

T Level Technical Qualification in Education and Early Years

Core Knowledge and Understanding Paper A

Mark scheme

v4.1: Specimen assessment materials
15 November 2023
603/5829/4

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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 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 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 Which **one** of the following statements describes how academies are funded and run? **[1 mark]**

AO1 = 1 mark

Answer **B** (Funded by central government and run by a charitable trust)

2 (a) Identify and describe **one** memory strategy. **[2 marks]**

AO1 = 2 marks

Award **one** mark for the identification and **one** mark for the description:

- chunking (1) – the grouping together of connected information/words (1)
- acronyms (1) – pronounceable words formed from the first letter of each word in a phrase or title (1)
- acrostics (1) – a poem, word puzzle, or other composition in which certain letters in each line form a word or words (1)
- visualisation/guided imagery (1) – an individual sees information as an image in their head/mind's eye/imagination (1) – mental rehearsal by linking information with images (1)
- rhyming/singing (1) – information is set to music/song/rhyming words (1).

Accept other appropriate responses.

2 (b) Give **one** example of how the strategy identified in 2(a) could be used by a learner.

[1 mark]

AO2 = 1 mark

Award **one** mark for the example:

- chunking – learning cities by putting those in the north, south, east or west together (1)
- acronyms – developing a discussion using PEED: ‘point, explain, example, develop’ (1)
- acrostics – learning the colours of the rainbow by the acrostic ‘Richard Of York Gave Battle In Vain’ (1)
- visualisation/guided imagery – the learner sees themselves participating or watching events from history/the learner sees themselves working through the stages of a mathematics problem (1)
- rhyming/singing – learning times tables by putting them to a song (1).

Accept other appropriate examples.

NB: Students should give an example related to the strategy identified in 2(a). Students who have provided an example of an alternative strategy than that identified and described in 2(a) can be awarded the mark if they also provide the name of the memory strategy within the example.

3 Outline **one** of the key principles of the constructivist approach.

[2 marks]

AO1 = 2 marks

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

- student creates their own understanding (1) by linking new information to previous experiences and cultural factors (1).
- knowledge is constructed through interactions between the Teacher and students (1), in which the Teacher scaffolds learning to encourage greater independence (1).
- instruction is organised around problem-solving, projects and cooperative learning (1) to allow students to go beyond the information given and facilitate extrapolation (1).

NB The outline may be presented in the context of a specific theorist. The identification of a theorist on its own is **not** creditworthy.

Accept other appropriate responses.

4 (a) Explain **two** reasons why practitioners provide young people with feedback that is timely. **[2 marks]**

AO2 = 2 marks

Award **one** mark for each explanation:

- It gives the practitioner the opportunity to revisit any misunderstandings and so helps with the prevention of misconceptions (1).
- It supports engagement and motivation of the student and their relationship with the practitioner within a timeframe that is meaningful (1).
- Delays can result in missing early opportunities to address weak or inaccurate knowledge, which may then negatively impact on further learning within a curriculum area (1).

Accept other appropriate responses.

4 (b) Explain **two** reasons why practitioners provide young people with feedback that is action-oriented. **[2 marks]**

AO2 = 2 marks

Award **one** mark for each explanation.

- Students know what they should continue to do because feedback is specific to the individual (1).
- Failing to give feedback that is action-oriented can result in students having a lack of or insufficient direction for what they need to do to address their weaknesses/develop understanding/skills (1).
- Action-orientated feedback enables the student to isolate particular aspects of learning to focus on (1).

Accept other appropriate responses.

5	Describe one way in which college counselling can support a young person with anxiety.	[2 marks]
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AO2 = 2 marks

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

- college counsellors provide a safe, familiar space for the young person to be able to discuss their concerns by taking a non-judgemental approach (1) so the young person will be more willing to open up and talk about their anxiety (1)
- college counsellors can support the young person in identifying strategies/options that would fit into their lifestyle and educational demands (1) to use to actively minimise their anxiety each time it arises (1)
- counselling within college can facilitate early intervention (1) minimising the waiting time for the young person if an external referral needs to be made (1)
- college counsellors can facilitate peer counsellors who could work and communicate with the young person on their level (1) to support the young person in aspects of school life that cause anxiety (1).

