective and of some relevance, showing some but limited detailed, logical, and coherent chains of reasoning throughout.</p> <p>Given brief conclusions are supported by judgements that consider only the most basic arguments.</p> <p>AO2 – Applies some relevant knowledge and understanding of how the statutory requirements of the EYFS promotes children's learning and development, that is limited in detail.</p> <p>AO1 – Knowledge and understanding of how the statutory requirements of the EYFS promotes children's learning and development show some but limited accuracy, focus and relevance.</p>
0	0	No creditworthy material.

Indicative content

Statutory requirements of the EYFS may include:

- working in partnership with parents
- promote learning and development
- seven areas of learning
- Early Learning Goals (ELGs)
- enabling environment
- assessment
- safeguarding
- welfare.

Reasoned judgements:

- Parents share information about their child using an 'all about me' information sheet when children start the EYFS which helps the practitioners know and understand about children's individual development and learning needs.
- Play activities are planned based on knowledge of individual children's learning and development which will support children to effectively learn at different rates and in different ways.
- Indoor and outdoor experiences and opportunities are planned to promote all areas of learning.
- Continuous provision is available to all children providing a range of opportunities for children to explore, build on their interests and access learning in different and meaningful ways.
- Practitioners plan and provide an enabling indoor and outdoor environment which is safe and stimulating with adults who facilitate learning and development.

- Practitioners observe children during play and identify current stages of development and then respond in a way that best supports children's learning and development.
- Policies and procedures are followed relating to safeguarding which include aspects such as ratios of adults to children, facilities, recruitment of staff and provision of safe learning opportunities available to children.

Conclusions about the ways the EYFS promotes children's learning and development:

- Practitioners use information about children's needs and development to support planning opportunities in the setting which then help lead children towards progress and achievement of the ELGs at the end of the EYFS. Children who demonstrate the 'expected' ELG's at the end of the EYFS are more likely to achieve nationally required progress by the end of key stage 1 and 2 therefore it is important to prioritise learning and development at a young age to support current/future progress, development and achievement.
- A range of purposeful play experiences give children the chance to learn new concepts, explore and practise skills aiding progress towards the statutory requirements at the end of the EYFS and helping prepare children for transition to key stage 1 learning and to access the opportunities for learning and development made available to them in year 1.
- Access to indoor and outdoor play environments promotes all areas of learning giving children the opportunity to learn in a way which helps children develop characteristics of effective learning, this opportunity will aid children's development towards achieving the ELGs and support children to develop a positive outlook/approach to learning. This positive outlook/approach will impact children's future progress and achievement because when children take a positive approach to learning they are more likely to be successful throughout their school journey.
- Access to continuous provision, which is planned, reflects children's interests and offers an enabling environment that supports children to learn at their own pace and will help children progress more rapidly towards the expectations of the EYFS. Children's knowledge and understanding will become 'sticky' as it has been made meaningful to them and they then will be able to recall and apply their understanding to future learning and development.
- Adults are an important part of an enabling environment and essential to ensure children are stretched and supported towards readiness for future learning and development, when adults apply observation and assessment to their practice it ensures that opportunities for learning and development are not lost, and children receive the support and challenge they need to effectively learn and make progress towards the ELG's.
- Intervention should be implemented in the EYFS to ensure children make progress to learn and develop to 'expected' levels of learning and development. Planned intervention will ensure children do not miss out on the best possible start in life and are able to receive the benefits of learning and developing in their earliest years.

Accept any other suitable response.

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: Element 3 Safeguarding, health and safety and wellbeing

This section is worth **24** marks, plus **3** marks for the quality of written communication (QWC) and use of specialist terminology.

7	Which one of the following pieces of legislation defines employees' duties to protect themselves and each other? A General Data Protection Regulation (GDPR) (2018) B Health and Safety at Work etc. Act (1974) C Keeping Children Safe in Education (2021) D Safeguarding Vulnerable Groups Act (2006)	[1 mark]
----------	--	----------

AO1 = 1 mark

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

Answer: B (Health and Safety at Work etc. Act (1974)).

8	State two statutory guidance documents that inform safeguarding practice in a primary school.	[2 marks]
----------	--	-----------

AO1 = 2 marks

Award **one** mark for each guidance document, up to a maximum of **two** marks:

- Working Together to Safeguard Children 2018 (1)
- Keeping Children Safe in Education 2021 (1)
- Supporting pupils at school with medical conditions 2015 (1)
- Prevent Duty Guidance 2015 (1).

