



T Level Technical Qualification in Education and Early Years

Core Knowledge and Understanding

Paper B

Mark scheme

v2.1: Additional sample material
20 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 band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, you should move to the next one, and so on, until the response matches the band 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 bands, you should use a best-fit approach at this stage and use the available marks within the band 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: Child development

**Total for this section: 27 marks
[24 marks, plus 3 marks for QWC]**

1	Which one of the following is the first stage of Henri Tajfel’s and John Turner’s social identity theory? A Calibration B Categorisation C Co-operation D Co-ordination	[1 mark]
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AO1 = 1 mark

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

Answer: **B** (Categorisation)

2	Two children aged 4 years are taking part in an activity involving playing together with jugs and spoons in the water tray.	
2 (a)	Identify two social / emotional skills these children aged 4 years may show when taking part in this activity.	[2 marks]

2 (a)

AO1 = 2 marks

Award **one** mark for each correctly identified social / emotional skill, up to a maximum of **two** marks:

- following instructions (1)
- sharing with other children (1)
- turn taking during activities (1)
- self-control (1)
- developing friendships (1)
- expressing feelings (1).

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

[2 marks]

2 (b)

AO2 = 2 marks

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

- children would have to share the resources available within the water tray (1), which would mean the children would have to take it in turns sharing the equipment (1)
- the social interaction provided by the water play activity gives an opportunity for the two children to follow clear and age-appropriate instructions (1), which results in children working safely and co-operatively (1)
- when working together children may express emotions as a result of becoming frustrated / upset / angry if the activity does not go their way during the water tray activity (1), which provides opportunity for the children to negotiate and learn about the importance of their social interaction (1)
- the interaction of two children in the water tray activity provides opportunity for different groups of children to socialise (1); children who are more outgoing may participate in social interaction which encourages less confident children (1).

Accept any other appropriate responses.

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

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

[1 mark]

3 (a)

AO1 = 1 mark

Award **one** mark for correctly identifying a valid strategy:

- improved partnership between the feeder school and FE college (1)
- giving the students opportunities to meet the FE staff and ask questions (1)
- allow students to be involved in identifying procedures they feel will support their individual transition (1)
- an informative induction programme for students new to the college (1)
- having a range of student support services available to be able to refer students with specific issues (1).

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

[2 marks]

3 (b)

AO2 = 2 marks

Award **one** mark for a relevant positive consequence and **one** mark for a relevant negative consequence related to the strategy chosen, up to a maximum of **two** marks:

- improved partnership between the feeder school and FE college:
 - positive consequence – gives students an opportunity to become more familiar with the environment prior to the transition (1)
 - negative consequence – visits to the large college might increase student anxiety about the upcoming transition (1)
- giving the students opportunities to meet the FE staff and ask questions:
 - positive consequence – students would be able to address any individual concerns that were not answered previously or through information already received (1)
 - negative consequence – students might not have confidence to use the opportunity to address their personal concerns so may still have unaddressed concerns (1)
- allow students to be involved in identifying procedures they feel will support their individual transition:
 - positive consequence – this would empower students to feel that they have a voice, which would give them confidence (1)
 - negative consequence – students could have unrealistic expectations of the level of support that can be provided (1)
- an informative induction programme for students new to the college:
 - positive consequence – this would allow students to gain information and feel they belong to the college; it would give staff an opportunity to recognise where students were feeling anxious (1)
 - negative consequence – students may lack confidence to engage in the college induction programme (1)
- having a range of student support services available to be able to refer students with specific issues:
 - positive consequence – this would allow for targeted support that may stop any individual issues / anxieties from getting worse (1)
 - negative consequence – there may be a delay in setting up the support students require, through financial or resource constraints, which could further impact on their difficulty with the transition to college (1).

Accept any other appropriate responses.

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

[4 marks]

AO3 = 4 marks

Award **one** mark for each relevant assessment point, up to a maximum of **four** marks.