Accept other appropriate responses.

NB: The response must be appropriate to a young person with anxiety to be awarded marks. Do not accept medication or listening to the young person's problems.

6 Emily is 10 years old. She finds it difficult to sit still in lessons and often walks around the classroom. Emily talks to others while the Teacher is delivering the lesson and sometimes shouts answers that are not related to the question. Around school and in the playground Emily is destructive of property and can be verbally aggressive to other children and staff. Emily has few friends. She enjoys sport and music.

Evaluate how the behaviourist approach can be applied to practice to address Emily's behaviour.

Your response should demonstrate:

- strategies to apply the behaviourist approach to address Emily's behaviour
- reasoned judgements about how best to support Emily.

[12 marks, plus 3 marks for QWC]

AO1 = 4 marks

AO2 = 4 marks

AO3 = 4 marks

Band	Mark	Descriptor
Band 4	10–12	<p>Evaluation is comprehensive, effective and relevant, showing detailed understanding and logical and coherent chains of reasoning throughout. Accurate judgements, rational and balanced conclusions or addressed needs are evident and link to the brief. The effectiveness of inefficient or inappropriate intervention may be discussed within the conclusion.</p> <p>Knowledge and understanding of the behaviourist approach and how this could be applied to practice to address Emily's behaviour is clear and fully accurate with sustained focus.</p> <p>The answer demonstrates comprehensive breadth and/or depth of understanding.</p>
Band 3	7–9	<p>Evaluation is generally effective and mostly relevant, showing mostly logical and coherent chains of reasoning. Mostly accurate judgements, mostly rational and balanced conclusions or addressed needs are evident.</p> <p>Knowledge and understanding of the behaviourist approach and how this could be applied to practice to address Emily's behaviour is mostly clear and generally accurate, although on occasion may lose focus.</p> <p>The answer demonstrates reasonable breadth and/or depth of understanding, with occasional inaccuracies and/or omissions.</p>
Band 2	4–6	<p>Evaluation is somewhat effective and of some relevance, with some understanding and reasoning taking the form of generic statements with some development. Judgements have some merit (simplistic and brief), conclusions or addressed needs will have limited rationality and balance. Knowledge and understanding of the behaviourist approach and how this could be applied to practice to address Emily's behaviour shows some but limited accuracy, focus and relevance.</p>

Band	Mark	Descriptor
		The answer is basic and shows limited breadth and/or depth of understanding, with inaccuracies and omissions.
Band 1	1–3	<p>Evaluation is limited in effectiveness and relevance. Judgements are tenuous and mostly unsupported, and conclusions or addressed needs, if present, have little relevance to the question and lack balance.</p> <p>Knowledge and understanding of the behaviourist approach and how this could be applied to practice to address Emily’s behaviour has minimal focus and relevance.</p> <p>The answer is fragmented, with isolated points, showing superficial breadth and/or depth of understanding, with significant inaccuracies and omissions.</p>
Band	Mark	Descriptor
	0	No relevant material.

Indicative content

Behaviourist approaches may include:

- operant conditioning
- classical conditioning
- social learning theory.

Strategies may include:

- rewards, praise, token economy for good behaviour. Rewards should be appealing to Emily, such as an opportunity to undertake sport or music
- negative reinforcement such as school property-based community service, time out, detention, removal of privileges for undesirable behaviour. These should be relevant to Emily, such as removing Emily from participating in a sports fixture or an extra curriculum music lesson
- Emily is conditioned to associate a particular place with being calm, for example a time out space; strategies such as the use of stress toys and relaxation techniques for self-managing aggressive behaviours
- buddy systems and positive role models. Use of role-models, such as sport stars, who conduct themselves appropriately in their chosen sport (for example, they may show desirable qualities such as hard work, responsibility, teamwork and respect for others)
- Emily should be aware of the rewards others gain from behaving appropriately in school and the consequences that other children receive if they do not.

