



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 bands, with each band having an associated descriptor indicating the performance in 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 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 a feature of Piaget’s ‘formal operational’ stage of development?	[1 mark]
	A. Use of abstract thinking	
	B. Use of adaptive thinking	
	C. Use of complex thinking	
	D. Use of symbolic thinking	

AO1 = 1 mark

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

Answer **A** (Use of abstract thinking)

2	Define the term ‘receptive language’.	[1 mark]
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AO1 = 1 mark

Award **one** mark for a definition:

- what we understand others to say or mean (1)
- being able to understand the language and communication of others (1)
- the ability to comprehend or understand what is being said (1).

Accept other appropriate responses.

3	Lily is a student on a childcare course. They are learning about the different aspects of cognitive development.	
	Lily plans a matching and sorting activity to complete with children aged 3 to 4 years in her placement.	
3 (a)	Identify one aspect of cognitive development.	[1 mark]

3 (a)

AO1 = 1 mark

Award a maximum of **one** mark for an identified aspect of cognitive development:

- information processing (1)
- memory (1)
- problem solving (1)
- sensory perception (1).

3 (b) Describe how matching and sorting can support this area of cognitive development.

[1 mark]

3 (b)

AO2 = 1 mark

Award up to **one** mark for a description that may include:

- Matching and sorting activities can support information processing as the children will have to consider information about the characteristics of objects as they sort and classify them (1).
- Matching and sorting activities can support memory as the children will have to remember why objects are similar or different in order to sort them (1).
- Matching and sorting activities can support problem solving as the children work out which objects match with others and why (1).
- Matching and sorting activities can support sensory perception as, while the children hold and manipulate objects, they stimulate their senses which encourages brain development (1).

Accept any other appropriate responses.

4 Jacob works at a day nursery with babies aged 4 to 9 months. Jacob and their colleagues promote the babies' physical development whilst in the care of the nursery through activities.

Explain two ways that Jacob and their colleagues can promote the babies' physical development.

[4 marks]

AO2 = 4 marks

Award up to **one** mark for each explanation point, up to a maximum of **two** marks per activity, up to **four** marks in total:

- Tummy time activities help babies to strengthen their back, neck and arm muscles, as they use them to support their bodies as they look at and reach for the objects around them (1) which can help the babies gain strength and gross motor skills so that younger babies in

their care can roll over and sit up / are prepared for them starting to crawl by around 9 months (1).

- Offer toys a little further away for the babies to reach for (1) as this will promote the child's fine and gross motor skills by supporting their core strength and it will provide them with opportunities to practice grasping and reaching (1).
- A baby gym will support the development of muscles in the babies' arms and legs (1) as well as encourage fine motor movement because the baby has to reach to touch and explore the baby gym (1).

Accept any other appropriate responses.

5 Oscar, aged 18 months, is starting nursery. The nursery has a settling-in policy. This policy requires children to have short visits with their parents before they are left for the first time.

During the first visit, Oscar at first refuses to go into the nursery area. When they go into this area, they only play with toys that are near their father. Oscar falls over during the visit and their father helps them up and checks they are not hurt. During the next two visits, Oscar selects toys at a distance and brings them closer to their father.

Oscar cries when their father leaves but settles quickly. Both Oscar and their father are happy to see each other at the end of the session.

Referring to Ainsworth's attachment theory, justify how two behaviours shown by Oscar during the nursery visits demonstrate a secure attachment with their father.

[4 marks]

AO3 = 4 marks

Award up to **two** marks for **each** behaviour linked to the theory, up to a maximum of **four** marks.

- Ainsworth suggests that features of a secure attachment are that children seek comfort from their caregiver when scared or anxious (1); this can be seen in the initial visit where Oscar stays close to their dad in an unfamiliar environment (1).
- Ainsworth suggests that securely attached children use their primary caregiver as a safe place from which to explore (1); this is seen when Oscar initially refuses to go into the nursery area and when they do, only plays with toys that are situated close by their dad (1).
- Oscar's dad is responsive to Oscar's needs when they fall over (1), which, according to Ainsworth, is a 'caregiver behaviour' of securely attached children (1).
- Ainsworth suggests that a feature of a secure attachment is that both child and carer are happy to see each other on the caregiver's return (1). This is seen when both Oscar and their dad are happy to see each other when their dad returns (1).

Accept any other appropriate responses.

6 George works in a sixth form college. They teach young people aged 16 to 18 years on the Assisting Teaching course. George has arranged the class into small groups. They have asked each group to research a different curriculum model. Each group will then present their findings to the class using professional vocabulary.