- Provides children with the opportunity to hear other children or adults using words / language (1). When words are/ language is spoken and repeated during circle time children will begin to pick up and learn / understand words and their meaning through the repetition provided (1). When children have repeated exposure to a range of new words / language this builds / extends their vocabulary and understanding (1), and children will have acquired a wider range of words / language, that can be used to help them effectively talk and communicate with other children and / or adults (1).
- Gives children the chance to discuss a topic, such as a story, that has been read in the circle time activity (1). When opportunities for discussion are given to children this encourages children to listen to others, which promotes active listening (1). Children can gain confidence to express their own ideas or contribute to discussions on an area of personal interest (1), which widens children experience and confidence using language to communicate with other children and adults (1).

Accept any other appropriate responses.

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

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

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

Your response should demonstrate:

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

[12 marks, plus 3 marks for QWC]

AO1 = 4 marks

AO2 = 4 marks

AO3 = 4 marks

Plus 3 marks for QWC

Band	Marks	Descriptor
4	10–12	<p>AO3 – Discussion is comprehensive, effective and relevant, showing detailed understanding of the key concepts of Bowlby’s attachment theory.</p> <p>AO2 – The discussion demonstrates comprehensive breadth and / or depth of understanding when considering Bowlby’s theory and practice to support the emotional wellbeing of babies.</p> <p>AO1 – Knowledge and understanding of key concepts of Bowlby’s attachment theory that is detailed and fully accurate.</p> <p>Logical and coherent chains of reasoning when discussing the influence of Bowlby’s theory on practice in the baby unit.</p>
3	7–9	<p>AO3 – Discussion is generally effective and mostly relevant, showing understanding of the key concepts of Bowlby’s attachment theory.</p> <p>AO2 – The discussion demonstrates reasonable breadth and / or depth of understanding, with occasional inaccuracies when considering Bowlby’s theory and practice to support the emotional wellbeing of babies.</p> <p>AO1 – Knowledge and understanding of key concepts of Bowlby’s attachment theory that is mostly detailed and mostly accurate.</p> <p>Mostly logical chains of reasoning when discussing the influence of Bowlby’s theory on practice in the baby unit.</p>
2	4–6	<p>AO3 – Discussion is somewhat effective and of some relevance, showing some understanding of the key concepts of Bowlby’s attachment theory.</p> <p>AO2 – The discussion is basic and demonstrates limited understanding, with inaccuracies when considering Bowlby’s theory and practice to support the emotional wellbeing of babies.</p> <p>AO1 – Knowledge and understanding of key concepts of Bowlby’s attachment theory that has some detail and some accuracy.</p> <p>Logical chains of reasoning are limited when discussing the influence of Bowlby’s theory on practice in the baby unit.</p>

1	1–3	<p>AO3 – Discussion is limited in effectiveness and relevance, showing very little understanding of the key concepts of Bowlby’s attachment theory.</p> <p>AO2 – The answer is fragmented, with little understanding, with significant inaccuracies when considering Bowlby’s theory and practice to support the emotional wellbeing of babies.</p> <p>AO1 – Knowledge and understanding of key concepts of Bowlby’s attachment theory that is limited in detail and accuracy.</p> <p>Very limited or no logical chains of reasoning when discussing the influence of Bowlby’s theory on practice in the baby unit.</p>
	0	No creditworthy material.

Indicative content

Examiners are reminded that the indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Students may make all, some or none of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any other appropriate response.

AO1 and AO2 may be implicit through the level of discussion / reasoned judgements that the student provides.

AO1 – Demonstrating knowledge and understanding of key concepts of Bowlby’s attachment theory that may include:

- explores the effects and reactions to separation of infants from their main carer
- categorises attachment types
- secure attachment – showing distress on separation but easily comforted on return of carer
- anxious-resistant attachment – greater levels of distress
- avoidant attachments – minimal stress upon separation and ignores or avoids carer on reuniting
- disorganised or disorientated attachment – no predictable pattern of behaviours
- identifies separation behaviours, such as crying, clinging, screaming
- suggests attachment behaviours are instinctive
- child-attachment style is a function of care a child receives in early years
- inconsistency or negligence from care givers is likely to create anxiety for the child surrounding relationships.

