



T Level Technical Qualification in Education and Early Years (Level 3) QN: 610/5748/4

Core knowledge and understanding

Sample Paper

Mark Scheme

v1.1: Additional sample material
31 October 2025
Paper code: N/A

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 objectives (AOs) 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.
- 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 bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band 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 focusing 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 AOs, so as not to over / under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and, therefore, you must credit other suitable responses a student may produce. It is not a requirement either that students must cover all of the indicative content to be awarded full marks.

Assessment objectives (AOs)

This assessment requires students to:

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

The weightings of each AO can be found in the Qualification Specification.

Section A – Element 2: Supporting education, Element 6: Working in partnership, and Element 1: Wider education sector

This section is worth **37** marks, including **3** marks for quality of written communication (QWC) and use of specialist terminology.

1	Identify one type of non-maintained school provision.	[1 mark]
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AO1 = 1 mark

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

- academies
- free schools
- private (independent) schools / special schools
- alternative provision (for example, home schooling).

Accept any other suitable response.

2	Pre-production is a stage of acquiring an additional language. Identify two other stages.	[2 marks]
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AO1 = 2 marks

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

- early production
- speech emergence
- intermediate fluency
- continued language development / advanced fluency.

3	The Department for Education (DfE) reported 45.9% of pupils achieved a grade 5 or higher in both English and mathematics at the end of key stage 4 in 2023 / 24. In a school with 250 year 11 pupils, calculate how many pupils are expected to achieve a grade 5 or above in both subjects. https://explore-education-statistics.service.gov.uk / find-statistics / key stage-4-performance	[2 marks]
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Mathematics = 2 marks

Award **one** mark for use of valid method:
 250×0.459 (or equivalent method) (1)

Award **one** mark for the correct answer:
114.75 (1)

Note: award two marks for a correct answer where working is not shown.

Note: rounding to 115 or 114.8 are acceptable for a mark.

4 (a) Explain **one** way teachers can use resources to support children with English as an additional language (EAL).

[2 marks]

AO1 = 2 marks

Award **one** mark for an identification of a way and award **one** additional mark for a linked explanation, up to a maximum of **two** marks:

- Teachers can create visual aids (1), the aids will provide support and understanding and help children engage with new concepts and language (1).
- Teachers can provide bilingual dictionaries (1), this will facilitate vocabulary acquisition / comprehension / translation tasks (1).
- Teachers can use interactive activities in class (1), this will foster engagement in activities / build confidence in activities / promote language acquisition (1).

Accept any other suitable response.

4 (b) A teaching assistant (TA) is supporting Leah, aged 10 years, who uses English as an additional language (EAL). Leah often finds she is unable to engage in group activities, becoming overwhelmed by teacher instruction.

Explain **one** way that scaffolding learning may help Leah.

[2 marks]

AO2 = 2 marks

Award **one** mark for the identification of a relevant scaffolding approach and award **one** additional mark for a linked explanation, up to a maximum of **two** marks:

- The TA can scaffold their lessons so that the teacher's instructions are broken down into manageable tasks (1). This will help Leah to understand lesson expectations, contributing to learning, allowing Leah a sense of achievement in an inclusive learning environment (1).
- The TA can create lesson self-help cards for Leah that will remind her of the objectives of the lesson and what she must do (1). These cards will be useful for all pupils, giving

Leah the opportunity to review her learning and engage with her peers whilst achieving the outcomes at a pace she is comfortable with (1).

Accept any other suitable response.

5 A year 10 teacher is supporting mixed-ability pupils on a group project as part of their food technology coursework. They are concerned how their teaching strategies will meet all their pupils' individual needs.

Evaluate **one** potential impact that effective teaching could have on pupils' success.

[3 marks]

AO3 = 3 marks

Award **one** mark for an appropriate impact and award **two** additional marks for the evaluation points included, up to a maximum of **three** marks:

- Giving individual scaffolded feedback on the food technology group work can help each pupil to understand how to improve their work / strategies / methods / approaches / presentation leading to improved outcomes (1). Without specific feedback, pupils' motivation may decrease, resulting in a lack of engagement / contribution / participation during the project (1). Therefore, providing effective teaching through tailored feedback can result in pupils building confidence / resilience / metacognition for healthy dispositions to learning, which can be transferred across other subjects in this critical study period (1).
- Providing access to a range of resources, to ensure inclusive opportunities for each student will help support collaboration amongst the group / communication / negotiation / problem-solving / peer-to-peer learning (1). Without providing these specific resources, pupils may not be able to access the learning required to meet their targets, which may impact their focus going forward (1). Therefore, providing an inclusive learning environment for all pupils supports wider learning, strengthens their knowledge and understanding through being listening to / respected / valued, promoting group cohesion / inclusivity towards success (1).

Accept any other suitable response.

6	The headteacher of a primary school is introducing up-to-date, appropriate technology to the classroom to improve teaching, learning and development for the pupils. Discuss the impact of using up-to-date, appropriate technology in supporting pupil's learning and development. Your response must include reasoned judgements and conclusions. [6 marks]
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AO3 = 6 marks

Band	Mark	Descriptor
3	5 to 6	AO3 – discussion of the impact of using up-to-date, appropriate technology in supporting pupil's learning and development is well developed, effective and fully relevant, showing highly detailed, logical and coherent chains of reasoning throughout. Conclusions are informed and are fully supported with rational and balanced judgements.
2	3 to 4	AO3 – discussion of the impact of using up-to-date, appropriate technology in supporting pupil's learning and development is reasonably developed, in most parts effective and mostly relevant, showing mostly detailed, logical and coherent chains of reasoning throughout. Conclusions are supported with judgements that consider most of the relevant arguments.
1	1 to 2	AO3 – discussion of the impact of using up-to-date, appropriate technology in supporting pupil's learning and development is basic, in some parts effective and of some relevance, showing some but limited detailed, logical and coherent chains of reasoning throughout. Brief conclusions are supported by judgements that consider only the most basic arguments.
0	0	No creditworthy material.