Evaluate the use of group presentations as a strategy to promote young people’s language development. You must discuss the strengths and weaknesses of the strategy providing reasoned judgements and conclusions.

[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 – Evaluation is comprehensive, effective and relevant, showing logical and coherent chains of reasoning throughout. Accurate judgements, rational and balanced conclusions are evident.</p> <p>AO2 – Application of knowledge and understanding of the strengths and limitations of using group presentations as a strategy to promote young people’s language development is comprehensive and fully accurate and effectively focuses on the context with full relevance.</p> <p>AO1 – Knowledge and understanding of young people’s language development is clear and fully accurate.</p> <p>The answer demonstrates comprehensive breadth and / or depth of understanding.</p>
3	7–9	<p>AO3 – Evaluation is generally effective and mostly relevant, showing mostly logical and coherent chains of reasoning. Mostly accurate judgements, mostly rational and balanced conclusions are evident.</p> <p>AO2 – Application of knowledge and understanding of the strengths and limitations of using group presentations as a strategy to promote young people’s language development is mostly effective and mostly accurate and, in most parts, focuses on the context with relevance.</p> <p>AO1 – Knowledge and understanding of young people’s language development is mostly accurate.</p> <p>The answer demonstrates reasonable breadth and / or depth of understanding, with occasional inaccuracies and / or omissions.</p>
2	4–6	<p>AO3 – Evaluation 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), conclusions will have some but limited rationality and balance.</p>

		<p>AO2 – Application of knowledge and understanding of the strengths and limitations of using group presentations as a strategy to promote young people’s language development is somewhat effective with some accuracy and some focus and relevance to the context.</p> <p>AO1– Knowledge and understanding of young people’s language development shows some but limited accuracy.</p> <p>The answer is basic and shows limited breadth and / or depth of understanding, with inaccuracies and omissions.</p>
1	1–3	<p>AO3 – Evaluation is limited in effectiveness and relevance. Judgements are tenuous and mostly unsupported, and conclusions, have little relevance to the question and lack balance.</p> <p>AO2 – Application of knowledge and understanding of the strengths and limitations of using group presentations as a strategy to promote young people’s language development is minimal with limited accuracy and minimal focus and relevance to the context.</p> <p>AO1- Knowledge and understanding of young people’s language development is limited.</p> <p>The answer is fragmented, with isolated points, showing superficial breath and / or depth of understanding, with significant inaccuracies and omissions.</p>
	0	No 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 evaluation / reasoned judgements and / or conclusions that the student provides.

AO1 - Understanding of young people’s language development that may include:

- At this stage, young people are able to use literacy skills to access and share information using a range of media such as the internet, books, dictionaries.
- At this stage, young people are able to use a range of formats to present their ideas such as written assignments, booklets, posters and presentations, and are able to use different language styles for different occasions.
- At this stage, young people have complex reading skills, including detailed comprehension, and have an extensive and varied vocabulary.
- At this stage, reading for research, creating and presenting encourages use of subject-specific, technical language. This will help young people to become familiar with professional vocabulary and begin to use it appropriately.

- At this stage, young people are developing confidence in public speaking, which helps the development of language as students become better at reading and developing their memory.

A02 - The strengths and limitations of using group presentations as a strategy to promote young people's language development that may include:

- Presentations help young people to practise use of vocabulary and grammar as well as speaking, reading, writing and listening.
- Less vocal group members might feel more confident to express themselves in a small group and therefore use more professional vocabulary than if they were involved in a whole class discussion.
- There might be too many ideas and students may not know which ones to use. This might negatively affect the use of professional vocabulary as young people might want to use all of the ideas rather than learning to be selective, clear and concise in their presentation.
- Group presentations encourage teamwork and collaboration. This will help to promote the use of professional vocabulary as young people use their new vocabulary to share ideas and develop their presentation.
- If there are disagreements they can take longer to resolve; this might mean more time is spent trying to solve problems than on the development of the presentation, so opportunities to research and develop use of professional vocabulary are lost.
- Not all young people will feel confident in pronouncing words that they have not heard before or may worry about using them out of context, this may prevent them from using the word and opting for another safer word. This might support the development of their receptive language but limit their expressive language development.
- The teacher might group students of mixed ability. This will encourage peer tutoring with the more able students scaffolding the lower ability students' development of language whilst consolidating their own understanding.