AO2 – Applying knowledge and understanding of the links between Bowlby’s theory and practice to support the emotional wellbeing of babies that may include:

- strong links between early attachment experiences and how this may affect children’s emotional wellbeing
- key person identified to care for the baby to ensure consistency and creation of a secure bond

- practitioners understanding the anxiety babies may experience and taking measures through practice to support the child to feel secure
- one-to-one time with the baby to develop a bond with the key person or a limited number of carers
- consistent routines within the setting that mirror the baby's home routines to give security.

AO3 – Reasoned judgements regarding the way Bowlby’s theory can influence practice in the baby unit that may include:

- having a settling-in policy that identifies procedures to meet the needs of the child that is new to the setting
- partnership working with the parents to develop an understanding of the child’s needs / parental concerns, in order to swiftly address any concerns / issues with the settling-in process
- introduction of a key person to liaise with the family to facilitate effective communication between the home environment and the setting to support the child to settle quickly
- practitioners building strong partnerships with parents to develop a culture of trust that supports sharing of information, which may be vital to ensure practice meets child’s individual needs
- sharing of information between the home environment and the setting to take actions, that are responsive to changes in the child’s needs.

Accept any 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: Observation and assessment and reflective practice

**Total for this section: 27 marks
[24 marks, plus 3 marks for QWC]**

6	At which one of the following stages would summative assessment take place?	
	A At the beginning of a study programme	
	B At the very end of a study programme	
	C On the final day of each week	
	D On the final day of each term	
		[1 mark]

AO1 = 1 mark

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

Answer: **B** (At the very end of a study programme)

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

7 (a)

AO1 = 2 marks

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

- Isaac will be learning alongside other academically able students (1)
- high academic expectations set the tone for high achievement (1)
- the school will have a good academic reputation and be well-regarded by the wider community (1)
- less differentiation within teaching due to all students being at a similar academic level (1)
- mixing with students from a wider demographic (1)
- Isaac is more likely to achieve higher grades (1).

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

[2 marks]

7 (b)

AO2 = 2 marks

Award **one** mark for each explanation point of the impact on Isaac's learning and progress, up to a maximum of **two** marks.

- Isaac will not have to waste learning time as the teacher will not be required to support other pupils who require additional support / time (1); this will ensure that Isaac can develop and master concepts that are taught and be fully engaged in his learning (1).
- Isaac may fulfil his academic potential of achieving higher grades (1); this will allow greater choice post-16 education and higher education (HE) (1).
- Isaac may feel proud that he has been selected to attend the school (1), although this may put additional pressure on him to achieve high grades (1).

Accept any other appropriate responses.

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

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

[1 mark]

8 (a)

AO1 = 1 mark

Award **one** mark for a way that the primary school teacher could provide parents / carers with feedback on their child's developmental progress:

- using digital apps (1)
- writing in the child's diary / planner (1)
- making a telephone call to the parent / carer (1).

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

[2 marks]

8 (b)

AO2 = 2 marks

Award **one** mark for a relevant reason and **one** mark for a further explanation point, up to a maximum of **two** marks:

- informs parents of the rate of their child's progress within key stage 1 (1) that may help illustrate the impact of attendance on the child's progress (1)
- parents / carers may be encouraged to share information about the child that helps illustrate the reasons for the child's below average levels of attendance (1) / have an opportunity to set the relationship / partnership working to support the child's progression, which may help the primary teacher understand the reasons for below levels of average attendance shown by the child (1)
- increases motivation to support the child to learn at home (1), which could help the child catch up with missed learning (1)
- highlights the child's strengths and weaknesses that may be different at home (1) and how support with these may be required to help improve the child's level of attendance (1)
- provides information to parents / carers about the key stage 1 curriculum milestones and alerts the parent / carer of the importance of good attendance (1).

Accept other appropriate responses.

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

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

[4 marks]

AO3 = 4 marks

Award **one** mark for each discussion point relevant to the outcomes for pupils using technology in a secondary school classroom, up to a maximum of **four** marks.

- Ensures technology skills / expertise within IT are taught and developed as these skills will be required for safe social media use (1). Using technology in a supportive and supervised classroom environment, where help is on hand, will support pupils to learn safe ways of interacting with technology when learning and socialising with others, and access support if

pupils' experience issues (1). This results in pupils being equipped with knowledge and confidence to use technology safely and prevent any future danger or safeguarding risk (1).