Reasoned judgements may include:

- behavioural strategies require consistent delivery from all practitioners interacting with Emily. Accept reference to schedules of reinforcement, extinction and spontaneous recovery
- behavioural strategies have been found to be effective for behavioural management in children and young people, and in settings such as education

- behavioural strategies are easy to apply in the classroom and quick for Emily to learn, but may not be transferable to real life settings/outside the classroom – Emily may show desirable behaviour at school but not at home
- behavioural theories offer an optimistic approach, proposing all negative behaviours can be re-learned. They also do not take into consideration intrinsically motivated behaviours
- behavioural theories focus on present/current behaviours and not the past; this can produce an immediate effect on current behaviour, but may not be long-lived if the behaviour is rooted in childhood, or if token economies are removed
- behavioural theories do not address the underlying reasons for Emily’s undesirable behaviour
- behavioural theories do not explain why behaviours start when they have not been observed, reinforced or associated and continue when reinforcement is removed
- depending on the reasons for Emily’s behaviour, the will to behave inappropriately may override the need for rewards. (intrinsic vs extrinsic motivation).

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.
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: 27 marks
[24 marks, plus 3 marks for QWC]**

7	Give two environmental factors that may contribute to a child or young person being at risk of abuse.	[2 marks]
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AO1 = 2 marks

Award **one** mark for each factor:

- overcrowding in the home (1)
- presence of domestic violence (1)
- a non-biological adult living in the home (1)
- poverty/lack of opportunity to improve the family's resources (1).

NB: Do **not** award marks for individual signs (ie a child/young person has a physical or developmental disability) or parental signs (ie parent was abused when growing up).

Accept other appropriate responses.

8	Describe two approaches a practitioner would take to promote the Prevent Strategy in a secondary school.	[4 marks]
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AO1 = 2 marks

AO2 = 2 marks

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

- help pupils to learn and appreciate the values of British democracy (AO1) by providing opportunities for pupils to engage with the ideology of guest speakers from a range of political parties to promote acceptance of opposing viewpoints (AO2)
- help pupils to know that their opinions are valued and that they are listened to (AO1) by encouraging pupils to have a voice, through forums such as the student council (AO2)
- help pupils learn about how democracy works (AO1) by encouraging decisions that affect the pupils experience at school to be based on a voting system (AO2).
- provide pupils with the opportunity to learn about freedom of speech and develop their ability to express their thoughts (AO1) by encouraging them to voice their values and opinions within organised debates on current political/societal issues (AO2).

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

NB Ensure credit is not given to answers that are generic to all school age groups.

Accept other appropriate approaches.

9 Which **one** of the following is **not** included in the key principles of the General Data Protection Regulation (GDPR)? **[1 mark]**

AO1 = 1 mark

Answer **A** (Accessibility)

10 'An ethos that promotes respect and values diversity' is one of Public Health England's eight principles.

Explain the link between a secondary school's ethos and a pupil's emotional health and wellbeing. **[3 marks]**

AO3 = 3 marks

Award up to **three** marks for a valid explanation:

- where there is an ethos that promotes mutual respect amongst pupils and Teachers (1) a culture of inclusivity and effective communication is created (1) that ensures pupils can express their own emotional health concerns and have them addressed in meaningful ways (1)
- where there is an ethos that nurtures a pupil's sense of self-esteem/self-worth (1) positive behaviours amongst pupils can be role-modelled and fostered (1) which can reduce the occurrence of bullying which would negatively impact on pupil's emotional health and wellbeing (1)
- the physical, social and emotional environment affects pupil's emotional health and wellbeing (1) relationships between pupils and teachers are crucial in supporting pupils to develop a sense of happiness and belonging in school (1) and pupil's academic progress and attainment (1).