A03 - Reasoned judgements and conclusions regarding the use of group presentations as a strategy to promote young people's language development that may include:

- Feedback given to students helps them to develop and strengthen their use of language and communication in a safe environment.
- Doesn't always take account of individual needs, such as if a student is hearing impaired and does not have a sign for new professional vocabulary or the group might speak to the communication support worker before the hearing-impaired student, or the conversations might move quickly, leaving the hearing-impaired students out of conversations, and so they do not get to use the new vocabulary.
- The young people may feel anxious. If they are feeling anxious, they might not be able to process the new vocabulary or understand how to use it in context. They might feel overwhelmed and withdraw from discussions and not benefit from practising the new vocabulary in context.
- The teacher might put students together who don't get on well. This might prevent students from speaking out or contributing as much as they would in a more comfortable group. This will prevent them from engaging as well as they could in the research and presentation, causing them to miss opportunities to use and develop their use and understanding of the new professional vocabulary.
- Some young people within the group may take over and try to dominate the group, not allowing all voices to be heard. This might prevent quieter students from speaking and therefore from practising using the new professional vocabulary.

- The teacher may deliberately group students who share similar work ethics. This will mean that young people who might usually sit back and let others lead, will have to take a more active role in the group and so will be more likely to have to use the new professional vocabulary.

Conclusions may include:

Planned activities including presentations might be a good to use occasionally but should be combined with other teaching and learning tools to fully promote the development of language.

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: 24 marks

7	Which one of the following is a teacher's responsibility when assessing secondary school children? A. Completing the EYFS progress check B. Diagnosing individual children's health conditions C. Monitoring children's attainment D. Marking their pupil's standard assessment tests (SATs)	[1 mark]
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AO1 = 1 mark

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

Answer: **C** (Monitoring children's attainment)

8	Emily teaches a class of 29 year 4 children in a primary school. At the beginning of the school year Emily sets the children's targets for English, mathematics and science. Throughout the school year Emily and the teaching assistant use a range of formative assessment methods to assess children's work to check how well they are understanding lessons. Explain one way formative assessment can be used to support the progress and attainment of these primary school children.	[2 marks]
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AO2 = 2 marks

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

- Emily could carry out observations in the classroom (1); this will help Emily to notice children's interests and allow them to incorporate these into the planning of lessons. This supports attainment because the child will be more engaged in the planned activities and therefore acquire a deeper level of learning (1).
- Emily could use open questioning (1); this will provide Emily with evidence for tracking so that they can identify any gaps in learning which will help them to plan effectively for the child to ensure the gaps are addressed (1).
- Formative assessment will provide Emily with evidence for tracking progress in their learning that might identify where the child or young person isn't meeting expected targets / milestones (1), and appropriate support can be put in place / outside referrals can be made (1).

- Formative assessment will help Emily to identify the children’s national curriculum levels of attainment in the subject / topic to identify and inform next steps in her planning the core curriculum (1), so that planning is appropriate to help the child to progress in their development (1).

Accept any other appropriate responses.

9 Identify three ways that practitioners can meet their own professional development needs.

[3 marks]

AO1 = 3 marks

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

- keeping a reflective journal (1)
- appraisals, setting and reviewing goals (1)
- planned observation by mentor / manager (1)
- peer observations to observe the practice of others (1)
- team meetings (1)
- short courses (1)
- independent research and reading (1)
- subscribing to newsletters / journals / briefings (1)
- feedback from colleagues or parents (1)
- shadowing and visits to other settings (1)
- external training, workshops or conferences (1).

Accept any other appropriate responses.

10 Amelia is an early years tutor in a further education college. Amelia has started to use the blended learning approach in her class teaching. Amelia has found that some of the young people in the class have adapted well to this approach and are enjoying being able to work online, though others have found this approach unhelpful and are struggling to meet deadlines and submit work at the expected level.

Assess the strengths and weaknesses of using a blended learning approach in supporting young people's education.

[6 marks]

AO3 = 6 marks

Response does **not** need to be equal weighting of strengths and weaknesses but **must not** exceed **six** marks in total.

Award **one** mark for each assessment of strengths, up to a maximum of **six** marks.

- It can support students independent learning and research skills because students are responsible for accessing their learning online and completing work without direct instruction from a teacher (1); this means that they will have to take greater initiative and organise their time effectively to manage their own learning (1). This can help to develop transferable skills that are advantageous for higher education or employment (1).
- Content can be personalised to meet individual needs because pupils can benefit from being able to pause, rewind and revisit lessons as they need to (1) which means that students can work at their own pace, going over content as they need to in order to understand the content (1). It also means that they can work at a time that meets their needs and the needs of their families (1).
- There is a reduced cost to the organisation because they do not need to cover the cost of the services needed to run a classroom, such as heating and electricity (1). This means that they can invest the saved money into other educational resources for students (1). This will positively impact on students' outcomes as they will have better quality and updated equipment to use in lessons (1).

Award **one** mark for each assessment of weakness.