- Reduces social collaboration / reduces young person's opportunity for social interactions within the classroom environment (1). This may have a negative impact on the development of social and emotional communication skills (1) as many young people already spend increased amounts of time using technology to communicate outside of the classroom, they may not get a break from a screen (1), which may further isolate the young person and impact upon their mental health (1).

Accept any other appropriate responses.

10	<p>Jack teaches secondary school pupils aged 14 to 16 years. His previous employment involved working in a further education (FE) college.</p> <p>In his new role, Jack will have opportunities to maintain continuous professional development (CPD).</p> <p>Analyse the importance of Jack maintaining CPD.</p> <p>Your response should demonstrate:</p> <ul style="list-style-type: none"> • reasoned judgements regarding the importance of Jack maintaining CPD. <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
Plus 3 marks for QWC

Band	Marks	Descriptor
4	10–12	<p>AO3 – Analysis is comprehensive, effective and relevant; excellent understanding of Jack's professional responsibility to maintain currency within practice is demonstrated.</p> <p>AO2 – Clear and reasoned understanding of the impact on Jack's teaching and young people's learning when his CPD is maintained.</p> <p>AO1 – Knowledge and understanding of Isaac's professional responsibility to maintain CPD that is detailed and fully accurate.</p> <p>Logical and coherent chains of reasoning when considering the importance of Jack maintaining CPD.</p>

3	7–9	<p>AO3 – Analysis is generally effective and mostly relevant; good understanding of Jack’s professional responsibility to maintain currency within practice is demonstrated.</p> <p>AO2 – Some reasoned understanding of the impact on Jack 's teaching and young people's learning when his CPD is maintained.</p> <p>AO1 – Knowledge and understanding of Isaac’s professional responsibility to maintain CPD that is mostly detailed and mostly accurate.</p> <p>Mostly logical chains of reasoning, although on occasions may lose focus, when considering the importance of Jack maintaining CPD.</p>
2	4–6	<p>AO3 – Analysis is somewhat effective and of some relevance; some understanding of Jack’s professional responsibility to maintain currency within practice is demonstrated.</p> <p>AO2 – Simplistic or basic reasoned understanding of the impact on Jack's teaching and young people’s learning when his CPD is maintained.</p> <p>AO1 – Knowledge and understanding of Isaac’s professional responsibility to maintain CPD that has some detail and some accuracy.</p> <p>Basic or limited reasoned understanding, with inaccuracies when considering the importance of Jack maintaining CPD.</p>
1	1–3	<p>AO3 – Analysis is limited in effectiveness and relevance; very little understanding of Jack’s professional responsibility to maintain currency within practice is demonstrated.</p> <p>AO2 – Lack of reasoned understanding of the impact on Jack’s teaching and young people's learning when CPD is maintained.</p> <p>AO1 – Knowledge and understanding of Isaac’s professional responsibility to maintain CPD that is limited in detail and accuracy.</p> <p>The answer is fragmented, with significant inaccuracies and omissions when considering the importance of Jack maintaining CPD.</p>
	0	No creditworthy material.

Indicative content

Examiners are reminded that the indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Students may make all, some or none of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any other appropriate response.

AO1 and AO2 may be implicit through the level of analysis / reasoned judgements and / or conclusions that the student provides.

AO1 – Demonstrating an understanding of Isaac’s professional responsibility to maintain CPD that may include:

- to ensure currency of sector skills / knowledge
- to ensure he has knowledge that meets teaching specification requirements
- professional responsibility to maintain currency
- professional growth
- improves own performance
- to ensure quality of learning experience for young people
- Isaac acknowledges changes to legislation / methods / information.

AO2 – Applying knowledge and understanding of the impact of CPD on Jack’s teaching practice that may include:

- Jack is secure in his teaching, which gives him confidence when presenting information to young people
- the information he gives to young people is accurate and current, which upholds his professional responsibility as a teacher
- exam preparation meets the specification requirements, meaning the curriculum implementation is fit for purpose
- young people's engagement is improved when content is current
- Jack learns new approaches / innovations within teaching, which engages and motivates young people to participate
- allows for Jack to identify ways to improve his teaching performance when the need to improve is identified
- gives Jack the opportunity to understand future workforce needs.