Indicative content**Reasoned judgements**

- Supports planning, designing and delivery of suitable learning materials and assessments saving time for teachers and other practitioners.
- Makes learning accessible for children and young people with special educational needs and disabilities (SEND) so that they can learn alongside their peers.
- Prepares pupils for future learning and career opportunities as it increases their digital literacy.

- Not everyone will know how to use the new technology and taking time to train everyone can take teachers away from the classroom.
- Parents might not be able to access online platforms if they do not have technology in the home to support it.
- If the technology breaks or is hacked, lots of work and information can be lost quickly and teachers, professionals and parents will not know where the pupils are up to in their education.

Conclusions

- Technology can promote independent learning at the pupil's own pace; this can be effective for reflection as well as providing opportunities for autonomy, supporting development and extending learning.
- Technology can speed up support for pupils and their families as information can be shared more quickly online between agencies, making referral and review processes smoother. This results in effective communication, offering consistent strategies for tailored teaching and learning.

Accept any other suitable response.

7 James, a year 4 teacher, is looking to support the pupil's language development in his class. He is researching Piaget's concrete operational stage of language development. Explain two ways James can apply his knowledge of this stage to improve teaching and learning experiences for pupils. [4 marks]

AO2 = 4 marks

Award **one** mark for an identification of each way, up to a maximum of **two** marks, and award **one** additional mark for each linked explanation, up to a total maximum of **four** marks:

- James can apply Piaget's theory by using visual aids such as posters / diagrams (1). This will help him to build upon existing schemas / extend existing knowledge (1)
- James can apply Piaget's theory by encouraging discussions amongst the pupils (1), in allowing these opportunities for children to ask 'why' and 'how' questions it will enhance the pupil's critical thinking skills (1)
- James can apply Piaget's theory by providing hands-on / real-world activities (1), which will support the pupils to classify words or concepts, helping them think logically (1).

Accept any other suitable response.

8	Jack, aged 3 years, has speech, communication and language needs that makes it difficult for him to be understood by others. Jack's key person works closely with his family, the special educational needs and disabilities co-ordinator (SENDCo) and a speech and language therapist to promote his communication, speech and language skills. Discuss the importance of establishing and maintaining collaborative ways of working in partnership with Jack's family and other professionals to support him. Your response must include: • reasoned judgements • conclusions relating to the importance of establishing and maintaining collaborative ways of working in partnership with Jack's family and other professionals to support him. [12 marks, plus 3 marks for QWC]
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AO1 = 4 marks
 AO2 = 4 marks
 AO3 = 4 marks
 QWC = 3 marks

Band	Mark	Descriptor
		AO3 – discussion is comprehensive, effective and relevant , showing logical and coherent chains of reasoning throughout. Accurate judgements and rational and balanced conclusions or addressed needs are evident.
4	10 to 12	AO2 – knowledge and understanding of the advantages of establishing and maintaining collaborative ways of working with Jack's family and other professionals to support Jack is clear and fully accurate , with sustained focus. AO1 – the answer demonstrates extensive breadth and / or depth of understanding. AO3 – discussion is generally effective and mostly relevant , showing mostly logical and coherent chains of reasoning. Mostly accurate judgements and mostly rational and balanced conclusions or addressed needs are evident.
3	7 to 9	AO2 – knowledge and understanding of the ways of establishing and maintaining collaborative ways of working with Jack's family and other professionals to support Jack is mostly clear and generally accurate , although on occasion may lose focus. AO1 – the answer demonstrates reasonable breadth and / or depth of understanding, with occasional inaccuracies and / or omissions.

		AO3 – discussion is somewhat effective and of some relevance , with reasoning taking the form of generic statements with some development. Judgements have some merit (simplistic and brief) , and conclusions or addressed needs will have some but limited rationality and balance .
2	4 to 6	AO2 – knowledge and understanding of the advantages of establishing and maintaining collaborative ways of working with Jack’s family and other professionals to support Jack shows some but limited accuracy , focus and relevance. AO1 – the answer is basic and shows limited breadth and / or depth of understanding, with inaccuracies and omissions. AO3 – discussion 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.
1	1 to 3	AO2 – knowledge and understanding of the advantages of establishing and maintaining collaborative ways of working with Jack’s family and other professionals to support Jack has minimal focus and relevance to the context. AO1 – the answer is fragmented , with isolated points, showing superficial breath and / or depth of understanding, with significant inaccuracies and omissions.
	0	No creditworthy material.

Indicative content

- importance of clear and consistent communication channels
- importance of respecting the professionals’ and family’s expertise
- importance of sharing relevant information
- importance of using a child-centred approach.

Reasoned judgements

- Working collaboratively establishes clear communication channels and is important to ensure everyone supporting Jack is informed and working towards common communication goals, preventing errors and ensuring a cohesive approach.
- Respecting the expertise of Jack's family, the SENDCo, and the speech and language therapist is important for a holistic understanding of Jack's difficulties and how best to support his communication development.
- All involved should share relevant information, with consent, allowing for a detailed / accurate picture of Jack's communication needs in and out of school, leading to more targeted and effective support.

