T Level Technical Qualification in Education and Childcare

Core Knowledge and Understanding

Paper B

Mark scheme

This mark scheme has been written by the Assessment Writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a student
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward students positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the Chief Examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a student's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the

Chief Examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

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

Assessment objectives

This assessment requires students to:

AO1: Demonstrate knowledge and understanding of contexts, concepts, theories and principles in education and childcare.

AO2: Apply knowledge and understanding of contexts, concepts, theories and principles in education and childcare to different situations and contexts.

AO3: Analyse and evaluate information and issues related to contexts, concepts, theories and principles in education and childcare 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]

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1   **Paired reading activities should be used to promote the language development of children in which** one **of the following age ranges?**

    A 0 to 2 years
    B 2 to 4 years
    C 4 to 7 years
    D 7 to 11 years

[1 mark]

AO1 = 1 mark

Award **one** mark for the correct answer.
Answer **C** (4 to 7 years)

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2   **i)**   **Identify** two **social** or **emotional skills children are expected to develop by the age of 4 years.**

      ii)   **Describe how practitioners can support the development of** each **social** or **emotional skill.**

[4 marks]

AO1 = 2 marks
AO2 = 2 marks

Award up to **two** marks for each skill and description:

- following instructions (AO1), practitioners should give children clear and age-appropriate instructions when they participate in activities / routines (AO2 – 1)
- sharing with other children (AO1), practitioners should provide opportunities to facilitate sharing such as limited equipment or plan activities for children to work in pairs or small groups (AO2 – 1)
- turn taking during activities (AO1), practitioners should provide activities such as board games or carpet activities that require children to take turns and provide support to children to comply (AO2 – 1)
- self-control (AO1), practitioners should identify the markers that individuals display when becoming frustrated / upset / angry and provide support through effective communication or actions to de-escalate the situation (AO2 – 1)
- developing friendships (AO1), practitioners should plan activities with different groups of children to encourage socialisation. Pair up children who are more outgoing with less confident children. Encourage the buddy system (AO2 – 1)
- expressing feelings (AO1), practitioners should provide opportunities for children to express feelings: role play activities / books / discussion and offer support / model empathy (AO2 – 1).

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

Accept other appropriate responses.

3	Tutors in a large further education college have recognised that many new students are finding the transition between school and college difficult. The tutors are developing strategies to support students' transition to college.
	Evaluate two **strategies the tutors could use to support students' transition to college.**
	Your answer must demonstrate one **advantage and** one **limitation of** each strategy given.
	[6 marks]

AO2 = 2 marks
AO3 = 4 marks

Award up to **three** marks for an evaluation of each strategy:

• improved partnership between the feeder school and FE college (AO2 – 1) gives students an opportunity to become more familiar with the environment prior to the transition (AO3 – 1). Visits to the large college might increase student anxiety about the upcoming transition (AO3 – 1)
• giving the students opportunities to meet the FE staff and ask questions (AO2 – 1): students would be able to address any individual concerns that were not answered previously or through information already received (AO3 – 1). Students might not have confidence to use the opportunity to address their personal concerns so may still have unaddressed concerns (AO3 – 1)
• allow students to be involved in identifying procedures they feel will support their individual transition (AO2 – 1): this would empower students to feel that they have a voice, which would give them confidence (AO3 – 1). Students could have unrealistic expectations of the level of support that can be provided (AO3 – 1)
• an informative induction programme for students new to the college (AO2 – 1): this would allow students to gain information and feel they belong to the college; it would give staff an opportunity to recognise where students were feeling anxious (AO3 – 1). Students may lack confidence to engage in the college induction programme (AO3 – 1)
• having a range of student support services available to be able to refer students with specific issues (AO2 – 1): this would allow for targeted support that may stop any individual issues / anxieties from getting worse (AO3 – 1). There may be a delay in setting up the support students require, through financial or resource constraints, which could further impact on their difficulty with the transition to college (AO3 – 1).

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

Accept other appropriate responses.