AO3 – Reasoned judgements regarding the importance of Jack maintaining CPD that may include:

- when knowledge is transferred in a way that suits young people, they have the best chance of gaining high marks in assessments
- when learning is relevant and up to date, young people engage in their education
- there are increased opportunities for young people going into work when their knowledge and skills are relevant and meet employers’ needs
- to continually improve outcomes for young people
- enjoyment of learning supports continued engagement in education
- success within learning increases motivation and raises aspirations of young people.

Accept any 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: Equality and diversity

Total for this section: 24 marks

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

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

[1 mark]

AO1 = 1 mark

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

Answer: **D** (0 to 25 years)

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



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

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

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

Give your answer as a percentage.
Use the conversion 1 litre = 1000 cm³

[2 marks]

AO2 = 2 marks

Award **one** mark maximum for a valid method:

- $(66 \div ((110 \times 60 \times 25) \div 1000)) \times 100$

OR

- $66 \times 1000 \div (110 \times 60 \times 25) \times 100$

Or equivalent to the above methods.

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

- = 40% (must include %)

13	The senior leadership team of a further education (FE) college are updating their organisational policies to ensure that they are meet the requirements of the Equality Act 2010.	
13 (a)	Identify two organisational policies the FE college could have that guide practice to meet the requirements of the Equality Act 2010.	[2 marks]

13 (a)

AO1 = 2 marks

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

- inclusion policy (1)
- accessibility policy (1)
- admissions policy (1)
- anti-bullying policy (1)
- safeguarding policy (1)
- partnership working policy (1).

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

AO2 = 2 marks

Award up to **one** mark for each explanation point of how the policy meets the requirement of the Equality Act 2010, up to a maximum of **two** marks:

- inclusion policy – to ensure all young people are given equal access within the provision regardless of characteristics (1), to enable young people to have access to equipment and resources that meet individual needs to enable them to fulfil their potential / best outcomes (1)
- accessibility policy – to ensure all young people have access to a full range of opportunities within the provision (1), with adaptations made to the environment to enable all young people to take part in all aspects of the curriculum, ensuring their potential is met / best outcomes are achieved (1)

- admissions policy – to ensure all young people have equal access to the setting regardless of individual needs and differences (1); young people’s characteristics do not bias admission to the setting, giving equal chance of educational success / outcomes (1)
- anti-bullying policy – to ensure young people are safeguarded and differences are accepted (1), to ensure young people are protected from labelling / isolation and every effort is made to maintain positive wellbeing for all individuals (1)
- safeguarding policy – to ensure young people’s safety, dignity and respect (1), to ensure young people and their families are protected from harm / abuse that will have a negative impact on an individual’s education and holistic wellbeing, and potentially affect individuals’ future lives (1)
- partnership working policy – to ensure young people’s information is shared appropriately to access best support (1), a multi-agency approach is recognised as being essential in support of best outcomes for young people (1).

Accept any other appropriate responses.

14	A job advertisement for the role of nursery practitioner based in a toddler room of the nursery, states that nursery practitioners must understand the importance of procedures to promote equality, diversity and inclusion at the nursery.
14 (a)	Identify why it is important for nursery practitioners to promote equality, diversity and inclusion at the nursery.
	[1 mark]

14 (a)

AO1 = 1 mark

Award **one** mark for why it is important for nursery practitioners to promote equality, diversity and inclusion:

- complying with legal responsibilities (Equality Act 2010) (1)
- preventing discrimination (1)
- ensuring equality of opportunity (1)
- meeting individual needs and ensuring accessibility for all (1).

Accept any other appropriate responses.

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

[4 marks]

14 (b)

AO3 = 4 marks

Award **one** mark for each discussion point, up to a maximum of **four** marks (AO3).