Conclusions relating to the importance of establishing and maintaining collaborative ways of working in partnership with Jack's family and other professionals to support him

- Establishing clear and consistent communication channels between the school nursery, Jack's family, the SENDCo, and the speech and language therapist is vital as it ensures everyone is informed about Jack's specific communication goals and the strategies being used across settings to support his communication in a consistent way. This ensures there is consistent reinforcement of the language targets for all involved in his support, minimising the possibility of errors that may then affect Jack's progress.
- It is important to respect the knowledge of Jack's family who understand him the best and respect the expertise of both the SENDCo in school and the speech and language therapist. This allows for a comprehensive approach to directly address Jack's individual communication needs with tailored strategies in each environment to maximise Jack's speech, communication and language skills.
- It is important to ensure information regarding Jack's communication abilities, challenges, and progress is shared consistently and appropriately between the key person, his family, and the speech therapist (with the family's informed consent). This will give a more detailed understanding of his needs across all environments as well as a holistic view that will inform targeted intervention strategies to support Jack's specific communication needs in both educational and home settings.
- Maintaining a consistent child-centred approach throughout all collaborative discussions is so important as it ensures that Jack's individual communication development and overall wellbeing remain the main priority. This shared commitment sets consistent expectations across the settings. By keeping Jack at the centre, the team can ensure that the support provided is tailored to his unique needs and maximises his development.

Accept any other suitable response.

QWC mark scheme

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 is 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 is 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 is used effectively.
0	There is no answer written or none of the material presented is creditworthy. Or The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.

Section B – Element 3: Safeguarding, equality and diversity and wellbeing

This section is worth **34** marks, including **3** marks for quality of written communication (QWC) and use of specialist terminology.

9 State **one** reason why promoting equality, diversity and inclusion is important in education and early years settings.

[1 mark]

AO1 = 1 mark

Award **one** mark for a reason identified, up to a maximum of **one** mark:

- complying with legal responsibilities
- preventing discrimination
- ensuring equality of opportunity
- meeting individual needs and ensuring equity for all
- appreciating and celebrating differences and valuing diversity
- recognising and valuing different family circumstances and cultures
- ensuring dignity and respect for all
- fulfilling professional responsibilities and protect the reputation of the setting.

Accept any other suitable response.

10 (a) Explain **one** behaviour demonstrated by a teacher that may indicate they are forming an inappropriate relationship with a young person.

[2 marks]

AO1 = 2 marks

Award **one** mark for an identification of a behaviour and award **one** additional mark for a linked explanation, up to a maximum of **two** marks:

- Using private texts to communicate with a young person may be a warning sign (1) as it bypasses formal communication channels and can lead to secrecy or grooming behaviours (1).
- The teacher offering gifts to a young person may be a warning sign (1) as this can create a perception that the teacher might be influenced to give the young person preferential treatment (1).
- The teacher using social media to communicate with the young person may be a warning sign (1) as this can blur the lines / boundaries between professional and personal relationships (1).

Accept any other suitable response.

- 10 (b)** Mr Benn, a key stage 3 English teacher, has given the class access to his personal computer games to increase the pupil's imagination and creativity into their writing. He is a very keen gamer and often boasts to the class about the types of games he plays including other players he chats with online.
Describe **one** way Mr Benn may be misusing his position of trust.

[2 marks]

AO2 = 2 marks

Award **one** mark for the identification of a correct misuse of a position of trust and award **one** further mark for the description, up to a maximum of **two** marks:

- Influencing the pupils to play his games may mean they are viewing inappropriate content for their age (1), which may mean they will be exposed to harmful material that could impact their emotional wellbeing (1).
- Boasting about who he plays with may encourage the pupils to access his unmoderated chats (1). The chat may contain harmful interactions that are inappropriate for the age of his pupils, which could blur the teacher / pupil relationship (1).

Accept any other suitable response.

- 11 (a)** Give **two** reasons why the Children Act 2004 is important in safeguarding children and young people.

[2 marks]

AO1 = 2 marks

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

- it promotes collaborative working with other professionals / agencies
- it promotes the welfare of children.

Accept any other suitable response.

- 11 (b)** A nursery practitioner notices bruising around 14-month-old Harry's groin when changing his nappy.

Describe **one** other associated sign that the practitioner should be concerned about as an indicator of him being sexually abused.

[2 marks]

AO2 = 2 marks

Award **one** mark for an identification of a sign and award **one** additional mark for a linked description, up to a maximum of **two** marks:

- The practitioner may be concerned if Harry shows signs of swelling around his genital area (1) as this may be an indication of possible sexual abuse, which would require intervention as appropriate to investigate potential abuse (1).
- The practitioner may be concerned if Harry shows signs of soreness / discharge from his genital area (1) as this may be a sign of infection arising from sexual abuse, which would require investigation of potential abuse and medical intervention (1).

Accept any other suitable response.

12	Jen is an 11-year-old pupil who uses a wheelchair and often faces challenges with physical accessibility around the school environment. This is having an impact on her participation whilst at school. Discuss strategies that can be used to help Jen overcome these barriers to participation at school. Your response must include reasoned judgements and conclusions.	[6 marks]
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AO3 = 6 marks

Band	Mark	Descriptor
3	5 to 6	AO3 – discussion of the strategies that can be used to help Jen overcome these barriers to participation at school is well developed, effective and fully relevant, showing highly detailed, logical and coherent chains of reasoning throughout. Conclusions are informed and are fully supported with rational and balanced judgements.
2	3 to 4	AO3 – discussion of the strategies that can be used to help Jen overcome these barriers to participation at school is reasonably developed, in most parts effective and mostly relevant, showing mostly detailed, logical and coherent chains of reasoning throughout. Conclusions are supported with judgements that consider most of the relevant arguments.
1	1 to 2	AO3 – discussion of the strategies that can be used to help Jen overcome these barriers to participation at school is basic, in some parts effective and of some relevance, showing some but limited detailed, logical and coherent chains of reasoning throughout. Brief conclusions are supported by judgements that consider only the most basic arguments.
0	0	No creditworthy material.