Accept other appropriate responses.

11 Using examples, give **two** ways that a child can be safeguarded when using online resources in a primary school.

[2 marks]

AO2 = 2 marks

Award **one** mark for each situation:

- provide age appropriate explanation regarding internet safety, for example talking to children about stranger danger and the fact that strangers are not just people that you meet in person, but also exist online (1)
- check apps, websites and search results before using them with children (1)
- ensure the child is using technology in an open area which can be easily supervised, for example a classroom dedicated to the use of IT equipment (1)
- use books or resources to talk to children about safety online and highlight the risks (1)
- talk to carers about the use of technology at home (1)

Accept other appropriate responses.

NB Situations must be in the context of Key Stage 1 or 2.

12	<p>Evaluate the effectiveness of the Children Act (2004) in informing practice to protect children and young people from harm.</p> <p>Your response should demonstrate:</p> <ul style="list-style-type: none"> • how child/young people’s protection is informed by the Children Act (2004) • specific practice that would be implemented to protect children and young people • a reasoned justification for implementing the specified practice. <p style="text-align: right;">[12 marks, plus 3 marks for QWC]</p>
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AO1 = 4 marks
AO2 = 4 marks
AO3 = 4 marks

Band	Mark	Descriptor
Band 4	10–12	<p>Evaluation is comprehensive, effective and relevant, showing detailed understanding and logical and coherent chains of reasoning throughout. All links between legislation and effective practice have been clearly and accurately evidenced with sustained focus on the evaluation of the legislation.</p> <p>Accurate judgements, rational and balanced conclusions and addressed needs of children and young people are evident (in relation to how effective the Children Act (2004) is on informing practice).</p> <p>The answer demonstrates comprehensive breadth and/or depth of understanding.</p>
Band 3	7–9	<p>Evaluation is generally effective and mostly relevant, showing mainly logical and coherent chains of reasoning. Most links between legislation and effective practice have been evidenced, which are mostly clear and accurate although on occasion may lose focus on the evaluation of the legislation.</p> <p>Mostly accurate judgements, mostly rational and balanced conclusions and addressed needs of children and young people are evident (in relation to how effective the Children Act (2004) is on informing practice).</p> <p>The answer demonstrates reasonable breadth and/or depth of understanding, with occasional inaccuracies and/or omissions.</p>

Band	Mark	Descriptor
Band 2	4–6	<p>Evaluation is somewhat effective and of some relevance. Some links between legislation and effective practice have been evidenced, which are somewhat clear and accurate although sometimes loses focus on the evaluation of the legislation.</p> <p>Judgements have some merit (simplistic and brief), conclusions and addressed needs of children and young people in relation to how effective the Children Act (2004) is on informing practice will have limited rationality and balance..</p> <p>The answer is basic and shows limited breadth and/or depth of understanding, with inaccuracies and omissions.</p>
Band 1	1–3	<p>Evaluation is limited in effectiveness and relevance</p> <p>Judgements are tenuous and mostly unsupported, and conclusions or addressed needs, in relation to how effective the Children Act (2004) is when safeguarding children, if present, have little relevance to the question and lack balance.</p> <p>The answer is fragmented, with isolated points, showing superficial breath and/or depth of understanding, with significant inaccuracies and omissions.</p>
	0	No relevant material.

Indicative content

The Children Act (2004):

- was commissioned following the inquiry into the death of Victoria Climbié by Lord Laming highlighted failures in safeguarding children effectively. This also resulted in the development of the ‘Every Child Matters’ (ECM) framework
- underpins ECM – ensuring that children are supported in being healthy, staying safe, enjoying and achieving, making a positive contribution and experiencing economic wellbeing
- meant that the focus of safeguarding children and young people became everyone’s responsibility to address, not just a select few
- ensures local authorities prioritise support for families, so children are able to remain in the family unit
- service providers must have leaders who are qualified to be responsible for safeguarding/a designated Safeguarding Officer.