Note: Award marks for the correct statutory guidance with or without a date.

Accept any other suitable response.

9	<p>Emily is a primary school teacher. She manages the volunteers who come into school to listen to children read. Another teacher at the school raises a concern with Emily, suggesting one of the volunteers may have developed an inappropriate relationship with a child.</p> <p>Describe one appropriate action Emily should take when dealing with this concern.</p>	[2 marks]
----------	---	------------------

AO2 = 2 marks

Award **one** mark for each description point, up to a maximum of **two** marks:

- Emily should record details of the concern raised on the school's safeguarding platform (1) in a timely manner as required by the school's safeguarding procedures (1).
- Emily should report her concern to the Designated Safeguarding Lead (DSL) for further consideration (1) avoiding discussing the matter with the teacher, volunteer or other members of staff (1).

Accept any other suitable response.

10	<p>Safeguarding training for adults who work with young people highlights how the experience of abuse may affect a young person's relationships with others.</p> <p>Assess how the experience of abuse may affect a young person's relationship with other responsible adults.</p>	[3 marks]
-----------	--	------------------

AO3 = 3 marks

Award **one** mark for each assessment point, up to a maximum of **three** marks:

- The young person may have previously been let down by adults who were responsible for them (1); this may make it difficult for the young person to allow others to support them as they may feel they need to be independent and do everything for themselves (1); the young person may isolate themselves rather than engage in shared experiences which can strengthen relationships (1).
- The young person may be fearful of upsetting others as they feel responsible for the previous abuse (1) and may withdraw or avoid interacting with other adults (1) which prevents a meaningful attachment developing which is the basis of a healthy relationship (1).
- The young person may behave aggressively towards other responsible adults as they are frightened that they are not safe (1) and that the abuse may continue in this situation (1); this fear and behaviour may mean that it takes time for a trusting relationship to develop with other adults (1).

Accept any other suitable response.

11 The Data Protection Act 2018 allows teachers, in certain situations, to share a young person's information with other professionals without gaining the young person's consent.

(i) Identify two pieces of information concerning a young person that a teacher may need to share with other professionals.

(ii) Explain one reason why information concerning a young person may need to be shared with other professionals without the young person's consent.

[4 marks]

AO1 = 2 marks

AO2 = 2 marks

(i) Award **one** mark for each piece of information, up to a maximum of **two** marks:

- knowing the young person is exposed to potential harm (1)
- health information such as recurrent absence due to ill health (1)
- disclosure of abuse such as child-on-child abuse / cyber bullying (1)
- suspicion of neglect (1)
- being aware of a young person talking about ending their own life (1).

(ii) Award **one** mark for each explanation point, up to a maximum of **two** marks:

- so that the young person is not put at risk of harm in the future (1) and can be protected from the potential effects of neglect or physical dangers (1)
- to ensure that health professionals are aware of the full picture of the child's health (1), and that medical support can be provided to avoid disruption to the young person's schooling and long-term health issues (1)
- to ensure that parents/carers receive intervention and support at the right time (1) which will help them provide for their young person's physical needs which will avoid any negative impact on the young person's healthy development (1)
- the young person can be supported by specialist services to manage suicidal thoughts (1) and monitored to ensure that they are able to manage their feelings and their wellbeing is safeguarded (1).

Accept any other suitable response.

12	<p>Primary school practitioners develop and agree a safeguarding policy for promoting the welfare of pupils in line with statutory requirements.</p> <p>Discuss the importance of primary school practitioners implementing procedures included in a safeguarding policy.</p> <p>Your response must include:</p> <ul style="list-style-type: none"> reasoned judgements conclusions relating to the importance of primary school practitioners implementing procedures included in the safeguarding policy. <p style="text-align: right;">[12 marks, plus 3 for QWC]</p>
-----------	--