Indicative content

Reasoned judgements

- It is recommended that wheelchair-accessible features such as ramps, elevators, and adapted desks are implemented as these measures significantly enhance inclusivity for Jen, ensuring compliance with accessibility standards.
- Classroom layouts, such as desk arrangements, could promote Jen's engagement with classroom study so that she is able to move freely around the classroom to select resources independently.
- Seating arrangements that provide sufficient space for Jen to engage with her studies through peer group interaction will promote a sense of belonging / inclusivity.
- Establishing a buddy system for Jen will support a sense of inclusivity and build social cohesion as Jen will be able to contribute / participate in group projects.

Conclusions

- Establishing an accessible physical environment will increase Jen's independence, building her engagement with school activity, resulting in greater educational attainment.
- An accessible teaching and learning environment will support Jen to participate in all types / pedagogical approaches / styles of lessons, enabling equal opportunities to learn alongside her peers.
- Creating an inclusive environment, free from isolation, will support Jen to participate in all activities enabling her to progress, develop deeper understanding and apply new skills to reach her potential.
- Support from a TA or peer buddy system could support Jen to fully participate in class activities with access to any materials / equipment she needs in a safe and secure environment, supporting her holistic development and wellbeing.

Accept any other suitable response.

13	Marco, aged 10 years, has been experiencing bullying at school. Explain two ways that bullying may impact Marco's educational attainment. [4 marks]
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AO2 = 4 marks

Award **one** mark for each identification of a way, up to a maximum of **two** marks, and award **one** additional mark for each linked explanation, up to a total maximum of **four** marks:

- Marco may lack focus in lessons (1), leading to a decline in academic achievement (1).
- Marco may feel unsafe and avoid school-related activities, missing wider learning opportunities (1), further impacting his academic progress (1).
- Marco may experience trauma to his brain because of bullying (1), affecting cognitive development and affecting his memory (1).
- Marco may experience stress and anxiety (1), affecting his ability to focus on lessons (1).

Accept any other suitable response.

14	The designated safeguarding lead (DSL) in a secondary school is arranging training to support staff in recognising the signs of grooming and exploitation. Discuss how this training would support the staff to understand the potential outcomes of this manipulation. Your response must include: • reasoned judgements • conclusions about how this training would support the staff to understand the potential outcomes of this manipulation. [12 marks, plus 3 marks for QWC]
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AO1 = 4 marks

AO2 = 4 marks

AO3 = 4 marks

QWC = 3 marks

Band	Mark	Descriptor
		AO3 – discussion is comprehensive, effective and relevant , showing logical and coherent chains of reasoning throughout. Accurate judgements and rational and balanced conclusions or addressed needs are evident.
4	10 to 12	AO2 – knowledge and understanding of how this training would support the staff to understand the potential outcomes of this manipulation is clear and fully accurate, with sustained focus. AO1 – the answer demonstrates extensive breadth and / or depth of understanding. AO3 – discussion is generally effective and mostly relevant, showing mostly logical and coherent chains of reasoning. Mostly accurate judgements and mostly rational and balanced conclusions or addressed needs are evident.
3	7 to 9	AO2 – knowledge and understanding of how this training would support the staff to understand the potential outcomes of this manipulation is mostly clear and generally accurate, although on occasion may lose focus. AO1 – the answer demonstrates reasonable breadth and / or depth of understanding, with occasional inaccuracies and / or omissions. AO3 – discussion is somewhat effective and of some relevance, with reasoning taking the form of generic statements with some
2	4 to 6	

development. Judgements have **some merit (simplistic and brief)**, and conclusions or addressed needs will have some but **limited rationality and balance**.

AO2 – knowledge and understanding of how this training would support the staff to understand the potential outcomes of this manipulation shows some, but **limited accuracy**, focus and relevance.

AO1 – the answer is **basic** and shows **limited** breadth and / or depth of understanding, with inaccuracies and omissions.

AO3 – discussion 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.

1 1 to 3 AO2 – knowledge and understanding of how this training would support the staff to understand the potential outcomes of this manipulation has **minimal** focus and relevance to the context.

0 AO1 – the answer is **fragmented**, with **isolated** points, showing **superficial** breath and / or depth of understanding, with **significant** inaccuracies and omissions.
No creditworthy material.

Indicative content

Understanding that grooming and exploitation are serious forms of abuse in which children and young people are manipulated and taken advantage of. Grooming is a way of exerting control by building trust to exploit them. Types of exploitation include emotional, criminal, sexual and other harmful behaviours.

Reasoned judgements

- Staff would be able to recognise the signs of grooming and exploitation through observing changes in the pupil's behaviour that may indicate potential manipulation.
- The training would increase staff confidence in their responsibilities / next steps / actions to prevent further harm to the pupils from the manipulation they are experiencing.
- Staff would be able to work in partnership with parents / carers to share information from the training about what signs may indicate their child / young person is being abused through grooming and exploitation.
- Staff could learn how to apply strategies to increase resilience in pupils in being more aware of how they could be groomed or exploited and ways in which they should report it.

Conclusions on how this training would support the staff to understand the potential outcomes of this manipulation

- Staff would be able to recognise that pupils may become withdrawn from their learning and will likely lack motivation / interest / drive. This will impact their participation / engagement, resulting in low attainment / low aspiration / poor attendance.

- Staff would be able to recognise that pupils may demonstrate changes in their behaviour such as, becoming disruptive / lacking attentional skills and may not fully understand the lesson content / fall behind in learning / miss deadlines and examinations / feel unable to work independently / hesitate to ask questions, becoming less curious about their own learning.
- Staff would be able to recognise that pupils who begin to lose connections with their peers, becoming withdrawn or isolated from peers, may begin to lack confidence / develop low self-esteem. This may lead to school avoidance / unsociable behaviour / vulnerability to peer pressure, impacting progress in learning and skills.
- Staff would be able to recognise that pupils who have experienced poor attachment in their life may be vulnerable to exploitation and grooming as they seek a sense of belonging. Educational experiences should establish a secure environment to build their resilience.

Accept any other suitable response.