- Not all students have access to IT equipment or Wi-Fi; this puts these students at a disadvantage as they will not be able to keep up with course content (1) which may result in the student achieving a lower grade than they are capable of as they haven't been able to access course material (1). This could negatively impact outcomes after college as they may not gain entry to university or be able to apply for the jobs that they would like (1).
- Not all students are confident enough to work independently, some students learn better in a classroom environment where they have another person to bounce ideas off (1) and so when they are on their own, they stop working rather than continuing working on something that may be wrong (1); this means that they will fall behind in their learning and may find it difficult to catch up (1).
- It adds to the teachers' workloads, as they have to find time to create the learning resources as well as time to support students (1). This can be difficult if students are not accessing work during the teachers working hours (1) and this can then make it difficult for

teachers to balance the time to provide effective support for their students and manage the rest of their workload (1).

Accept any other appropriate responses.

11 Noah is a student teacher on placement in a primary school. Noah has carried out an activity with a group of children and his mentor has been asked to reflect on the activity using Kolb's experiential learning cycle.

11 (a) Identify two stages in Kolb's experiential learning cycle.

[2 marks]

11 (a)

AO1 = 2 marks

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

- concrete experience (1)
- reflective observation of a new experience (1)
- abstract conceptualisation (1)
- active experimentation (1).

11(b) Noah finds it difficult to complete their reflection using Kolb's experiential learning cycle and decides to ask their mentor for help.

Explain two challenges that Noah may have experienced when using Kolb's experiential learning cycle to reflect on the activity he carried out with the children.

[4 marks]

11 (b)

AO2 = 4 marks

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

- Noah might not know how to use Kolb's experiential learning cycle appropriately (1) and will miss important opportunities for reflection (1).
- Noah might reflect on what the children did or didn't do rather than focus on what they did or didn't do (1), this will then make it more difficult to complete the active experimentation stage of the cycle as Noah will be applying their new ways of thinking to the children rather than to the activity (1).
- Noah might not reflect objectively in the abstract conceptualisation stage (1) and therefore may not be able to identify the strengths and weaknesses of their activity (1).

- When writing about the concrete experience, Noah might be overly critical of his activity and dwell on the things that didn't go well (1) rather than reflect on the activity as a whole and the things that went well (1).

Accept any other appropriate responses.

<p>11 (c) After talking to his mentor, Noah manages to use Kolb's experiential cycle to reflect on the activity.</p> <p>Discuss how using Kolb's experiential learning cycle to reflect on this activity will support Noah's professional development.</p> <p style="text-align: right;">[6 marks]</p>

11 (c)

AO2 = 3 marks

AO3 = 3 marks

Band	Mark	Descriptor
3	5–6	<p>AO3 - Discussion is comprehensive, effective, and relevant.</p> <p>Informed conclusions that are fully supported with rational and balanced judgements that comprehensively consider how using Kolb's experiential learning cycle will support Noah are evident.</p> <p>AO2 – Applied all relevant knowledge Kolb's experiential learning cycle to the given context.</p>
2	3–4	<p>AO3 - Discussion is in most parts effective and relevant.</p> <p>Conclusions supported by judgements that in some detail consider how using Kolb's experiential learning cycle will support Noah that is mostly effective.</p> <p>AO2 – Applied mostly relevant knowledge of Kolb's experiential learning cycle to the given context.</p>
1	1–2	<p>AO3 – Discussion is in some parts effective and of some relevance, with some reasoning taking the form of generic statements</p> <p>Brief conclusions supported by judgements that consider only basic arguments as to how using Kolb's experiential learning cycle will support Noah and show little relevance to the question aims are evident.</p> <p>AO2 – Applied limited knowledge Kolb's experiential learning cycle to the given context.</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.

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

AO2 – Application of relevant knowledge and understanding of Kolb’s experiential learning cycle used on this activity that may include:

- Kolb’s model has a clear cycle to follow, giving Noah direction for their reflection. This can increase Noah’s self-awareness as they go through the stages of the model in order.
- Using Kolb’s model will build self-confidence as Noah is able to identify strengths and areas of development.
- By using Kolb’s model Noah will be able to use their reflection to identify what went well in their activity and what didn’t go so well so they can fix things if they were to repeat the activity. This will help Noah to think about their activity objectively and not be swayed by their feelings.

AO3 – Reasoned judgments and conclusions regarding how using Kolb’s experiential learning cycle will support Noah that may include:

- As Noah is able to identify strengths and areas of development, this can help them to have a better understanding of their role and to identify areas where they may need support.
- Noah can then use the outcome of their reflection as a base to plan for their development.
- This means that Noah will understand their role better and how the children in their setting prefer to learn as a result; Noah’s confidence may increase because they understand what they are doing well and seeks support for areas that they need to improve.
- From this, Noah will be able to plan ways in which they can develop as a practitioner.
- Noah will be more likely to improve outcomes for the children they are working with as a result of effective reflection.