4	**Describe** one **way that circle time supports the language development of children aged 2 to 4 years.**
	[1 mark]

AO2 = 1 mark

Award **one** mark for:

- encourages children to listen to each other / promotes active listening / sharing of experiences (1)
- promotes discussion amongst children (1)
- encourages recall of previous experiences and knowledge (1)
- gives less dominant children an opportunity to speak (1)
- allows a child to contribute in an area of personal interest (for example, talking about their chosen items in a show and tell situation) (1)
- supports children to turn-take during conversation (1)
- introduces new words / language (1)
- informs the practitioner to understand where children might have issues with language or speaking, for example confidence, limited vocabulary (1).

Accept other appropriate responses.

5	**Tanveer is a senior practitioner in a new baby unit and is responsible for training the baby unit practitioners.**
	Tanveer is researching Bowlby's attachment theory to understand how this theory can influence practice in the baby unit.
	Discuss how Bowlby's attachment theory can influence practice to support the emotional wellbeing of babies in the unit.
	Your response should demonstrate:
	• **understanding of the key concepts of Bowlby's attachment theory**
	• **links between Bowlby's attachment theory and practice to support the emotional wellbeing of babies**
	• **reasoned judgements regarding ways that Bowlby's attachment theory can influence practice in the baby unit.**
	[12 marks, plus 3 marks for QWC]

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

Level	Marks	Descriptor
Level 4	10–12	Discussion is **comprehensive**, **effective** and **relevant**, showing detailed **understanding** of the key concepts of Bowlby's attachment theory. The discussion demonstrates **comprehensive** breadth and / or depth of understanding when considering Bowlby's theory and practice to support the emotional wellbeing of babies. Logical and coherent chains of reasoning when discussing the influence of Bowlby's theory on practice in the baby unit.
Level 3	7–9	Discussion is generally **effective** and **mostly relevant**, showing understanding of the key concepts of Bowlby's attachment theory. The discussion demonstrates **reasonable** breadth and / or depth of **understanding**, with **occasional inaccuracies** when considering Bowlby's theory and practice to support the emotional wellbeing of babies. **Some** logical chains of **reasoning** when discussing the influence of Bowlby's theory on practice in the baby unit.
Level 2	4–6	Discussion is **somewhat effective** and of **some relevance**, showing some understanding of the key concepts of Bowlby's attachment theory. The discussion is basic and demonstrates **limited understanding**, with inaccuracies when considering Bowlby's theory and practice to support the emotional wellbeing of babies. **Simplistic** logical chains of reasoning when discussing the influence of Bowlby's theory on practice in the baby unit.
Level 1	1–3	Discussion **is limited in effectiveness** and **relevance. showing very little understanding** of the key concepts of Bowlby's attachment theory. The answer is **fragmented,** with little understanding, with significant inaccuracies when considering Bowlby's theory and practice to support the emotional wellbeing of babies. **Minimal or no logical chains** of reasoning when discussing the influence of Bowlby's theory on practice in the baby unit.
	0	No creditworthy material

Indicative content:

Key concepts of Bowlby's attachment theory:

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

Links between Bowlby's theory and practice to support the emotional wellbeing of babies:

- strong links between early attachment experiences and how this may affect children's emotional wellbeing
- key person identified to care for the baby to ensure consistency and creation of a secure bond
- practitioners understanding the anxiety babies may experience and taking measures through practice to support the child to feel secure
- one-to-one time with the baby to develop a bond with key person or a limited number of carers
- consistent routines within the setting that mirror baby's home routines to give security.

Reasoned judgements regarding the way Bowlby's theory can influence practice in the baby unit:

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

Accept other appropriate responses.

QWC

Mark	Descriptor
3	The answer is clearly expressed and well-structured. The rules of grammar are used with effective control of meaning overall. A wide range of appropriate technical terms are used effectively.
2	The answer is generally clearly expressed and sufficiently structured. The rules of grammar are used with general control of meaning overall. A good range of appropriate technical terms are used effectively.
1	The answer lacks some clarity and is generally poorly structured. The rules of grammar are used with some control of meaning and any errors do not significantly hinder the overall meaning. A limited range of appropriate technical terms are used effectively.
0	There is no answer written or none of the material presented is creditworthy. OR The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.