QWC mark scheme

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 is 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 is 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 is used effectively.
0	There is no answer written or none of the material presented is creditworthy. Or The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.

Section C – Element 4: Special educational needs and disabilities (SEND)

This section is worth **32** marks, including **3** marks for quality of written communication (QWC) and use of specialist terminology.

15	Which one of the following is a potential effect that a primary disability may have on physical development? A Weak motor control B Unreliable impulse control C Unable to recognise sound D Poor emotional regulation	[1 mark]
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AO1 = 1 mark

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

Answer: A (Weak motor control).

16	Identify one feature of effective integrated support provided by multi-agency teams when working with children with special educational needs and disabilities (SEND).	[1 mark]
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AO1 = 1 mark

Award **one** mark for a feature identified, up to a maximum of **one** mark:

- allocating tasks and responsibilities to support requirements
- allows assessments from multiple perspectives
- ensures an effective approach to diverse needs or requirements
- supports early preventions and interventions.

Accept any other suitable response.

17	Give one reason practitioners should avoid using language that could stereotype children and young people with SEND.	[1 mark]
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AO1 = 1 mark

Award **one** mark for a reason identified, up to a maximum of **one** mark:

- it can often emphasise weaknesses rather than strengths
- it can lead to individuals ignoring children's / young peoples' uniqueness
- it can impact self-esteem / anxiety / depression.

Accept any other suitable response.

18 (a) Identify **two** impacts that a chronic health condition may have on a child's educational attainment.

[2 marks]

AO1 = 2 marks

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

- low attendance / missed learning
- cognitive / emotional / mental health challenges
- fatigue and reduced concentration.

Accept any other suitable response.

18 (b) Lily, aged 10 years, has asthma and often uses an inhaler at school. Moving between lessons leaves Lily feeling exhausted at the end of the school day.

Explain **one** way the school can remove barriers, to respect and empower Lily.

[2 marks]

AO2 = 2 marks

Award **one** mark for a way identified and award **one** additional mark for a linked description, up to a maximum of **two** marks:

- The school can remove physical barriers by providing an accessible environment, such as lessons on the ground floor (1), ensuring Lily can move around the school and fully participate in activities without becoming overtired (1).
- The school can remove communication barriers by involving Lily in decisions about her learning and health care needs (1); this ensures her voice is heard, avoids assumptions about what support she might need and empowers her to take ownership of her experience (1).

Accept any other suitable response.

19 A year 5 teacher is learning to use high-tech augmentative and alternative communication (AAC) systems to support a pupil with complex communication needs.

Explain **two** ways the teacher could use these systems to support the pupil.

[4 marks]

AO2 = 4 marks

Award **one** mark for each approach taken by the teacher, up to a maximum of **two** marks and award **one** additional mark for each linked explanation, up to a maximum of **two** marks, up to a total maximum of **four** marks:

- The teacher could give the pupil a tablet with speech synthesis software (1); they can type words or choose phrases, and the tablet will speak to them aloud so others can understand them (1).
- The teacher could give the pupil an eye-tracking device linked to a computer with communication software (1); by looking at symbols or letters on the screen, they can select what they want to say, and the device will speak for them (1).
- The teacher could give them a tablet with a communication app that uses pictures and speech (1); they can tap on pictures that represent what they want to say and the app will speak the words (1).

Accept any other suitable response.

20	Maya, aged 9 years, has learning difficulties that impact her attention span. This makes it difficult for Maya to focus and stay engaged in class activities. Maya's teacher is developing a range of techniques to encourage Maya in her learning. Discuss how the class teacher could support Maya to develop her attention span through a range of different experiences during lessons. Your response must include reasoned judgements and conclusions. [6 marks]
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AO3 = 6 marks

Band	Mark	Descriptor
3	5 to 6	AO3 – discussion of how the class teacher could support Maya to develop her attention span through a range of different experiences during lessons is well developed, effective and fully relevant, showing highly detailed, logical and coherent chains of reasoning throughout. Conclusions are informed and are fully supported with rational and balanced judgements.
2	3 to 4	AO3 – discussion of how the class teacher could support Maya to develop her attention span through a range of different experiences during lessons is reasonably developed, in most parts effective and mostly relevant, showing mostly detailed, logical and coherent chains of reasoning throughout. Conclusions are supported with judgements that consider most of the relevant arguments.
1	1 to 2	AO3 – discussion of how the class teacher could support Maya to develop her attention span through a range of different experiences during lessons is basic, in some parts effective and of some relevance, showing some but limited detailed, logical and coherent chains of reasoning throughout. Brief conclusions are supported by judgements that consider only the most basic arguments.
0	0	No creditworthy material.

Indicative content**Reasoned judgements**

- Maya may find it hard to concentrate and remain focused to follow spoken instructions, but her teacher could support her with short, clear steps and visual cues.
- Maya's learning difficulties may affect how she retains new learning, so her teacher could use repetition and visuals to help her remember key information.

- Maya has a short attention span; the teacher could use practical activities and games to help Maya engage and focus for short periods of time.
- Maya may have difficulty concentrating for sustained periods of time and she may engage more with practical activities and games to support participation.

Conclusions

- Maya's teacher should give support with sustaining attention such as simplified, chunked instructions and visual cues so she is more likely to follow classroom routines and participate more confidently. Without such strategies, she may continue to miss important verbal information, affecting her ability to engage with learning tasks effectively.
- Maya should receive help from her teacher to support her concentration through repetition and use of visual aids, to help her retain new information. If the teacher does not try to improve Maya's attention skills and these memory challenges are left, she may find it increasingly difficult to build on previous learning, which could result in gaps in her knowledge.

Accept any other suitable response.