AO1 = 4 marks

AO2 = 4 marks

AO3 = 4 marks

QWC = 3 marks

Band	Marks	Descriptor
3	9-12	<p>AO3 – Discussion of the importance of primary school practitioners implementing procedures included in a safeguarding policy is well developed, effective, and fully relevant, showing highly detailed, logical and coherent chains of reasoning throughout.</p> <p>Given conclusions are informed and are fully supported with rational and balanced judgements.</p> <p>AO2 – Applies fully relevant knowledge and understanding of the importance of primary school practitioners implementing procedures included in a safeguarding policy, that is well developed and highly detailed.</p> <p>AO1 – A wide range of fully relevant knowledge and understanding of the importance of primary school practitioners implementing procedures included in a safeguarding policy, that is accurate and highly detailed.</p>
2	5-8	<p>AO3 – Discussion of the importance of primary school practitioners implementing procedures included in a safeguarding policy is reasonably developed, in most parts effective, and mostly relevant, showing mostly detailed, logical, and coherent chains of reasoning throughout.</p> <p>Given conclusions are supported with judgements that consider most of the relevant arguments.</p> <p>AO2 – Applies mostly relevant knowledge and understanding of the importance of primary school practitioners implementing procedures included in a safeguarding policy, that is mostly clear and reasonably detailed.</p>

		AO1 – A good range of mostly relevant knowledge and understanding of the importance of primary school practitioners implementing procedures included in a safeguarding policy, that is in most parts clear and mostly accurate , although on occasion may lose focus.
1	1–4	<p>AO3 – Discussion of the importance of primary school practitioners implementing procedures included in a safeguarding policy is basic, in some parts effective and of some relevance, showing some but limited detailed, logical, and coherent chains of reasoning throughout.</p> <p>Given brief conclusions are supported by judgements that consider only the most basic arguments.</p> <p>AO2 – Applies some relevant knowledge and understanding of how the importance of primary school practitioners implementing procedures included in a safeguarding policy, that is limited in detail.</p> <p>AO1 – Knowledge and understanding of the importance of primary school practitioners implementing procedures included in a safeguarding policy show some but limited accuracy, focus and relevance.</p>
0	0	No creditworthy material.

Indicative content

Procedures included in the school's safeguarding policy may include:

- observing and recording as appropriate
- promises are not made to the child for example to keep secrets
- acting where concerns are identified without delay
- undertake training
- establishing a safe environment
- a named and trained Designated Safeguarding Lead (DSL)
- safeguarding concerns to be shared with the school's DSL
- pupils who might benefit from early help are identified
- pre-employment checks are completed.

Reasoned judgements:

- Teachers/support staff will keep vigilant and alert for indicators of abuse and record observations on agreed paper-based/electronic platforms.
- Children will be reassured and given accurate details appropriate to their age and stage of development regarding what will happen after disclosure.
- Teachers/support staff use information given or inferred and liaise with the DSL for advice when unsure.

- Teachers/support staff undertake yearly training offered and read the updated Keeping Children Safe in Education (KCSIE) Part 1 document each September.
- Teachers/support staff develop safe non-judgemental spaces/activities/areas where children can express their feelings and talk openly about experiences.
- Onsite DSL cover is provided at all times of day and throughout the year.
- All teachers/support staff have access via email or in person to talk through concerns informally with the DSL and will alert the DSL promptly.
- Teachers/support staff observe and record concerns making an assessment against the Early Help Assessment Framework (EHAF).
- Safer recruitment training is completed by senior leaders/governors and all staff added to the school's Single Central Record (SCR).

Conclusions relating to the importance of primary school practitioners implementing procedures included in the safeguarding policy may include:

- Children will be protected from harm or risk of harm and the information that is recorded can be used as evidence helping bring perpetrators to justice.
- The child will feel respected and aware of what will happen next, preventing further uncertainty and greater anxiety which will promote the child's wellbeing.
- Using the knowledge of those with greater training/experience the teachers/support staff can work collaboratively and not in isolation which will protect the child and make sure that potential safeguarding concerns are not overlooked.
- When up to date and aware of new safeguarding guidelines teachers/support staff can make informed and knowledgeable decisions based on evidence-based practice which will increase the likelihood that a child is protected from harm and the risk of abuse removed.
- Children are more likely to disclose if the environment is supportive and sensitive to their needs which will result in child receiving protection and ongoing support to meet their needs.
- The evidence from Child Safeguarding Practice Reviews highlights that sharing information is one of the keys to protecting children and essential in making sure safeguarding concerns do not get overlooked.
- Making safeguarding everyone's responsibility helps minimise the potential for safeguarding to be overlooked and not prioritised.
- If children can be assessed and their needs addressed children will be protected from harm or abuse which will ensure they are protected and have the best chance to grow, develop and thrive.