Section B: Observation and assessment and Reflective practice

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

6	When would summative assessment take place on a study programme?
	[1 mark]

AO1 = 1 mark

Award one mark for the correct answer.
Answer **B (**At the very end of a study programme)

7	Isaac, aged 11 years, is the first member of his family to get a place at a selective grammar school.
	Identify **and** describe **two** benefits for Isaac's education by attending a selective grammar school.
	[4 marks]

AO1 = 2 marks
AO2 = 2 marks

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

- Isaac will be learning alongside other academically able students (AO1 – 1), this will ensure pace and depth of learning meets Isaac's needs and keeps Isaac engaged (AO2 – 1)
- high academic expectations (AO1 – 1), Isaac may fulfil his academic potential (AO2 – 1)
- the school will have a good academic reputation and be well-regarded by the wider community (AO1 – 1), Isaac may feel proud that he has been selected to attend the school (AO2 – 1)
- less differentiation within teaching due to all students being at a similar academic level (AO1 – 1), more scope to extend learning so Isaac will be learning at a deeper level (AO2 – 1)
- mixing with students from a wider demographic (AO1 – 1), improved social mobility (AO2 – 1)
- Isaac is more likely to achieve higher grades (AO1 – 1), this will allow greater choice post-16 education and HE (AO2 – 1).

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

Accept other appropriate responses.

8	**Give** three **reasons why primary school teachers provide parents and carers with regular feedback on their child's developmental progress.**
	[3 marks]

AO2 = 3 marks

Award **one** mark for each reason:

- informs parents of rate of child's progress within key stage 1 and key stage 2 curriculum (1)
- parents / carers may be encouraged to share information about the child (1)
- improves parental / setting relationship / partnership working to support child's progression (1)
- increases motivation to support child to learn at home (1)
- supports identification of intervention needs when child does not follow key stage 1 and key stage 2 curriculum (1)
- educates parents on ways to support learning outside of the school setting (1)
- highlights child's strengths and weaknesses that may be different at home (1)
- provides information to parents about the key stage 1 and key stage 2 curriculum milestones (1).

Accept other appropriate responses.

9	**Secondary school teachers are discussing whether the use of technology in classrooms supports or limits pupils' learning.**
	Give two **advantages** and two **limitations of the use of technology in a secondary school classroom to support pupils' learning.**
	[4 marks]

AO3 = 4 marks

Award **one** mark for each advantage:

- supports group collaboration when face-to-face experience is not possible (1)
- ensures technology skills / expertise within IT is developed – required for social media use and future employment (1)
- gives the young person 'virtual' social experiences not afforded within the setting (1)
- supports diversity within the provision / acceptance of differences, particularly within a setting with limited diversity (1)
- allows for development of transferable skills through taking part in remote meetings etc (1)
- allows for development of understanding of online safety when using social networks (1).

Award **one** mark for each limitation:

- reduces social collaboration / reduces young person's opportunity for social interactions (1)
- reduces the need to develop handwriting skills (1)
- may not give the teacher the same opportunity to pick up when a pupil is struggling / not understanding (1)

- many young people spend leisure time using technology at the expense of actual social interaction (1)
- some pupils find online learning difficult to engage with / will be less focused
- may put young person at safeguarding risk if not educated about potential risks as a young person may not appreciate the danger (1).

Award a maximum **two** marks for advantages and **two** marks for limitations.

Accept other appropriate responses.

10	**Jack teaches secondary school pupils aged 14 to 16 years.** **In his role, Jack has a professional responsibility to maintain continuous professional development (CPD).** **Analyse the importance of Jack maintaining CPD.** **Your response should demonstrate:** - **an understanding of Jack's professional responsibility to maintain CPD** - **the impact on Jack's teaching practice when his CPD is maintained** - **reasoned judgements regarding the importance of Jack maintaining CPD.** **[12 marks, plus 3 marks for QWC]**