Practice to protect children and young people:

- reformed child protection practice by organising specific services around the specific needs of the child, integrating the relevant children’s services and promoting early intervention
- reformed child protection practice by co-ordinating external professionals to improve partnership working with practitioners and parents
- ensures service providers practice their responsibility to perform DBS checks on staff and volunteers, comply with safe recruitment procedures and put a system of redress in place

- ensures practitioners are competent and qualified, that their practice is reviewed and that they receive updated safeguarding training, support and supervision where necessary
- ensures service providers maintain and follow policies for staff on safeguarding, eg whistle-blowing procedure, safe procedure for sharing information.

Reasoned judgements may include:

- professionals working with children are more accountable and hence there are significant improvements to practice
- professionals are required to undertake updating and training regularly and are more informed and educated on up-to-date practice
- children are at the centre of decision making and their individual needs are considered and met
- criminal record checks are not always a barrier to working with children and young people, evidenced with vulnerable children still slipping through the net (eg Baby P)
- children being kept in the family unit for as long as possible may not be meeting the child's needs and may leave them vulnerable to harm for longer period of time.

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.
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: Behaviour

Total for this section: 24 marks

13 Which **one** of the following is the definition of positive approaches? **[1 mark]**

AO1 = 1 mark

Answer **C** (Gaining a positive consequence for behaving in a desirable way)

14 (a) Define the term 'self-concept'. **[1 mark]**

AO1 = 1 mark

Award **one** mark for:

- Self-concept is based on how a person feels about themselves and how they think others see them (1).

14 (b) Describe **one** way that negative self-concept can affect a child's social interactions. **[2 marks]**

AO1 = 1 mark

AO2 = 1 mark

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

- may become withdrawn (1), as the child may think that people will not like them as the child believes they are not interesting/they believe that others are better than them (1)
- may become aggressive/defensive (1) as the child may think people will judge them/not like them, as they believe they are different/not likeable/worthless/unattractive (1).

NB Students must link their descriptions to children's social interactions.

Accept other appropriate responses.

15 Identify **two** situations in an educational setting when young people need to adapt their behaviour. Give a reason for **each** answer.

[4 marks]

AO1 = 2 marks

AO2 = 2 marks

Award up to **two** marks for each valid situation **and** reason given:

- young people need to adapt their behaviour when undertaking a group presentation (1) so that they are able to work well with peers and contribute to the presentation effectively (1)
- young people need to adapt their behaviour when showing visitors around the educational setting, for example, families during an open-evening (1) to be positive representatives of the educational setting, showing respect and helpfulness to the visitors (1)
- young people need to adapt their behaviour when a guest speaker comes into college (1) in order to engage with the speaker in an effective way and gain knowledge from their expertise (1)
- young people need to adapt their behaviour when receiving career advice at college (1) so that they can communicate in a constructive way and get the most out of the opportunity (1).

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

Accept other appropriate responses.

16 Give **two** examples of how a Teacher's body language during a maths lesson can affect a young person's emotional responses.

[4 marks]

AO2 = 4

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

- If a Teacher uses open communication posture to demonstrate receptivity when asking a young person a maths question (1) he/she is likely to feel that his contribution is valued and answer to the best of his/her ability (1)
- If a Teacher uses negative facial expressions such as eye rolling towards a young person (1) he/she is likely to feel disrespected or disempowered so will be less likely to want to offer any contribution to the lesson (1)
- If a Teacher uses positive facial expressions (eg smiles, upturned lips) to convey positive responses to the young person (1) it is likely to help to break down barriers with the young person and form a healthy Teacher/student connection (1)
- If a Teacher uses negative or closed body language towards the young person during a maths lesson (1) he/she may feel intimidated so will withdraw from any two-way communication (1).

Accept other appropriate responses.

17 (a) Give **two** reasons why practitioners would carry out ongoing observations of Isaac in this situation.