Accept any other appropriate responses.

Section C: Equality and diversity

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

12	According to the Equality Act 2010, which one of the following is an example of indirect discrimination? A. A person is treated less favourably than another person because someone thinks that they have a protected characteristic. B. A person is treated less favourably than another person because they are friends with someone with a protected characteristic. C. A person without a protected characteristic is treated better than a person with a protected characteristic in the same situation. D. A person with a protected characteristic is treated the same as a person without protected characteristics in the same situation.	[1 mark]
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AO1 = 1 mark

Award one mark for the correct answer:

Answer: **D**

13	Identify one barrier that may impact on a young person's participation in education.	[1 mark]
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AO1 = 1 mark

Award **one** mark for:

- physical accessibility (1)
- mental health issues (1)
- attitudes and expectations (1)
- family background (1)
- socioeconomic factors (1).

Accept any other appropriate responses.

14 Ayesha is a secondary school head teacher. Ayesha is planning the annual training on equality, diversity and inclusion for the next school staff development day.

Explain one reason why secondary school teachers should continuously update their training related to inclusive practice.

[2 marks]

AO2 = 2 marks

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

- Inclusion training for staff in secondary schools can raise awareness of the abilities of students with special educational needs and disability (SEND); this can help them to provide support for students at an appropriate level (1) and empower rather than disempower young people (1).
- Secondary school age young people are often experimenting with and discovering their identity (1). Inclusion training for staff will help staff in secondary schools to support young people effectively and help young people to feel confident in their own identity (1).

Accept any other appropriate responses.

15 (a) Natalia is a personal tutor to a vertical tutor group in a secondary school. Natalia's tutor group includes mixed ability pupils from different year groups, ethnicities and religious backgrounds.

Explain two ways Natalia can value diversity during tutorials.

[4 marks]

15 (a)

AO2 = 4 marks

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

- Natalia could teach their tutor groups about a range of religious and cultural festivals (1); this will mean that pupils will feel valued when their festival is taught and help pupils from other religions or cultures to understand the festivals of their peers (1).
- Natalia could differentiate the planning of tutor time (1); this will ensure that they meet the needs and appreciates the diversity of their tutor group (1).
- Natalia could plan groups to work together from mixed age groups (1); this will encourage interaction between pupils who might not normally socialise with each other (1).
- Natalia should challenge stereotypes (1) and provide non-stereotypical examples in their teaching such as female scientists (1).

Accept any other appropriate responses.

15 (b) Explain two benefits to Natalia or their pupils of valuing diversity in the tutor group.

[2 marks]

15 (b)

AO2 = 2

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

- Valuing diversity helps Natalia create an environment where all pupils in their tutor group are treated as individuals (1) and no one person or group feels left out of any sub-groups for ethnic, religious or age-related reasons (1).
- Valuing diversity means that pupils will learn to communicate with people they may not normally mix with (1) and communicate more effectively when working with different groups of people (1).
- When diversity is valued, pupils will build a stronger sense of their own individuality or identity (1) and this can boost pupil self-esteem as well as creativity (1).
- Valuing diversity increases pupils' overall awareness of diversity (1) and they become more comfortable with diversity in and outside of school (1).

Accept any other appropriate responses.

15 (c) Discuss one way that valuing diversity might help Natalia reduce instances of discrimination in the tutor group.

[2 marks]

15 (c)

AO3 = 2

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

- Treating everyone as individuals helps to reduce discrimination as pupils feel that they all belong regardless of age, gender, ethnicity or religion (1).
- An inclusive environment is more likely to allow pupils to feel comfortable and learn more effectively together due to lack of tension (1).
- Reducing the instances of discrimination leads to increased motivation and positivity due to removing barriers to learning and more positive, respectful attitudes to others (1).
- Increased awareness of diversity can help to prevent discrimination as it reduces any misconceptions or fears that pupils might have about each other (1) as well as Making pupils more aware of when discrimination is happening, and educating them on how to speak up can potentially put a stop to it in other areas of school or home life (1).

Accept any other appropriate responses.

16 Isaac is the chair of governors at a local primary school. Isaac is preparing the school policies and procedures for their annual review. One of these policies is the Special Educational Needs and Disability (SEND) policy. This policy will outline the specific practices that will be implemented to support the equality of education for children with SEND.