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

Level	Marks	Descriptor
Level 4	10–12	Analysis is **comprehensive, effective and relevant; excellent understanding** of Jack's professional responsibility to maintain currency within practice is demonstrated. Clear and reasoned understanding on the impact on Jack's teaching and young people's learning when his CPD is maintained. **Logical** and **coherent** chains of reasoning when considering the importance of Jack maintaining CPD.
Level 3	7–9	Analysis is **generally effective** and **mostly relevant**; **good understanding** of Jack's professional responsibility to maintain currency within practice is demonstrated. Some **reasoned understanding** of the impact on Jack's teaching and young people's learning when his CPD is maintained. **Mostly logical chains** of reasoning, although on occasions may lose focus, when considering the importance of Jack maintaining CPD.
Level 2	4–6	Analysis is **somewhat effective** and of **some relevance**, **some understanding** of Jack's professional responsibility to maintain currency within practice is demonstrated. **Simplistic** or **basic reasoned understanding** of the impact on Jack's teaching when his CPD is maintained. **Basic** or **limited reasoning understanding**, with inaccuracies when considering the importance of Jack maintaining CPD.
Level 1	1–3	Analysis is **limited** in **effectiveness** and **relevance**, **very little understanding** of Jack's professional responsibility to maintain currency within practice is demonstrated. **Lack** of **reasoned understanding** of the impact on Jack's teaching and young people's learning when CPD is maintained. The answer is **fragmented**, with **significant inaccuracies** and omissions when considering the importance of Jack maintaining CPD.
	0	No creditworthy material

Indicative content:

An understanding of Jack's professional responsibility to maintain CPD:

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

The impact of CPD on Jack's teaching practice:

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

Reasoned judgements regarding the importance of Jack maintaining CPD:

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

Accept other appropriate responses.

QWC

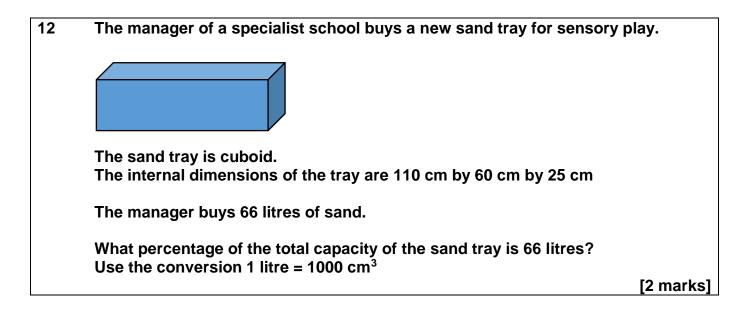| Mark	Descriptor
3	The answer is clearly expressed and well-structured. The rules of grammar are used with effective control of meaning overall. A wide range of appropriate technical terms are used effectively.
2	The answer is generally clearly expressed and sufficiently structured. The rules of grammar are used with general control of meaning overall. A good range of appropriate technical terms are used effectively.
1	The answer lacks some clarity and is generally poorly structured. The rules of grammar are used with some control of meaning and any errors do not significantly hinder the overall meaning. A limited range of appropriate technical terms are used effectively.
0	There is no answer written or none of the material presented is creditworthy. OR The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.

Section C: Equality and diversity

Total for this section: 24 marks

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11 **Which** one **of the following age ranges is covered by the Special Educational Needs and Disability (SEND) code of practice 2015?**

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

[1 mark]

AO1 = 1 mark

Award **one** mark for the correct answer.
Answer: **D** (0 to 25 years)

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

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

  The manager buys 66 litres of sand.

  What percentage of the total capacity of the sand tray is 66 litres?
  Use the conversion 1 litre = 1000 cm^3

[2 marks]

AO3 = 2 marks

1 mark: 1 : 66 × 1000 × 100 ÷ (110 × 60 × 25) or 66000 × 100 ÷ 165 000
  OR
66 × 100 ÷ (110 × 60 × 25 ÷ 1000) or 66 × 100 ÷ 165

1 mark: OE any full correct method to express 66 litres as a % of the total capacity
1 : 40 (%)

13	The organisational policies of further education colleges must follow the requirements of the Equality Act 2010.
	i) **Describe** two **policies a further education college must have to meet the requirements of the Equality Act 2010.**
	ii) **Describe how** each **policy supports college students.**
	[6 marks]

AO1 = 2 marks
AO2 = 2 marks
AO3 = 2 marks

Award up to **three** marks for each policy and description:

- inclusion policy (AO1 – 1) to ensure all young people are given equal access within the provision regardless of characteristics (AO2 – 1), to enable young people to have access to equipment and resources that meet individual needs to enable them to fulfil their potential / best outcomes (AO3 – 1)
- accessibility policy (AO1 – 1) to ensure all young people have access to a full range of opportunities within the provision (AO2 – 1), adaptions made to the environment to enable all young people to take part in all aspects of the curriculum – ensuring potential met / best outcomes (AO3 – 1)
- admissions policy (AO1 – 1) to ensure all young people have equal access to the setting regardless of individual needs and differences (AO2 – 1), young people's characteristics do not bias admission to the setting – giving equal chance of educational success / outcomes (AO3 – 1)
- anti-bullying policy (AO1 – 1) to ensure young people are safeguarded and differences accepted (AO2 – 1), to ensure young people are protected from labelling / isolation and every effort is made to maintain positive wellbeing for all individuals (AO3 – 1)
- safeguarding policy (AO1 – 1) to ensure young people safety, dignity and respect (AO2 – 1), to ensure young people and their families are protected from harm / abuse that will have a negative impact on an individual's education and holistic wellbeing and potentially affect individuals' future lives (AO3 – 1)
- partnership working policy (AO1 – 1) to ensure young people's information is shared appropriately to access best support (AO2 – 1), a multi-agency approach is recognised as being essential in support of best outcomes for young people (AO3 – 1).

Award a maximum of **two** marks for AO1, **two** marks for AO2 and **two** marks for AO3.

Accept other relevant responses.

14	i) Define the term 'gender stereotypes'.
	ii) **Give** two **reasons why practitioners must not use gender stereotypes in early years settings.**
	[3 marks]

AO1 = 1 mark
AO2 = 2 marks

Award **one** AO1 mark for:

- ascribing specific attributes, characteristics, or roles by reason only of being a girl or a boy (1)
- preconceived ideas whereby females and males are assigned characteristics and roles determined and limited by their gender (1).

Accept other appropriate responses.

Award **one** AO2 mark for each reason:

- to comply with the law (Equality Act 2010) (1)
- reduces discrimination through equal opportunity to participate (1)
- supports diversity through fair access to activities and resources (1)
- children can contribute in the way they prefer without expectation to stereotypical barriers (1)
- so that children do not experience stereotyping from practitioners (1)
- so that children do not role model or pick up stereotypical behaviours (1)
- supports children's self-esteem by supporting their personal choice (1).

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

Accept other relevant responses.

	Noah, aged 9 years, has recently moved to a different part of the country and has joined a new school. Some of the children started to tease Noah because of his accent. This made Noah feel less confident with his peers. The teacher noticed the children's negative attitudes and behaviour so put strategies in place to challenge this behaviour.
15 (a)	**Identify** two **ways the children's negative attitudes could affect Noah.**
	[2 marks]

AO1 = 2 marks

Award **one** mark for each way:

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

- feeling stigmatised (1).

Accept other appropriate responses.

15 (b)	**Identify and describe** two **strategies the teacher can use to increase Noah's confidence with his peers.**
	[4 marks]

AO1 = 2 marks
AO2 = 2 marks

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

- encouraging Noah to share information with his peers about his culture and background in a positive way (AO1 – 1), giving his peers opportunity to understand Noah's cultural background in a positive way (AO2 – 1)
- review of setting inclusion policy (AO1 – 1) to ensure practitioners are following the policy appropriately and recognising where changes need to be made in support of Noah (AO2 – 1)
- implement a buddy system for Noah (AO1 – 1) to integrate Noah into the peer group / support the development of friendships (AO2 – 1)
- introduce acceptance / bully consequences into PSE lessons (AO1 – 1) to support peers to understand the impact their actions may have on Noah (AO2 – 1).

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

Accept other appropriate responses.