[2 marks]

AO2 = 2 marks

Award **one** mark for each reason:

- practitioners can assess progress and changes over a period of time, such as improvements or a change in Isaac's behaviour (1)
- ongoing observations can support staff in identifying which strategies are proving effective in managing Isaac's behaviour and which are not (1)
- ongoing observations can help staff identify Isaac's behavioural triggers (1)
- observational information can inform and provide evidence for the continuation or changes in the strategies used to support Isaac (1)
- ongoing observations provide a fuller picture of Isaac's behaviour, so improve the validity of any findings (1).

NB: Answers **must** relate directly to the behaviour displayed by Isaac.

Accept other appropriate responses.

17 (b) Describe **one** curriculum based activity that could be used to develop self-regulation in primary school children.

Justify how this activity would support Isaac's ability to self-regulate.

[4 marks]

AO2 = 2 marks

AO3 = 2 marks

Award up to **four** marks for:

- listening to stories (AO2 1) requires Isaac to answer questions about what is happening in a story, such as how characters are feeling (AO2 1). Having examples of how characters act/feel can develop Isaac's ability to reflect on his own emotions, such as when he gets distressed or upset (AO3 1), and provide positive examples of how others deal with similar situations/emotions (AO3 1)
- physical exercise, such as an obstacle course or team games such as 'rounders' (AO2 1), requires Isaac to work with others and follow multi-step instructions from practitioners (AO2 1). This develops Isaac's ability to self-regulate his physical actions in order to follow rules and participate (AO3 1). Isaac is learning that he can be physical in a positive way. This will also support his development to interact with others, including practitioners and children (AO3 1)
- mindfulness exercises such as guided meditation and breathing exercises (AO2 1) require Isaac to pay attention to the present moment, to his body and thoughts (AO2 1). To be in control and calm develops Isaac's self-awareness of his emotions and his body (AO3 1). Isaac also learns methods to control his anxiety or distress in a constructive way (AO3 1).

NB: Students' responses **must** directly relate to Isaac and the brief.

Award a maximum of **two** marks for AO2 and **two** marks for AO3.

Accept other appropriate responses.

17 (c) Explain **three** strategies that could be used by practitioners to support Isaac on arrival at school in the morning.

[6 marks]

AO3 = 6

Award up to **two** marks for a coherent explanation of each strategy:

- ensuring Isaac is given a short time to say goodbye to his parent, having a simple goodbye and keeping the parent contact brief in the morning will minimise the build-up of Isaacs's anxiety and reduce his distress at leaving his parent (1). All staff need to be consistent in when and how they introduce Isaac into the class, so this does not become another trigger for his anxiety (1)
- encouraging Isaac to talk to his parent about something positive that happened that day and stating an activity that will happen the following day, will help Isaac to see that he has positive experiences in school (1). It is important that parents ask open-ended rather than leading questions to avoid feeding the cycle of anxiety (1)
- offer Isaac time to express his feelings and comfort him to show that his fears are acknowledged and understood, (1) ensuring that Isaac's fears are not overly focused on or amplified, but rather practitioners support him to process them (1)
- ensuring Isaac is encouraged to join in with school activities and praising his efforts will develop a sense of belonging in the setting (1). Isaac should not however, be coerced and must be allowed to take things at his own pace so that he doesn't feel threatened and further withdraw (1).

NB Do not award marks for identification of strategies in the absence of the required explanation.

Accept other appropriate responses.

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

Total for this section: 24 marks

18	Which one of the following is a characteristic of an authoritative parenting style?	[1 mark]
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AO1 = 1 mark

Answer **C** (Nurturing and responsive with high expectations, rules and discipline)

19	Give two key roles of an Educational Psychologist.	[2 marks]
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AO1 = 2 marks

Award **one** mark for each key role:

- to assess difficulties children and/or young people may be having with their learning (1)
- to suggest strategies to address the difficulties a child or young person is experiencing (1)
- to work in partnership with families and other professionals (1).