- Equipment and resources provided for the toddlers, such as books, should reflect positively and with respect to all people within society (1). By representing a diverse society, nursery practitioners are contributing to a sense of belonging and identity for the toddlers and their families (1). By including a range of resources, nursery practitioners are supporting an inclusive environment (1) and encouraging children to appreciate and value individual difference (1).
- All negative comments must be challenged by nursery practitioners in a sensitive way, using this an opportunity for learning (1). Nursery practitioners who find it difficult to apply equality of opportunity without bias would benefit from further training where they are able to understand and appreciate the significance of diversity (1). New learning will support quality interactions and enabling environments for all children (1). Confident nursery practitioners are more likely to encourage toddlers' parents to be involved in the setting and this will deepen an understanding of cultures, traditions and different family circumstances (1).
- All resources and equipment must be suitable for the toddlers to participate in (1), this will enable an inclusive environment (1). Child-centred practice will ensure that children can contribute and feel valued for the contributions that they make (1). Children's interests must be valued, allowing access and a sense of fulfilment at all times (1).

Accept any other appropriate responses.

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

15 (a) Identify two ways the children's negative attitudes could affect Noah.

[2 marks]

15 (a)

AO1 = 2 marks

Award **one** mark for correctly identifying each way the children's negative attitudes could affect Noah:

- poor mental health (1)
- social exclusion / isolation due to avoiding contact with peers (1)
- poor emotional wellbeing (1)
- lacking confidence to join in with activities (1)
- feeling stigmatised (1).

Accept other appropriate responses.

15 (b) Using examples, explain two strategies the teacher can use to increase Noah's confidence with his peers.

[4 marks]

15 (b)

AO2 = 4 marks

Award **one** mark for a valid explanation of each strategy, up to a maximum of **four** marks:

- encouraging Noah to share information with his peers about his culture and background in a positive way (1) will give his peers opportunity to understand Noah's cultural background in a positive way (1)
- review of setting inclusion policy (1) to ensure practitioners are following the policy appropriately and recognising where changes need to be made in support of Noah (1)
- implement a buddy system for Noah (1) that will introduce Noah into the peer group / support the development of friendships (1)
- introduce acceptance / highlight consequences of being treated unkindly into personal, social, health and economic (PSHE) lessons (1) to support peers to understand the impact their actions may have on Noah (1).

Accept any other appropriate responses.

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

[6 marks]

15 (c)

AO2 = 3 marks

AO3 = 3 marks

Band	Marks	Descriptor
3	5–6	AO3 – Discussion of the importance of challenging negative attitudes and behaviour is comprehensive, effective and relevant . AO2 – Applied knowledge and understanding of negative attitudes and behaviour to the given context is detailed and fully relevant .
2	3–4	AO3 – Discussion of the importance of challenging negative attitudes and behaviour is in most parts effective and mostly relevant , showing mostly logical and coherent chains of reasoning. AO2 – Applied knowledge of negative attitudes and behaviour to the given context is mostly detailed and mostly relevant .
1	1–2	AO3 – Discussion of the importance of challenging negative attitudes and behaviour is in some parts effective and of some relevance . AO2 – Applied knowledge of negative attitudes and behaviour to the given context has some detail and some relevance .
	0	No creditworthy material.

Indicative content

AO2 – Application of knowledge and understanding:

- the teacher has a professional responsibility to address and prevent discrimination towards Noah
- the teacher has a responsibility to educate Noah’s peers about unacceptable behaviours and attitudes
- addressing the situation will support Noah’s peer group to understand why their behaviour is unacceptable
- successfully addressing the situation will support Noah’s confidence and wellbeing.

A03 – Discussion of the importance in the teacher challenging negative attitudes and behaviours.

- Noah's peers will recognise that the behaviour is unacceptable if the teacher addresses it, where possible it must be addressed immediately to have greater impact. The children may not be aware that their behaviours and attitudes are unacceptable or understand the impact they can have on Noah. Educating the children on why their behaviours and attitudes are not acceptable is important so that they can understand from Noah's point of view.
- Not addressing the situation successfully may reinforce acceptance of negative behaviours, the children will therefore continue / Noah will continue to feel stigmatised, and his feelings of self-worth will reduce. Noah may begin to also believe that the behaviours and or attitudes are OK and accepted.
- Noah's peers will learn why certain behaviours are unacceptable in school / society and begin to be more inclusive of Noah and situations that arise in the future.
- Noah may experience long-term mental health effects if the issues are not addressed successfully, having an impact on Noah across many areas of his life including his social and emotional needs.