Evaluate how implementing an effective SEND policy in an educational setting such as a primary school supports, the legislation and provides equality of education for children with SEND.

[12 marks, plus 3 marks for QWC]

AO1 = 4 marks

AO2 = 4 marks

AO2 = 4 marks

Plus 3 marks for QWC

Band	Marks	Descriptor
4	10–12	<p>AO3 – Evaluation is comprehensive, effective and relevant, showing logical and coherent chains of reasoning throughout. Accurate judgements, rational and balanced conclusions or addressed needs are evident.</p> <p>AO1 – Knowledge and understanding of theories in implementing the SEND policy in educational settings to protect the rights of young people to equality in education is clear and fully accurate, with sustained focus.</p> <p>AO1 – Comprehensive knowledge and understanding of SEND policy and relevant legislation that is clear and fully accurate.</p> <p>The answer demonstrates comprehensive breadth and / or depth of understanding.</p>
3	7–9	<p>AO3 – Evaluation is generally effective and mostly relevant, showing mostly logical and coherent chains of reasoning. Mostly accurate judgements, mostly rational and balanced conclusions or addressed needs are evident.</p> <p>AO2 – Knowledge and understanding of theories in implementing the SEND policy in educational setting to protect the rights of young people to equality in education is mostly clear and generally accurate, although on occasion may lose focus.</p> <p>AO1 – Mostly detailed knowledge and understanding of SEND policy and relevant legislation that is mostly accurate.</p> <p>The answer demonstrates reasonable breadth and / or depth of understanding, with occasional inaccuracies and/or omissions.</p>
2	4–6	<p>AO3 – Evaluation 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),</p>

		<p>conclusions or addressed needs will have some but limited rationality and balance.</p> <p>AO2 – Knowledge and understanding of theories in implementing the SEND in educational settings to protect the rights of young people to equality in education shows some but limited accuracy, focus and relevance.</p> <p>AO1 – Some detailed knowledge and understanding of SEND policy and relevant legislation that has some accuracy.</p> <p>The answer is basic and shows limited breadth and / or depth of understanding, with inaccuracies and omissions.</p>
1	1–3	<p>AO3 – Evaluation is limited in effectiveness and relevance. Judgements are tenuous and mostly unsupported, and conclusions or addressed needs, if present, have little relevance to the question and lack balance.</p> <p>AO2 – Knowledge and understanding of implementing the SEND policy in educational settings to protect the rights young people to equality in education has minimal focus and relevance to the context.</p> <p>AO1 – Limited knowledge and understanding of SEND policy and relevant legislation that is basic.</p> <p>The answer is fragmented, with isolated points, showing superficial breath and / or depth of understanding, with significant inaccuracies and omissions.</p>
	0	No 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 and /or conclusions that the student provides.

AO1 – Knowledge and Understanding of the SEND policy and legislation may include:

- Having a SEND policy creates an environment that meets the special educational needs of each child / young person in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- SEND policy provides a framework of support for pupils with medical conditions to allow full inclusion in all school activities through the implementation of reasonable adjustments and by ensuring consultation with health and social care professionals.

- Having a SEND policy sets out procedures for working in partnerships with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all children / young people with SEND.
- Implementing a SEND policy ensures compliance with SEND and equality legislation such as:
 - the SEND disability code of practice 0 to 25 years (2015):
 - children, young people and their parents must be involved in discussions and decisions about their support - young people and parents must be actively supported in contributing to needs assessments as well as developing and reviewing SEND support and EHC plans
 - processes should focus on the young person as an individual, be easy for young people and their families to understand and highlight the young person's strengths and capabilities
 - each setting must have a special educational needs coordinator (SENCo)
 - young people can request a SEND assessment up to their 25th birthday.
 - the Equality Act 2010:
 - a person with SEND may be treated more favourably than a person without SEND. In most cases pupils with protected characteristics must be treated equally, but pupils with SEND may be treated differently to ensure full access to the curriculum
 - settings must increase the extent to which pupils with SEND can access the curriculum and improve the availability of accessible information to pupils with SEND
 - schools have a duty to provide reasonable adjustments to enable the participation of children with SEND in the curriculum, these may be auxiliary aids or adjustments such as providing work on a different coloured paper or large font.