21	Mr Martin is a careers advisor working in a secondary school. He has been supporting a group of SEND pupils in choosing their next steps at college after finishing school. He has encouraged them to take a less academic course as he believes, that from his own experiences, this type of course would be easier for them to achieve due to their SEND. Discuss the potential impact of Mr Martin recognising the influence of his own personal values and biases in this situation. Your response must include: • reasoned judgements • conclusions regarding the potential impact of Mr Martin recognising the influence of his own personal values and biases in this situation. [12 marks, plus 3 marks for QWC]
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AO1 = 4 marks
 AO2 = 4 marks
 AO3 = 4 marks
 QWC = 3 marks

Band	Mark	Descriptor
		AO3 – discussion is comprehensive, effective and relevant , showing logical and coherent chains of reasoning throughout. Accurate judgements and rational and balanced conclusions or addressed needs are evident.
4	10 to 12	AO2 – knowledge and understanding of the importance of the potential impact of Mr Martin recognising the influence of his own personal values and biases in this situation is clear and fully accurate , with sustained focus. AO1 – the answer demonstrates extensive breadth and / or depth of understanding. AO3 – discussion is generally effective and mostly relevant , showing mostly logical and coherent chains of reasoning. Mostly accurate judgements and mostly rational and balanced conclusions or addressed needs are evident.
3	7 to 9	AO2 – knowledge and understanding of the importance of the potential impact of Mr Martin recognising the influence of his own personal values and biases in this situation is mostly clear and generally accurate , although on occasion may lose focus.
2	4 to 6	AO1 – the answer demonstrates reasonable breadth and / or depth of understanding, with occasional inaccuracies and / or omissions. AO3 – discussion is somewhat effective and of some relevance , with reasoning taking the form of generic statements with some

development. Judgements have **some merit (simplistic and brief)**, and conclusions or addressed needs will have some but **limited rationality and balance**.

AO2 – knowledge and understanding of the potential impact of Mr Martin recognising the influence of his own personal values and biases in this situation shows some but **limited accuracy**, focus and relevance.

AO1 – the answer is **basic** and shows **limited** breadth and / or depth of understanding, with inaccuracies and omissions.

AO3 – discussion 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.

1 1 to 3 AO2 – knowledge and understanding of the potential impact of Mr Martin recognising the influence of his own personal values and biases in this situation has **minimal** focus and relevance to the context.

AO1 – the answer is **fragmented**, with **isolated** points, showing **superficial** breath and / or depth of understanding, with **significant** inaccuracies and omissions.

0 No creditworthy material.

Indicative content

All pupils have equal rights to access an effective learning environment that takes account of their interests, their learning and career aspirations and offers well-informed choice, experience and opportunity to succeed along their educational journey.

Reasoned judgements

- All pupils must be made aware of all options and choices available to them after they finish school, allowing individuals to make informed choices in their career journey.
- Mr Martin's advice should be inclusive to meet the holistic educational needs of each individual pupil with SEND rather than stereotyping them.
- Mr Martin has a legal duty within his role to meet the needs of all individual pupils and support aspiration / potential that is inclusive by allowing them equal choice.
- The pupil's parents / carers may also be influenced by Mr Martin's advice, believing that the less academic route would be a better option for their child with SEND.

Conclusions regarding the potential impact of Mr Martin recognising the influence of his own personal values and biases in this situation

- Advocating for young people with SEND by offering informed information about pupil's options offers a fair opportunity and equity for open discussion through a child-centred approach.

- Mr Martin can explore the different options available at the college and talk through any anxieties and preferences that are available to these pupils and not just what he believes would be appropriate.
- Sharing information about various courses and the subsequent career progression with the pupils' parents / carers about their career aspirations would enable equity between academic and non-academic courses available to them.
- When the school shares information about a range of different options in education they are following their legal responsibility under the Equality Act 2010. If Mr Martin does not share all routes available, then he would be disadvantaging the pupils who may prefer one option over another, and parents / carers would not be fully informed.

Accept any other suitable response.

QWC mark scheme

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 is 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 is 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 is used effectively.
0	There is no answer written or none of the material presented is creditworthy. 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 D – Element 5: Child development

This section is worth **37** marks, including **3** marks for quality of written communication (QWC) and use of specialist terminology.

22 State **one** concept of Bowlby's attachment theory.

[1 mark]

AO1 = 1 mark

Award **one** mark for a key concept identified, up to a maximum of **one** mark:

- innate attachment to one figure
- maternal deprivation
- forming of bonds and relationships with primary caregivers.

Accept any other suitable response.

23 Identify **one** way that practitioners could minimise risks to their own and others' safety when dealing with behaviour that challenges.

[1 mark]

AO1 = 1 mark

Award **one** mark for a way identified, up to a maximum of **one** mark:

- being aware of individuals' prior history
- recognising triggers and early warning signs
- assessing the likelihood of harm to self and others
- removing hazards and reducing risk
- following the setting's policies and procedures.

Accept any other suitable response.

24 (a) Explain **one** way that adult expectations can influence children and young people's behaviour.

[2 marks]

AO1 = 2 marks

Award **one** mark for an identification of a way and award **one** additional mark for a linked explanation, up to a maximum of **two** marks:

- Setting expectations that are inconsistently applied (1), this can leave children feeling stressed and frustrated and lead to power struggles (1).
- Setting expectations that are too high for the child to understand (1), this can lead to low self-esteem, anxiety and rebellion (1).
- Setting expectations that are too low (1), this may lead to children feeling inadequate and having a lack of motivation (1).

Accept any other suitable response.

24 (b) Simran, aged 5 years, has just moved house to live in a small rural village with her dad, following her parents' divorce. She will be starting at a new school in one week. Explain **one** way that Simran's family situation could influence her behaviour.