15 (c)	**Explain** three **reasons why the teacher must challenge the children's negative attitudes and behaviours towards Noah.**
	[6 marks]

AO2 = 3 marks
AO3 = 3 marks

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

- the teacher has a professional responsibility to address / prevent discrimination towards Noah (AO2 – 1). Noah's peers will recognise that the behaviour is unacceptable if the teacher addresses it (AO3 – 1)
- the teacher has a responsibility to educate Noah's peers about unacceptable behaviours and attitudes (AO2 – 1). Not addressing the situation successfully may reinforce acceptance of negative behaviours / Noah will continue to feel stigmatised and his feelings of self-worth will reduce (AO3 – 1)
- addressing the situation will support Noah's peer group to understand why their behaviour is unacceptable (AO2 – 1). Noah's peers will learn why certain behaviours are unacceptable in school / society (AO3 – 1)

- successfully addressing the situation will support Noah's confidence and wellbeing (AO2 – 1). Noah may experience long-term mental health effects if the issues are not addressed successfully (AO3 – 1).

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

Accept other appropriate responses.

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

Total for this section: 24 marks

16	Education, health and care plans (EHCP) outline additional help children and young people may require and are written after an EHCP needs assessment takes place. At which one **of the following ages can an individual request their own EHCP needs assessment?** **[1 mark]**

AO1 = 1 mark

Award one mark for the correct answer
Answer: **D** (16 years)

17	Natalia, aged 11 years, has an Education, Health and Care Plan (EHCP). Next term Natalia will be leaving her primary school to attend the local secondary school. **Explain** one **reason why Natalia's EHCP should be shared with the Special Educational Needs and Disability Co-ordinator (SENDCo) in the secondary school.** **[2 marks]**

AO2 = 2 marks

Award up to **two** marks for:

- to ensure continuity of care (1), this will support Natalia to cope with the transition more easily (1)
- to ensure staff are aware of Natalia's support needs (1), this will support staff to plan and select resources in preparation for Natalia starting at the school (1)
- so the school is aware of current interventions and strategies to support Natalia (1), this will give staff understanding of what they need to do to prepare for Natalia (1)
- to make staff aware of any barriers (1), giving them the opportunity to assess the environment and make changes prior to Natalia starting (1)
- provides a starting point for a meeting (1) to reassure Natalia / her parents that needs will continue to be met (1).

Accept other appropriate responses

18	Safia, aged 9 years, has an auditory processing disorder that affects her learning.
	i) Define the term 'auditory processing disorder'.
	ii) Explain how one indicator of auditory processing disorder may affect Safia's learning.
	[3 marks]

AO1 = 1 mark
AO2 = 1 mark
AO3 = 1 mark

AO1:

i)   Award **one** mark for:

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

Accept other appropriate responses.

AO2 and AO3:

ii)   Award up to **two** marks for:

- auditory figure-ground difficulties (AO2 – 1): Safia will find it difficult to stay focused if there is noise in the background (AO3 – 1)
- auditory cohesion difficulties (AO2 – 1): Safia will find it difficult to cope with verbal problem solving such as verbal maths problems or comprehension (AO3 – 1)
- auditory memory difficulties (AO2 – 1): Safia will find it difficult remembering information such as lists or instructions (AO3 – 1)
- auditory attention difficulties (AO2 – 1): Safia will find it difficult to focus on listening long enough to complete a task (AO3 – 1)
- auditory discrimination difficulties (AO2 – 1): Safia will find it difficult to hear the difference between words that sound similar (AO3 – 1).

Award a maximum of **one** mark for AO1, **one** mark for AO2 and **one** mark for AO3.

Accept other appropriate responses.

19	Muhammed, a wheelchair user, attends a mainstream primary school. Teachers support Muhammed by making adaptations to the school environment to ensure the principles of inclusion are maintained.
	i) **Describe** three **adaptations teachers can make to the school environment to ensure the principles of inclusion are maintained.**
	ii) **Describe how** each **adaptation to the school environment will support Muhammed's participation in the primary school.**
	[6 marks]

AO2 = 3 marks
AO3 = 3 marks

Award up to **two** marks for each adaptation and description:

- the physical environment could be altered to allow for safe movement (furniture spacing / ramps, etc.) (AO2-1), this would allow Muhammed to be more independent, which would build confidence (AO3-1)
- specialist equipment such as lower sinks or adjustable height desks / tables (AO2-1). This would give Muhammed access, enabling him to participate alongside peers, which supports independence / builds self-esteem (AO3-1)
- discreet specialist support (AO2-1) to allow Muhammed to feel able to participate fully with confidence; support should be as minimal as is suitable for Muhammed to develop independence (AO3-1)
- changes to Muhammed's school routines (AO2-1) to ensure Muhammed's safety: later start times / earlier finishes to the day / lessons to avoid busy times in corridors, etc. which could pose a risk to Muhammed (AO3-1).