AO2 – Knowledge and understanding of theories in implementing the SEND in educational settings to protect the rights of young people to equality in education that may include:

- When a concern is noticed the class teacher / key person takes steps to address the issue. Additional support is put in place and monitored for a period of up to 6 to 12 weeks. Support is recorded and discussed with parents. If no progress is noted after this time the child may be added to the school SEND register and will receive targeted support.
- Settings may use a graduated response – first assess needs, then plan to put provision in place and then review it to see if it is successful ('assess, plan, do and review').
- Settings might use specialist expertise if they feel that interventions are still not having an impact on the individual. The setting will record the steps taken to meet the needs of individual children through the use of an individual teaching plan (ITP) or individual learning plan (ILP) and the SENDCo will have responsibility for ensuring that records are kept and available when needed.
- If a child is referred for an education health and care plan (EHCP) this is done with consent from and in partnership with parents. The setting will provide the Local Education Authority (LEA) with any records of work with the child to date.
- Following discussion with the SENDCo, the class teacher / key person will provide interventions / support and the child will be given individual learning targets that will be recorded on an ITP / ILP. These targets will be monitored by the class teacher / key person and reviewed formally with the SENDCo, parents and child. When outside agencies are involved, the pupils will be on an inclusion register as specialist support.

AO3 - Reasoned justifications and conclusions may include:

- Where a child has English as an additional language (EAL), identification and assessment of the special educational needs requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at the child’s performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.
- It can be difficult for young people with SEND and their families to get help. The procedures to get support can be complex; it often takes a long time for families to find out that young people need support as it is dependent on families / teachers / practitioners recognising a concern.
- Once a child or young person has been identified as having SEND, their EHCP follows them as they transition between settings, meaning that there is already a plan in place to support their needs.
- The SEND policy sets the procedure to follow so that children and young people with SEND can have their educational needs met through SEN support. It does not decide which children and young people will go on to receive SEN support or an EHCP.

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

Total for this section: 24 marks

<p>17 How many stages are there in additional language acquisition?</p> <p>A. Four</p> <p>B. Five</p> <p>C. Six</p> <p>D. Seven</p>	<p>[1 mark]</p>
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AO1 = 1 mark

Award one mark for the correct answer:

Answer: **B** (Five)

<p>18 Tanveer is a teaching assistant in a primary school. Tanveer is supporting Jack, aged 6 years, who has been diagnosed with autistic spectrum disorder (ASD).</p> <p>Give two reasons why Tanveer should avoid phrases such as ‘suffers from ASD’ when discussing Jack.</p>	<p>[2 marks]</p>
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AO2 = 2 marks

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

- Tanveer should avoid phrases such as ‘suffers from’ as it implies that Jack is a victim (1)
- phrases such as ‘suffer from’ imply that Jack is in pain (1)
- phrases such as ‘suffer from’ should be avoided as they can cause offence to individuals with SEND (1)
- phrases such as ‘suffers from’ suggest that a person with SEND has a reduced quality of life (1).

Accept any other appropriate responses.

**19 Jessica is making cupcakes for 30 children in their form class.
These are the ingredients needed to make 24 cupcakes.**

250 g caster sugar
250 g butter
250 g self-raising flour
4 large eggs
2 teaspoons of vanilla
essence

Jessica wants to make the cupcakes suitable for vegans so they use a vegan replacement instead of butter. Jessica also needs to replace each egg with 2 tablespoons of cornflour and some water.

How many tablespoons of cornflour does Jessica need to make cupcakes for 30 children?

You must show your working out.

[2 marks]

AO2 = 2 marks

1 mark: $(30 \div 24) \times 2 \times 4$ OE any full correct method

1 mark: 10

Correct answer only (award both marks if correct answer is given)

20 Identify three characteristics of the 'speech emergence' stage of additional language acquisition.

[3 marks]

AO1 = 3 marks

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

- learners of the new language typically acquire a vocabulary of up to 3,000 words (1)
- pronunciation of words may not be correct (1)
- they learn to communicate by putting words together to form short phrases, simple sentences, or basic questions (1).
- learners of the new language will begin reading and writing in their second language (1)
- learners of the new language are beginning to have a go at their own sentences rather than using 'set phrases' (1).

Accept any other appropriate responses.

21	Mia is aged 15 years and has cystic fibrosis (CF) which is a life limiting chronic health condition. Mia is often admitted to hospital for two weeks at a time for treatment. Mia has daily medication and requires a specific diet and mealtime routine.
21 (a)	Identify two ways that having a chronic health condition may affect Mia emotionally.
	[2 marks]

21 (a)

AO1 = 2 marks

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

- Mia may feel angry (1)
- Mia may feel frustrated (1)
- Mia may feel sad (1) or hopeless (1)
- Mia may feel anxious (1) or worried (1).

Accept any other appropriate responses.