Accept any other appropriate responses.

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

Total for this section: 24 marks

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

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

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

[1 mark]

AO1 = 1 mark

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

Answer: **D** (16 years)

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

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

[2 marks]

AO2 = 2 marks

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

- to ensure continuity of care (1), this will support Natalia to cope with the transition more easily (1)
- to ensure staff are aware of Natalia's support needs (1), this will support staff to plan and select resources in preparation for Natalia starting at the school (1)
- to ensure the school is aware of current interventions and strategies to support Natalia (1), this will give staff understanding of what they need to do to prepare for Natalia (1)

- to make staff aware of any barriers (1), giving them the opportunity to assess the environment and make changes prior to Natalia starting (1)
- provides a starting point for a meeting (1) to reassure Natalia / her parents that needs will continue to be met (1).

Accept any other appropriate responses

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

18 (a) Define the term ‘auditory processing disorder’.

[2 marks]

18 (a)

AO1 = 2 mark

Award **one** mark for the correct definition, up to a maximum of **two** marks:

- auditory processing disorder is a condition where an individual has difficulties making sense of the sounds they hear (1).

Accept other appropriate responses.

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

[2 marks]

18 (b)

AO2 = 2 mark

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

- auditory figure-ground difficulties (1) – Safia will find it difficult to stay focused if there is noise in the background (1)
- auditory cohesion difficulties (1) – Safia will find it difficult to cope with verbal problem solving, such as verbal maths problems or comprehension (1)
- auditory memory difficulties (1) – Safia will find it difficult remembering information, such as lists or instructions (1)
- auditory attention difficulties (1) – Safia will find it difficult to focus on listening long enough to complete a task (1)
- auditory discrimination difficulties (1) – Safia will find it difficult to hear the difference between words that sound similar (1).

Accept any other appropriate responses.

19	Muhammed, a wheelchair user, who has limited motor control attends a mainstream primary school. Teachers are looking at ways in which they can support Muhammed by making adaptations to the school environment to ensure the principles of inclusion are maintained.	
19 (a)	Identify one adaptation teachers can make to the school environment to ensure the principles of inclusion are maintained.	[1 mark]

19 (a)

AO1 = 1 marks

Award **one** mark for a relevant adaptation, up to a maximum of **one** mark:

- provide specialist equipment, such as lower sinks or adjustable height desks / tables (1)
- put in place discreet specialist support (1).

19 (b)	Analyse how the adaptation to the school environment will support Muhammed’s participation in classroom activities.	[4 marks]
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19 (b)

AO3 = 4 marks

Award **one** mark for each analysis point, up to a maximum of **four** marks.

- Providing specialist equipment will ensure that Muhammed can sit comfortably in the wheelchair throughout the lesson without discomfort that may distract him from learning (1). He will be able to independently reach, access and use the activity / resource / piece of equipment that is required to complete planned activities / meet his needs (1), this will ensure that he can fully participate alongside his peers in the school environment (1) and he will feel equally as valued as his peers (1).
- Discreet specialist support would allow Muhammed the opportunity to receive differentiated support at his own pace during the activities within the classroom (1), resulting in him feeling that the activities are achievable and accessible (1), which will enable him to be independent and in control of his own learning (1), resulting in Muhammed being able to participate and learn in a way that promotes his self-esteem (1).

Accept any other appropriate responses.

20	<p>Marco is 5 years old and attends the local primary school. When he was 3 years old, Marco was diagnosed with autism. This condition particularly affects Marco’s ability to communicate with others. Marco rarely interacts with his peers or adults and he spends long periods of time looking at his favourite cartoon character on his tablet.</p> <p>Marco often has difficulty coping with routine changes during the school day, such as mealtimes or outdoor play.</p> <p>The school practitioners use augmentative and alternative communication (AAC) to communicate with Marco and help him cope with routine changes during the school day. This includes no-tech and low-tech communication methods.</p>
20 (a)	<p>Identify two no-tech communication methods the practitioners could use to communicate with Marco.</p> <p style="text-align: right;">[2 marks]</p>

20 (a)

AO1 = 2 marks

Award **one** mark for each method:

- use of body language / facial expressions (1)
- pointing (1)
- communication partner (1)
- objects of reference (1)
- signing (1)
- simple language / vocalisations (1).