Accept any other suitable response.

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 C: Element 4 Behaviour

This section is worth **24** marks

13 Which one of the following is the definition of self-esteem?

- A How confident you are**
- B How determined you are**
- C How you see yourself**
- D How you value yourself**

[1 mark]

AO1 = 1 mark

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

Answer: D (How you value yourself).

14 Practitioners have observed that Noah, aged 14 years, has not yet developed the level of empathy expected for his age.

Noah has difficulty accepting the views of others and is often critical of the beliefs and ideas other people have. If others become upset by this criticism, Noah laughs and says they are just being oversensitive.

Explain one way that Noah's level of empathy may impact on his relationships with his peers.

[2 marks]

AO2 = 2 marks

Award **one** mark for each explanation point, up to a maximum of **two** marks:

- If Noah does not understand that everyone is entitled to their own views (1), Noah may not be sensitive to others' views which may lead to conflict or insensitive behaviour as he belittles others' views (1).
- Noah may not appreciate the reason for a peer's view which may give the impression he is ignoring their feelings (1), making his peer feel like Noah does not care which could lead to arguments and disagreements (1).
- Noah could not recognise the signs that a peer is worried about something (1); not being able to appreciate how his peer might feel could cause friction between Noah and his peer (1).
- Noah is less likely to understand when peers need help (1); peers may feel the friendship is one sided and over time become less engaged with the friendship (1).

Accept any other suitable response.

15 Identify three types of non-verbal communication a school teacher may use to encourage a child's positive behaviour.

[3 marks]

AO1 = 3 marks

Award **one** mark for each type, up to a maximum of **three** marks:

- smile (1)
- fist pump (1)
- light shoulder touch (1)
- get on child's eye level (1)
- hand clap (1).

Accept any other suitable response.

16 A primary school deputy head teacher has responsibility for monitoring pupil behaviour within school. The deputy head teacher has found links between pupils with low self-esteem and inappropriate behaviour.

Assess the link between pupils' low self-esteem and inappropriate behaviour.

[3 marks]

AO3 = 3 marks

Award **one** mark for each assessment point, up to a maximum of **three** marks:

- Pupils may feel unworthy and not as good as their peers (1) so during class activities instead of contributing effectively the pupil causes distractions to others due to their own feelings of inadequacy / fear of making mistakes (1); this can result in disruptive behaviour which is unproductive and distracts all pupils from learning (1).
- Pupils may withdraw their effort /focus from completing class work as they decide the work is not achievable (1) the pupil may sit back and retreat into their own thoughts (1); this can result in the pupil chatting/ fiddling with equipment as they fill lesson time (1).

Accept any other suitable response.

- 17** **Marco is aged 17 years and attends college. He is the youngest child in a blended family. His parents take an uninvolved approach to parenting.**
- Marco's behaviour in college is often disruptive so the college tutors are meeting to discuss possible circumstances that may be affecting Marco's behaviour.**
- Assess how Marco's family circumstances may be affecting his behaviour in college.**

[3 marks]

AO3 = 3 marks

Award **one** mark for each assessment point, up to a maximum of **three** marks:

- Marco may be left to his own devices a lot of the time without adult attention or support (1); resulting in Marco craving attention to meet his emotional needs (1). This could manifest in ways which are both destructive and inappropriate (1).
- Marco may not have grasped the 'rules' and expectations in the new blended family (1); this lack of consistency and confident understanding of 'rules' and expectations may translate into Marco pushing boundaries at college (1) as he comes to terms with home expectations (1).

Accept any other suitable response.

- 18** **Mr. Kumar is a primary school teacher working with children in year 2. He is planning to take the children on a trip to the local library. Mr. Kumar is discussing the trip with the children to ensure they understand expectations for behaviour.**

The local library is a social context where the children must adapt their behaviour.

- (a)** **Identify two other social contexts where children must adapt their behaviour.**

[2 marks]

AO1 = 2 marks

Award **one** mark for each social context, up to a maximum of **two** marks:

- in school/lessons (1)
- socialising with friends (1)
- eating at a restaurant (1)
- on public transport (1).