21 (b)	Explain the reasons why Mia may experience one of the emotions you have identified in question 20a.
	[2 marks]

21 (b)

AO2 = 2 marks

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

- Angry or frustrated due to limitations in the activities they are able to participate in (1) with ongoing medical appointments and medical intervention (1) or by lack of understanding from others (1).
- Anxious / worried about the amount of time that they are missing from school and the impact it will have on their exams (1), and on their parents and siblings due to the amount of time and attention that their medical needs require (1).
- Sad / hopeless that they have to live with a life limiting condition (1), that they have to keep on top of medication (1) or attend lots of medical appointments (1), or that they feel different from their friends (1).

Accept any other appropriate responses.

22	Safia, aged 3 years, has recently moved to the UK from France with their family. Safia enjoyed attending a nursery in France. Safia understands and speaks very little English.
	The practitioners in Safia’s new nursery setting are using a range of strategies to support Safia’s acquisition of English as an additional language (EAL).
22 (a)	Identify two factors that could affect Safia’s acquisition of English as an additional language.
	[2 marks]

22 (a)

AO1 = 2 marks

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

- age (1)
- developmental stage (1)
- personality (1)
- special educational needs or disabilities (1)
- the learning environment (1)
- available support (1).

Accept any other appropriate responses.

22 (b)	i) Identify two ways that Safia’s culture can be celebrated in the nursery.	[2 marks].
	ii) Describe how one of the ways identified supports Safia’s acquisition of English as an additional language.	[2 marks]

22 (b)

AO1 = 2 marks

AO2 = 2 marks

i)

Award **one** AO1 mark for each activity identified, up to a maximum of **two** marks:

- Safia can be encouraged to share key words and phrases from their own language with children and practitioners (1)
- images and posters of France could be displayed around the nursery spaces (1)
- serving traditional French foods at snack, lunch or dinner time (1)
- having books with stories of French traditions or places / themes (1).

ii)

Award **one** AO2 mark for each part of a description up to a maximum of **two** marks:

- Using words and phrases with practitioners will give Safia confidence to also try using words in English as they see practitioners and children also trying to learn French (1).
- Displaying images and posters will help Safia to feel welcome and as their language is respected in the setting (1), which will help Safia feel secure enough to start using spoken English (1).
- Serving French foods as snacks will help Safia to feel welcome and happy, helping them to progress more quickly because they feel they are included in the setting (1) and they will develop the confidence to start using more spoken English (1).
- Books with French stories will engage Safia in books and stories; this supports Safia's acquisition of English as they engage in storytelling (1).

Accept any other appropriate responses.

22 (c) The nursery practitioners label the storage boxes on the classroom shelves to show the picture and name of the activity the boxes contain. The practitioners also use songs and rhymes to scaffold learning and support Safia's acquisition of English as an additional language.

Explain why the nursery practitioners use each of the following strategies to support Safia's acquisition of English as an additional language:

- **labelling to show pictures and words on storage boxes**
- **songs and rhymes to scaffold learning.**

[6 marks]

22 (c)

AO3 = 6

Award **one** mark for each part of an explanation, up to a maximum of **three** marks for each explanation:

- Having the name of the activities alongside the pictures will expose Safia to written English; this will complement the exposure Safia has to spoken English when at nursery / will help Safia to learn of the names for the different activities and resources such as 'dinosaurs' in English (1). Safia will be able to access resources independently which will increase their confidence and make them more comfortable to try new language (1). Safia can use the pictures as non-verbal clues to point to communicate their needs while still in the silent / receptive stage (1)
- Songs and rhymes support scaffolding of EAL because they involve a lot of repetition of words alongside actions / the actions for these songs can provide non-verbal clues and props can be used alongside the words in the songs (1). Songs and rhymes are an easier way of developing Safia's memory of words of another language by encouraging them to remember words and patterns of speech (1). They are a fun and non-threatening way of learning a new language for younger children / practitioners and other children can join with the songs and rhymes which will prompt Safia if they gets stuck (1).

Accept any other appropriate responses.

Assessment Objective Grid

Question	AO1	AO2	AO3	QWC	Total
Section A					
1	1				1
2	1				1
3a	1				1
3b		1			1
4		4			4
5			4		4
6	4	4	4	3	15
Total	7	9	8	3	27
Section B					
7	1				1
8		2			2
9	3				3
10			6		6
11a	2				2
11b		4			4
11c		3	3		6
Total	6	9	9		24
Section C					
12	1				1
13	1				1
14		2			2
15a		4			4
15b		2			2
15c			2		2
16	4	4	4	3	15
Total	6	12	6	3	27
Section D					
17	1				1
18		2			2
19		2**			2
20	3				3
21a	2				2
21b		2			2
22a	2				2
22b	2	2			4
22c			6		6
Total	10	8	6		24
Paper total	29	38	29	6	102
Tolerance	25-30	33-38	28-33	6	102

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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