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

Accept other appropriate responses.

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

AO1 = 2 marks

Award **one** mark for each method:

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

Accept other appropriate responses.

20 (b)   Explain two **ways a Picture Exchange Communication System (PECS) will help Marco cope with routine changes during the school day.**
[4 marks]

AO2 = 4 marks

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

- to show Marco he will be moving from one activity to another (1), which will give Marco time to process the information and reduce potential for upset (1)
- allow Marco to see pictorially the routine of the day (1), which will inform him of the set-up of the day, which will give Marco prior warning of changes (1)
- Marco lacks communication skills so a PECS will help to inform him of the structure of the day (1), this will allow for more acceptance of changes and reduce anxiety (1)
- other children may observe the PECS and support Marco (1), this will allow him to have some interaction with others in the group (1)

- the use of a PECS will be a constant in Marco's day (1), Marco will eventually use this as a go-to resource to gain information (1)
- informing Marco visually of the upcoming change will allow him to feel in control (1). This understanding may support Marco to feel empowered and less anxious or upset when change happens (1).

Accept other appropriate responses.

20 (c)	**Give** three **advantages and** three **limitations of using high-tech communication systems to support Marco's communication during the school day.** [6 marks]

AO3 = 6 marks

Award **one** mark for each advantage:

- Marco's chosen medium is the tablet, which means he is more likely to understand how to engage with other high-tech systems (1)
- previous experience may mean Marco is more open to other high-tech systems to widen his communication skills (1)
- high-tech systems could be used to reinforce low-tech strategies, for example visual prompts on a tablet rather than an actual picture, at times of change (1)
- varying types of high-tech systems will support him to be less reliant on his tablet for communication
- Marco may show interest in other children using a high-tech system, prompting simple communication with them (1)
- the devices can be portable, meaning that they can go with Marco wherever he chooses to be in the setting
- devices can be shared with home, to support consistent approach to encouraging communication (1).

Award **one** mark for each limitation:

- the tablet is Marco's medium of choice, therefore using this device is not helping to develop his wider communication skills (1)
- Marco could have pre-existing ideas about what he wants to do with the tablet and not be receptive to using it in a different way, which will limit opportunities for Marco to enhance his communication (1)
- using other high-tech may result in over-reliance on high-tech systems, with no improvement in communication / not helping to improve his social interaction or communication skills with others (1)
- devices may be left in the wrong location (for example, left at home) leaving no means to communicate (1)
- the high-tech may fail, therefore leaving Marco with no means to communicate
- financial implications of repair or update to devices (1).

Award a maximum of **three** marks for advantages and **three** marks for limitations.

Accept other appropriate responses.

Assessment Objective Grid

Question	AO1	AO2	AO3	QWC	Total
Section A					
1	1				**1**
2	2	2			**4**
3		2	4		**6**
4		1			**1**
5	4	4	4	3	**15**
Total	**7**	**9**	**8**	**3**	**27**
Section B					
6	1				**1**
7	2	2			**4**
8		3			**3**
9			4		**4**
10	4	4	4	3	**15**
Total	**7**	**9**	**8**	**3**	**27**
Section C					
11	1				**1**
12			2		**2**
13	2	2	2		**6**
14	1	2			**3**
15a	2				**2**
15b	2	2			**4**
15c		3	3		**6**
Total	**8**	**9**	**7**		**24**
Section D					
16	1				**1**
17		2			**2**
18	1	1	1		**3**
19		3	3		**6**
20a	2				**2**
20b		4			**4**
20c			6		**6**
Total	**4**	**10**	**10**		**24**
Paper Total	**26**	**37**	**33**	**6**	**102**
Tolerance	**25-30**	**33-38**	**28-33**	**6**	**102**

Document information

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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	Questions 16 and 17 updated following TQ annual review.	August 2022	September 2022