[2 marks]

AO2 = 2 marks

Award **one** mark for an identification of a way and award **one** additional mark for a linked explanation, up to a maximum of **two** marks:

- Simran's personal circumstances might make her feel worried or unsure because of the recent transition in her life (1); making it hard for her to trust her teachers or make friends, so she might seem shy or nervous (1).
- Simran's recent changes in family dynamics could affect her ability to form secure attachments (1); she may express her feelings through the way she behaves / challenging behaviour / inappropriate behaviour or seek attention (1).

Accept any other suitable response.

25 Give **two** ways children and young people may adapt their behaviour to establish friendships.

[2 marks]

AO1 = 2 marks

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

- communicate using positive verbal and non-verbal approaches
- discuss shared interests
- join / contribute to group activities.

Accept any other suitable response.

26 Ava, a 9-month-old baby, cries every time her mother leaves her. Ava also appears upset when she meets new people.

Describe **two** ways the early years practitioner can apply Schaffer and Emerson's theory to support Ava.

[4 marks]

AO2 = 4 marks

Award **one** mark for each description, up to a maximum of **two** marks, and award **one** additional mark for each linked explanation, up to a maximum of **two** marks, up to a total maximum of **four** marks

- The early years practitioner can establish a relationship with Ava by applying the key person role (1). As a key person, the early years practitioner will spend time with Ava and communicate / liaise with family to understand Ava's care routine, enabling consistency of care and supporting her emotional development by reducing separation anxiety (1).
- The early years practitioner can support Ava to settle by suggesting settling-in days with Ava's mother (1). Ava will see the early years practitioner / key person and her mother together in the setting and this can help Ava to feel safe / secure that her needs will be met (1).
- The early years practitioner should attend to Ava's needs as efficiently as possible (1). Ava will begin to trust that her needs are being met, enabling a secure relationship / connection / attachment to develop between them (1).

Accept any other suitable response.

27 A teaching assistant (TA) has been asked to be more aware of the impact of non-verbal communication when supporting pupils to achieve their targets.

Explain **two** factors of this type of communication that should be demonstrated to support these pupils.

[4 marks]

AO2 = 4 marks

Award **one** mark for each communication factor, up to a maximum of **two** marks and award **one** additional mark for each linked explanation, up to a total maximum of **four** marks:

- One factor could be to always try to show that they are listening attentively to the pupils by demonstrating a calm and friendly posture (1), this will encourage warm responsive / trusting relationships to help the pupils achieve their targets (1).
- One factor could be to sit at the pupil's level, make eye contact to indicate that they are attentive to their needs (1), this shows the pupil that they are valued / welcomed, developing a sense of belonging / inclusivity towards improved outcomes (1).
- One factor could be to demonstrate facial gestures to express how they are feeling, for example smiling or frowning or widening eyes to express emotion (1), this will validate the pupils' feelings in a calm / powerful way as a useful reminder of social norms / expectations as part of their behaviour for learning (1).

Accept any other suitable response.

- 28** Mia, aged 4 years, has recently joined a nursery after moving into the area. Her parents are going through a separation, which is having an impact on Mia's behaviour. She struggles to communicate her needs and becomes easily frustrated, which sometimes leads to her biting the other children. Mia's key person is keen to support both Mia and her parents.

Assess the potential actions the key person could take to help manage Mia's behaviour.

[6 marks]

AO3 = 6 marks

Band	Mark	Descriptor
3	5 to 6	AO3 – assessment of ways the key person could take to help manage Mia's behaviour is well developed, effective and fully relevant , showing highly detailed, logical and coherent chains of reasoning throughout. Conclusions are informed and are fully supported with rational and balanced judgements.
2	3 to 4	AO3 – assessment of ways the key person could take to help manage Mia's behaviour is reasonably developed , in most parts effective and mostly relevant , showing mostly detailed, logical and coherent chains of reasoning throughout. Conclusions are supported with judgements that consider most of the relevant arguments.
1	1 to 2	AO3 – assessment of ways the key person could take to help manage Mia's behaviour is basic , in some parts effective and of some relevance , showing some but limited detailed, logical and coherent chains of reasoning throughout. Brief conclusions are supported by judgements that consider only the most basic arguments.
0	0	No creditworthy material.

Indicative content

Reasoned judgements

- The key person could collaborate with Mia's parents to understand what helps manage Mia's behaviour at home, so they can use similar strategies at nursery to support her.
- The key person could share concerns with the special educational needs and disabilities co-ordinator (SENDCo) or safeguarding lead to arrange early support to help improve Mia's behaviour by meeting her emotional needs sooner.
- The key person should use a behaviour plan, however, if the key person uses a general behaviour plan not tailored to Mia's situation, it may not meet her needs and could lead to more challenging behaviour.

- The key person should set behaviour targets that are tailored and regularly reviewed, as without this, Mia may become frustrated or discouraged, making her behaviour worse instead of improving it.

Conclusions

- The key person could reduce Mia's stress and perhaps prevent further outbursts by working closely with her parents to create consistent behaviour support. This shared approach should help Mia feel more secure and understood during the difficult family changes she is experiencing.
- The key person could share information with colleagues to access specialist support and advice, such as from the special educational needs and disabilities co-ordinator (SENDCo), counselling services, or early intervention teams. This quick and professional help can meet Mia's specific needs quickly and encourage improved behaviour and emotional wellbeing.
- Understanding Mia's home and family situation helps the key person support her through unexpected transitions such as adjusting to family changes. Being aware of this, the key person can then adjust her support and routines to try and reduce Mia's anxiety, helping her feel safe and more willing to engage with others.
- The key person should use behaviour management plans, but she should be aware that using a general behaviour plan that does not reflect Mia's individual needs and circumstances may cause confusion or frustration, making it less effective and possibly increasing Mia's challenging behaviour.
- The key person must ensure she tailors Mia's targets to her individual circumstances. If the key person uses general targets, Mia may feel unmotivated or confused, which could lead to more behaviour problems and making the situation worse for practitioners, Mia and her family.