Accept any other suitable response.

(b)	<p>(i) Give two strategies Mr. Kumar could use to set clear expectations for the children's behaviour during the trip.</p> <p>(ii) Explain how one of the strategies given in (i) sets clear expectations for the children's behaviour during the trip.</p> <p style="text-align: right;">[4 marks]</p>
------------	--

AO2 = 4 marks

(i) Award **one** mark for each strategy, up to a maximum of **two** marks:

- setting ground rules before the trip (1)
- using positive reinforcement during the trip (1)
- establishing age-appropriate boundaries (1)
- modelling appropriate behaviour during the trip (1).

(ii) Award **one** mark for each explanation point, up to a maximum of **two** marks:

- The child enjoys the feeling of being praised by Mr. Kumar during the trip (1); this positive reinforcement ensures the child keeps behaving in the expected way to elicit/enjoy positive response (1).
- The child will be clear and in no doubt what is required (1); this information means the child is confident to apply expectations/raise their behaviour to meet expectations when visiting the library (1).
- The child can know what the boundaries are (1); this will help the children regulate their own behaviour to fit with the boundaries shared (1)
- The child is able see the behaviour and actions of Mr. Kumar, (for example, talking quietly in the library) (1), which means that they are able model or modify their own behaviour to appropriately match that of the teacher (1).

Accept any other suitable response.

<p>(c) Referring to the two contexts given in answer to question 18 (a), assess the impact of children adapting their behaviour to meet the different social contexts.</p> <p style="text-align: right;">[6 marks]</p>
--

AO3 = 6 marks

Award **one** mark for each assessment point, up to a maximum of **three** marks for each context:

- In school/lessons - the children will be able to focus fully on learning within the situation (1) rather than becoming distracted by the features of the environment, or inappropriate behaviour for the context (1); this will ensure that the child is fully engaged which will give the child the best chance to learn or consolidate learning (1).
- Travelling on public transport - children will have to quickly ascertain/'read' the expectations and modify their behaviour accordingly (1) this will help children develop skills of emotional control (1) resulting in improved regulation of impulses which will positively impact on the child's behaviour in the other social context they may experience (1).
- Socialising with friends - by conforming to social norms of the situation as others around them are (1) this will ensure that the child who has adapted their behaviour can 'fit in' to the social context and feel included (1); by feeling included, children will feel emotionally secure and develop a sense of belonging which has a positive impact on the child's emotional wellbeing (1).

Accept any other suitable response.

Section D: Element 5 Parents, families and carers and Element 6 Working with others

This section is worth **24** marks.

19 A parent who is controlling and insists on obedience from their child demonstrates characteristics of which one of the following parenting styles?

- A** Authoritarian
- B** Helicopter
- C** Instinctive
- D** Permissive

[1 mark]

AO1 = 1 mark

Award **one** mark for correct answer:

Answer: A (Authoritarian).

20 State one service within the National Health Service (NHS) that young people with mental health concerns could access and give the purpose of this service.

[2 marks]

AO1 = 2 marks

Award **one** mark for the service and **one** mark for the purpose:

- Child and Adolescent Mental Health Services (CAMHS) (1) assess and treat young people with mental health concerns by providing various therapies to help a young person manage their mental health (1).
- School health team (1) work directly with young people to support healthy development and promote wellbeing by suggesting strategies to alleviate and manage mental health concerns (1).
- Healthy family team (1) support young people by providing information, advice and signposting services which might help the young person develop self-help strategies to improve their mental health (1).
- General practice team (1) provide advice, prescriptions for treatment of conditions related to mental health and/or refer to specialist services within the NHS to support the young person to ensure ongoing management of a young person's mental health (1).
- Community paediatrics team (1) make assessments and diagnose possible causes of mental health concerns and offer tailored support to alleviate mental health concerns (1).

Accept any other suitable response.

21 Jessie is a counsellor; she has been producing a report on mental health issues in young people since 1999.

She refers to the following information concerning mental health trends in children and young people aged 5–15 years by gender in England in 1999, 2004 and 2017.