Accept any other appropriate responses.

20 (b)	<p>Explain two ways a Picture Exchange Communication System (PECS) will help Marco cope with routine changes during the school day.</p> <p style="text-align: right;">[4 marks]</p>
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20 (b)

AO2 = 4 marks

Award **one** mark for each explanation point, up to a maximum of **two** marks for each way, **four** marks in total.

- To show Marco he will be moving from one activity to another (1), which will give Marco time to process the information and reduce potential for upset (1).
- Allow Marco to see pictorially the routine of the day (1), which will inform him of the set-up of the day, giving Marco prior warning of changes (1).

- Marco lacks communication skills so a PECS will help to inform him of the structure of the day (1), this will allow for more acceptance of changes and reduce anxiety (1).
- Other children may observe the PECS and support Marco (1), this will allow him to have some interaction with others in the group (1).
- The use of a PECS will be a constant in Marco’s day (1); Marco will eventually use this as a go-to resource to gain information (1).
- Informing Marco visually of the upcoming change will allow him to feel in control (1). This understanding may support Marco to feel empowered and less anxious or upset when change happens (1).

Accept any other appropriate responses.

20 (c)	Discuss the potential impacts of using high-tech communication systems to support Marco's communication during the school day.	[6 marks]
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20 (c)

AO2= 3 marks
AO3= 3 marks

Band	Marks	Descriptor
3	5–6	AO3 – Discussion of the impacts of using high-tech communication systems to support Marco is comprehensive, effective and relevant . AO2 – Applied knowledge and understanding of high-tech communication systems to the given context is detailed and fully relevant .
2	3–4	AO3 – Discussion of the impacts of using high-tech communication systems to support Marco is in most parts effective and mostly relevant , showing mostly logical and coherent chains of reasoning. AO2 – Applied knowledge and understanding of high-tech communication systems to the given context is mostly detailed and mostly relevant .
1	1–2	AO3 – Discussion of the impacts of using high-tech communication systems to support Marco is in some parts effective and of some relevance . AO2 – Applied knowledge and understanding of high-tech communication systems to the given context has some detail and some relevance .
	0	No creditworthy material.

AO2: Application of knowledge and understanding of high-tech communication systems.

AO3: Discussion of the impacts of using high-tech communication systems to support Marco.

Potential positive impacts may include:

- Marco’s chosen medium is the tablet, which means he is more likely to understand how to engage with other high-tech systems

- previous experience may mean Marco is more open to other high-tech systems to widen his communication skills
- high-tech systems could be used to reinforce low-tech strategies, for example visual prompts on a tablet rather than an actual picture at times of change
- varying types of high-tech systems will support him to be less reliant on his tablet for communication
- Marco may show interest in other children using a high-tech system, prompting simple communication with them
- the devices can be portable, meaning that they can go with Marco wherever he chooses to be in the setting
- devices can be shared with home, to support consistent approach to encouraging communication.

Potential negative impacts may include:

- the tablet is Marco's medium of choice, therefore using this device is not helping to develop his wider communication skills
- Marco could have pre-existing ideas about what he wants to do with the tablet and not be receptive to using it in a different way, which will limit opportunities for Marco to enhance his communication
- using other high-tech may result in over-reliance on high-tech systems, with no improvement in communication / not helping to improve his social interaction or communication skills with others
- devices may be left in the wrong location (for example, left at home) leaving no means to communicate
- the high-tech may fail, therefore leaving Marco with no means to communicate
- financial implications of repair or update to devices.

Accept any other appropriate responses.

Assessment Objective Grid

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

20 (b)		4			4
20 (c)		3	3		6
Total	6	11	7		24
Paper Total	28	38	30	6	102
Tolerance	25-30	33-38	28-33	6	102

Maths **

SAMPLE

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Owner: Head of Assessment Design

Change History Record

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