NB: Students may provide context in their responses.

Accept other appropriate responses.

20	Explain one way a practitioner could support parents or carers who have barriers to communication due to English being a second language.	[2 marks]
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AO2 = 2 marks

Award up to **two** marks for a valid explanation:

- the practitioner could get access to a translation service (1) which would make the parents or carers feel valued as well as heard (1)
- the practitioner could invite the parents or carers to bring a friend to meetings with them who has a greater degree of English skills (1) which will mean that someone they trust and know is contributing to the partnership, working to support their child (1)
- the practitioner could signpost additional sources of support for the parents or carers (1), for example evening classes to develop their English skills (1).
- the practitioner could allocate more time to the meetings with parents or carers (1) so that slower progress due to the need for translation is accounted for in the time for making decisions (1).

Accept other appropriate responses.

21 (a) Give **one** technique nursery practitioners could use to develop successful partnership working with the child's parents.

[1 mark]

AO1 = 1 mark

Award **one** mark for giving a relevant technique:

- practitioners should build a trusting relationship with the child's parents (AO1 1)
- practitioners should enable the child's parents to contribute to decisions (AO1 1)
- it will be essential that practitioners do not come across as judging the family's parenting (AO1 1).

Accept other appropriate responses.

21 (b) Analyse how this technique would help develop successful partnership working with the child's parents.

[3 marks]

AO3 = 3 marks

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

- they need open and non-judgemental communication to be reassured that the new setting wants to work with them and support their child (AO3 1). The new setting will need to understand the family's experiences in the previous setting to ensure they can prevent any re-occurrence (AO3 1). The new setting will need to show empathy and acknowledge the challenges that they have experienced in order to gain their trust and build a good relationship (AO3 1)
- this will ensure the parents feel involved in decisions about their child and that they and the setting are working together (AO3 1), jargon-free/accessible information regarding the options for support for parents and their child will help them to feel well informed and supported with decision making (AO3 1) reassuring them that they will be supported by the team of practitioners and relevant external agencies will ensure that they do not feel judged (AO3 1)
- or suggest there is something 'wrong' with their child or use other types of labelling language (AO3 1). The parent's individual circumstances and wishes must be acknowledged and respected to devise shared goals for the child's behaviour management (AO3 1) rather than communicate in a way which makes them feel that they are being told how to parent (AO3 1).

Accept other appropriate responses.

22 Explain **one** way in which working with parents or carers supports a child's smooth transition from nursery to school. **[3 marks]**

AO1 = 1 mark
AO2 = 2 marks

Award up to **three** marks for a valid explanation:

- working with parents or carers ensures that the individual transition needs of the child are identified (AO1 1); the parents or carers can be involved in participating in transition activities at home (AO2 1) so the child is encouraged to think positively about the experience (AO2 1)
- parents or carers have a unique contribution to make in identifying the needs of the child (AO1 1) as a child may open up about concerns to their parents or carers but not in the setting (AO2 1); the parents or carers can then liaise with staff about joint strategies to support transition (AO2 1).

Accept other appropriate responses.

23 (a)(i) Identify and describe **one** agency that supports children, families and carers. **[2 marks]**

AO1 = 2 marks

Award **one** mark for the identification and **one** mark for the description:

- family rights groups (1) are charities that work with families to support children in need (1)
- NHS (1) provides tax-payer funded health care services (1)
- Children's services (1) are local authority based services that provide support for vulnerable children and extra help for families that are struggling more generally (1).

Accept other appropriate responses.

23 (a) (ii) How might the agency identified in **23 (a)(i)** support Clara and her father?

[2 marks]

AO2 = 2 marks

Award up to **two** marks for:

- family rights groups –could advise Clara’s father on other sources of support he could access (1) to get early help for Clara to prevent an escalation of the current issues (1)
- NHS –can provide speech and language therapy (1) using language intervention strategies and/or articulation strategies to develop Clara’s speech (1)
- Children’s services –are ‘gatekeepers’ to providing any extra help that the family might need (1) through an early help assessment (1).