Mental health issues % of children and young people aged 5–15 years	Boys			Girls			All		
	1999	2004	2017	1999	2004	2017	1999	2004	2017
All issues (trends)	11.8	12.2	13.1	7.5	7.9	9.3	9.7	10.1	11.2
Emotional issues	4.2	3.3	5.6	4.4	4.5	6.1	4.3	3.9	5.8
Behavioural issues	7.5	8.2	7.1	3.3	4.0	3.9	5.4	6.2	5.5
Hyperactivity issues	2.5	2.7	2.9	0.5	0.3	0.8	1.5	1.5	1.9
Other less common issues	n/a	2.3	2.8	n/a	0.6	1.2	n/a	1.5	2.1

(data from <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>)

Calculate the percentage difference of emotional issues identified in boys between the years 2004 and 2017.

You must show your working.

[2 marks]

AO2 = 2 marks

Award both marks for a correct answer where working is not shown.

Award **one** mark for correctly subtracting 3.3 from 5.6 to find the % difference.

Award **one** further mark for calculating the % difference at 2.3%.

Note: 1 mark maximum should be awarded for correct method, with 1 further mark for the correct answer.

22	<p>Practitioners in a nursery have identified ‘work commitments’ and ‘mistrust of staff’ as barriers to effective partnership working between parents/carers and the nursery practitioners.</p> <p>(i) Describe one way that a parent’s/carer’s work commitments may impact on effective partnership working with the nursery practitioners.</p> <p>(ii) Describe one way that parent’s/carer’s mistrust of staff may impact on effective partnership working with the nursery practitioners.</p> <p style="text-align: right;">[4 marks]</p>
-----------	---

AO2 = 4 marks

(i) Award **one** mark for each description point related to work commitments, up to a maximum of **two** marks:

- They might have a lack of time to talk to the nursery staff at ‘drop off’ due to needing to get to work on time (1) this may mean that parents/carers do not have the opportunity to develop relationships required for partnership working (1).
- They might be unable to attend parents' evenings to discuss their child's progress due to clashes with work meetings/responsibilities (1) limiting the opportunity for exchange of information between parents/carers/nursery practitioners which is an integral part of partnership working (1).
- Working parents may rely on grandparents to collect children and not have the opportunity to speak to the nursery practitioners in person (1) this results in parents/carers not gaining confidence to communicate further information about their child required for effective partnership working (1).
- Parents may be overwhelmed with work responsibilities and not check written/electronic communication sent out by the nursery practitioners (1) parents/carers could then miss out opportunities arranged by nursery practitioners for partnership working (1).

(ii) Award **one** mark for each description point related to mistrust of staff, up to a maximum of **two** marks:

- Parent/carers feel uneasy around nursery practitioners and physically avoid contact with nursery practitioners (1) this will limit information being shared impacting development of partnership working (1).
- Parents/carers inwardly question the motives for partnership working and feel that the practitioners have an agenda which is non-professional (1) this suspicion could mean that parents/carers withdraw and opt out of opportunities to work in partnership (1).
- Parents/carers challenge nursery practitioners due to own insecurities (1) the hostility impacts on effective relationship building as each party feels uncomfortable in each other's presence (1).
- Parents may not offer personal family information as they may not have confidence in the way the information may be perceived or used (1) this results in parents missing out on any support which could enhance their parenting skills and involvement (1).

Accept any other suitable response.

23 Lily is aged 9 years and attends primary school. She lives with her parents, older sister and three younger brothers. Her older sister has a physical disability.

Lily has recently joined year 5 and the class teacher wants to learn about her background to ensure that she can be sensitive to Lily and her family context.

Assess the potential impact of establishing and maintaining relationships with Lily's parents.

[3 marks]

AO3 = 3 marks

Award **one** mark for each assessment point, up to a maximum of **three** marks:

- Will help parents feel at ease to share their feelings/ideas/opinions (1); parents are more likely to share concerns/information that they have if this is the case (1) which helps the teachers plan activities, be sensitive and not exacerbate any feelings or concerns Lily may have (1).
- Over time interaction exchanged between Lily's parents will help build trust (1); this will help the parents share information which may be sensitive about Lily's family context (1) and will ensure that Lily receives fair and inclusive practice and is not disadvantaged because of her family context (1).
- Lily's parents can share information relating to Lily's siblings such as how her sister's physical disability may impact on family life such as the daily medical care required (1), this will ensure that the teacher can be aware of how these may impact Lily (1); the teacher can then develop strategies to best support Lily in managing the impact of her sister's physical disability (1).