Accept any other suitable response.

29	Emily, aged 16 years, has recently started college. Emily's tutor has organised a range of induction activities to help the students to settle. Discuss the importance of Emily's tutor providing activities to support students to form new friendships. Your response must include: • reasoned judgements • conclusions regarding the importance of Emily's tutor providing activities to support students to form new friendships. [12 marks, plus 3 marks for QWC]
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AO1 = 4 marks

AO2 = 4 marks

AO3 = 4 marks

QWC = 3 marks

Band	Mark	Descriptor
		AO3 – discussion is comprehensive, effective and relevant , showing logical and coherent chains of reasoning throughout. Accurate judgements and rational and balanced conclusions or addressed needs are evident.
4	10 to 12	AO2 – knowledge and understanding of the importance of Emily's tutor providing activities to support students to form new friendships is clear and fully accurate , with sustained focus. AO1 – the answer demonstrates extensive breadth and / or depth of understanding. AO3 – discussion is generally effective and mostly relevant , showing mostly logical and coherent chains of reasoning. Mostly accurate judgements and mostly rational and balanced conclusions or addressed needs are evident.
3	7 to 9	AO2 – knowledge and understanding of the importance of Emily's tutor providing activities to support students to form new friendships is mostly clear and generally accurate , although on occasion may lose focus. AO1 – the answer demonstrates reasonable breadth and / or depth of understanding, with occasional inaccuracies and / or omissions.
2	4 to 6	AO3 – discussion is somewhat effective and of some relevance , with reasoning taking the form of generic statements with some development. Judgements have some merit (simplistic and brief) , and conclusions or addressed needs will have some but limited rationality and balance .

AO2 – knowledge and understanding of the importance of Emily’s tutor providing activities to support students to form new friendships shows some but **limited accuracy**, focus and relevance.

AO1 – the answer is **basic** and shows **limited** breadth and / or depth of understanding, with inaccuracies and omissions.

AO3 – discussion 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.

1 1 to 3

AO2 – knowledge and understanding of the importance of Emily’s tutor providing activities to support students to form new friendships has **minimal** focus and relevance to the context.

AO1 – the answer is **fragmented**, with **isolated** points, showing **superficial** breath and / or depth of understanding, with **significant** inaccuracies and omissions.

0 No creditworthy material.

Indicative content

- peer friendships
- settling in and feeling confident
- sense of acceptance
- sense of wellbeing.

Reasoned judgements

- Induction activities such as ice breaker experiences will support the students to get to know each other and will give Emily the opportunity to engage with others, which may encourage Emily to develop new friendships.
- Induction activities that are carefully planned to encourage students to work in pairs or small peer groups will encourage Emily to interact with her peer group in a gentle, unrushed way.
- Induction activities that are fun, non-judgemental and non-threatening could support Emily to participate in a calm, comfortable and inclusive environment, helping her to settle.

Conclusions regarding the importance of Emily’s tutor providing activities to support students to form new friendships

- Induction activities promote the development of social skills because students mix with and talk to people they have never met before. This mixing encourages the development of friendships. When friendships are formed, Emily will be more likely to work collaboratively and share resource, enhancing social development.
- Getting to know others can support wellbeing as the students are given non-threatening opportunities to get to know each other in a supportive environment. This can support Emily as she transitions into college life by building friendships. This can help her to feel more connected and less isolated.

- Induction activities help to build friendships because the students will get to know details about each other and realise that they have things in common such as hobbies and interests. This can motivate Emily, as it develops a sense of belonging and she will feel a part of the college community.
- Building friendships can reduce anxiety. This is because starting college can feel stressful, especially for students who do not know anyone. Developing friendships through induction activities can help Emily to feel more comfortable in college, which will make her more likely to come back the next day.

Accept any other suitable response.

QWC mark scheme

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 is 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 is 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 is 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.

Assessment objective (AO) grid

Section A – Element 2: Supporting education, Element 6: Working in partnership and
Element 1: Wider education sector

Question Number	AO1	AO2	AO3	Mathematics	QWC	Total
1*	1					1
2*	2					2
3				2		2
4 (a)	2					2
4 (b)		2				2
5			3			3
6			6			6
7		4				4
8	4	4	4		3	15
Total	9	10	13	2	3	32 + 2 + 3 = 37
*Knowledge in isolation (Kil)	3					

Section B – Element 3: Safeguarding, equality and diversity and wellbeing

Question Number	AO1	AO2	AO3	Mathematics	QWC	Total
9*	1					1
10 (a)	2					2
10 (b)		2				2
11 (a)	2					2
11 (b)		2				2
12			6			6
13		4				4
14	4	4	4		3	15
Total	9	12	10		3	31 + 3 = 34
*Kil	1					

Section C – Element 4: Special educational needs and disabilities (SEND)

Question Number	AO1	AO2	AO3	Mathematics	QWC	Total
15*	1					1
16*	1					1
17	1					1
18 (a)	2					2
18 (b)		2				2
19		4				4
20			6			6
21	4	4	4		3	15
Total	9	10	10		3	29 + 3 = 32
*Kil	2					

Section D – Element 5: Child development

Question Number	AO1	AO2	AO3	Mathematics	QWC	Total
22*	1					1
23*	1					1
24 (a)	2					2
24 (b)		2				2
25	2					2
26		4				4
27		4				4
28			6			6
29	4	4	4		3	15
Total	10	14	10		3	34 + 3 = 37
*Kil	2					
Paper total	37	46	43	2	12	140
Totals required	34 to 39 marks	45 to 50 marks	38 to 43 marks			
Kil total	8					

Document information

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Change history record

Version	Description of change	Approval	Date of issue
v1.0	Pre-approval	06 October 2025	30 October 2025
v1.1	Watermark updated	31 October 2025	31 October 2025