NB: Marks can only be awarded for responses that are appropriate to the information given in the case study.

23 (b) Using the data in **Figure 1**, calculate the percentage increase in expected child poverty from 2018 to 2022. Give your answer to **two** decimal places.

Suggest why the data for 2022 may not be an accurate prediction of child poverty.

[2 marks]

AO2 = 1

AO3 = 1

AO2

Award **one** mark for:

Difference = $5.2 - 3.8 = 1.4$

% increase = $1.4 / 3.8 =$

Answer: 36.84% (1)

AO3

Award **one** mark for:

- the definition of child poverty might change by 2022 (1)
- the data is a prediction which is based on previous data and may not apply to current climate
- governmental intervention may create deviation in trends
- the trend in child poverty may not follow predictions/expectations (1).

Accept other appropriate responses.

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

GMC 7

Representing with mathematical diagrams, also particularly interpret such diagrams and representation.

Accept other appropriate responses.

23 (c) Explain why the pre-school practitioners must be sensitive towards Clara's family context.

[6 marks]

AO3 = 6 marks

Award **one** mark for each aspect of Clara's family context that requires sensitivity from practitioners, up to **two** marks:

- the fact that Clara and her father live on a low income so may not have spare money for extra-curricular activities or pre-school trips
- Clara's behaviour may be affected by a lack of a maternal figure/role-model in Clara's life
- Clara's family context when planning activities in the setting, for example when making mother's day cards with the children.

Award **one** mark for each explanation of why it is important to be sensitive, up to **four** marks:

- it is important not to make Clara's father feel embarrassed about his financial situation which could affect his self-esteem
- it is important that Clara is not excluded from educational/learning opportunities as this would impact on her holistic development
- to ensure that strategies/enrichment activities to support Clara's holistic development and wellbeing can be put in place as necessary
- planning and provision should take into account single parent families and families without a mother present, such as Mother's Day assemblies, where other female relatives can participate
- sensitivity to family contexts contributes to inclusion in planning and provision as they can be representative of different family backgrounds
- sensitivity to family context in planning ensures parents like Clara's father do not feel stigmatised, which can create negative feelings of self-worth and blame for their situation and choices they may have made
- sensitivity to family context supports collaborative working with parents/carers, which can help practitioners understand the family life/home situation of Clara's father. This can help target support and strategies to support Clara
- improving the practitioner-parent/carer relationship through reflective practice can create an environment of openness and trust
- parents/carers feel valued through practitioners being sensitive to their family contexts; this can build positive relationships to support effective communication, which can help in discussing concerns and support Clara's development and wellbeing.

Accept other appropriate responses.

Assessment Objective Grid

Question	AO1	AO2	AO3	QWC	Total
1	1*				1
2 (a)	2				2
2 (b)		1			1
3	2				2
4(a)		2			2
4(b)		2			2
5		2			2
6	4	4	4	3	15
7	2*				1
8	2	2			2
9	1*				4
10			3		3
11		2			2
12	4	4	4	3	15
13	1*				1
14(a)	1*				1
14(b)	1	1			2
15	2	2			4
16		4			4
17(a)		2			2
17(b)		2	2		4
17(c)			6		6
18	1*				1
19	2*				2
20		2			2
21			4		4
22	1	2			3
23(a)(i)	2				2
23(a)(ii)		2			2
23(b)		1**	1**		2
23(c)			6		6
Total	29	37	30	6	102

Kil*
 Maths**

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated Q13 updated to align to TQ Specification		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021
v3.3	Q21 updated		October 2021
v3.4	ODSR_EC 141 Q21 amend	February 2022	March 2022
v4.0	Annual review 2023: Name changed to Education and Early Years Amends to question 21	June 2023	19 June 2023
v4.1	Sample added as a watermark		15 November 2023