Accept any other suitable response.

24	<p>Natalia lives with her mother and two younger siblings. Natalia's mother left school without completing her GCSE examinations. Her mother now works shifts and attends a part-time college course to improve her literacy skills.</p> <p>In year 8, Natalia spent 6 weeks recovering from an operation, during this time she did not attend school or leave home. Although physically recovered from the operation, anxiety has prevented her from fully returning to school. Now in year 9, she continues to experience anxiety and is attending only 72% of her lessons.</p> <p>(a) Identify two ways that the school can support pupils who are experiencing anxiety.</p>	[2 marks]
-----------	--	------------------

AO1 = 2 marks

Award **one** mark for each way, up to a maximum of **two** marks:

- Listen to the pupils to understand any deeper or underlying issues (1).
- Give an opportunity for the pupils to talk about their concerns (1).
- Provide creative activities for the pupils to express feelings (1).
- Ask the pupils questions to help them to reflect on what might improve the feelings of anxiety (1).

Accept any other suitable response.

(b) The head of year wants to work in partnership with Natalia's mother to ensure improved outcomes for Natalia.

(i) Give two possible barriers to effective partnership working between Natalia's mother and the head of year.

(ii) Describe how one of the barriers given in (i) can be overcome.

[4 marks]

AO2 = 4 marks

(i) Award **one** mark for each barrier to effective partnership working, up to a maximum of **two** marks:

- There could be time constraints due to mother's work/study hours (1).
- Lack of childcare for the two younger siblings could prevent Natalia's mother attending meetings (1).
- Natalia's mother may find reading difficult and this may impact on her ability to keep appointments if notified in written letters (1).
- Due to Natalia's mother's previous school experience, she may feel unsure how to communicate with the head of year (1).

(ii) Award **one** mark for each description point, up to a maximum of **two** marks:

- The head of year can communicate with Natalia's mother via methods such as email or a remote communication platform (1) which do not require Natalia's mother to attend school (1).
- The head of year could clearly explain boundaries and expectations (1) reassuring Natalia's mother of their intentions (1).
- The head of year could allow Natalia's mother to bring the siblings to any meetings (1) so that meetings/communication can fit around her lifestyle and commitments (1).

Note: The description must relate to **one** of the barriers given in **(i)**.

Accept any other suitable response.

(c) Assess two ways that partnership working will impact outcomes for Natalia. [6 marks]
--

AO3 = 6 marks

Award up to **one** mark for each assessment point, up to a maximum of **three** marks per way:

- Creates a shared level of expectation between Natalia's mother and school practitioners (1) which will ensure that everyone involved has a shared purpose and goal (1); this will avoid any misunderstandings or confusion which could cause Natalia to feel insecure and cause anxiety which could result in setbacks to full school attendance (1).
- Helps Natalia have a smooth transition back to full school attendance (1); sharing information between home and school / school and home will help school practitioners know about any possible concerns Natalia has (1) and by working together strategies can be put in place to alleviate any concerns or barriers to Natalia going back into school (1).
- Makes decision making and planning easier and more effective (1); everyone involved has an opportunity to share information or views on the reasons for Natalia's poor attendance (1); this will ensure that Natalia feels she has some control, and her needs and views are being valued and respected (1).

Accept any other suitable response.

Assessment objective (AO) Grid

Question	AO1	AO2	AO3	Maths	QWC	Total
Section A						
1	1					1
2	2					2
3	2					2
4	1	2				3
5		4				4
6	4	4	4		3	15
Total	10	10	4	0	3	27
Section B						
7	1					1
8	2					2
9		2				2
10			3			3
11	2	2				4
12	4	4	4		3	15
Total	9	8	7	0	3	27
Section C						
13	1					1
14		2				2
15	3					3
16			3			3
17			3			3
18(a)	2					2
18(b)		4				4
18(c)			6			6
Total	6	6	12	0	0	24
Section D						
19	1					1
20	2					2
21		2		(2)		2
22		4				4
23			3			3
24(a)	2					2
24(b)		4				4
24(c)			6			6
Total	5	10	9	(2)	0	24

Paper total	30	34	32	2	6	102
Tolerance	25–30	33–38	28–33			

Past Paper

Document information

All the material in this document 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.

Past Paper