



T Level Technical Qualification in Education and Early Years

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: Element 7 Child development

**Total for this section: 26 marks
[23 marks, plus 3 marks for QWC]**

1 Piaget suggested that children’s language develops during distinct cognitive stages.

According to Piaget’s theory, during which cognitive stage would a child be expected to attach meaning to objects using language?

- A Concrete Operational Stage**
- B Formal Operational Stage**
- C Preoperational Stage**
- D Sensorimotor Stage.**

[1 mark]

AO1 = 1 mark

Award **one** mark for the correct answer.
Answer: **C** (Preoperational Stage)

2 Chomsky stated that all children have a Language Acquisition Device (LAD).

Give the meaning of Language Acquisition Device (LAD).

[1 mark]

AO1 = 1 mark

Award **one** mark for:

- LAD is an innate structure in the brain of infants that supports learning and understanding of language (1).

Accept other appropriate responses.

3 Robert Selman developed a framework for understanding developmental trends in children’s friendships.

Lily, aged 13 years, is a secondary school pupil. According to Selman’s framework Lily demonstrates ‘mature friendships’.

Describe one way that Lily may demonstrate ‘mature friendships’ with her peers.

[2 marks]

AO2 = 2 marks

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

- Lily is likely to tell her friends/peers how she feels about situations or experiences (1) instead of her parents or other members of her family (1)
- Lily is likely to have friends in different places (1) such as school friends and friends she goes to meet in college or in extracurricular activities (1)
- Lily is able to accept that her friends/peers like different things than she does (1) such as music, foods, television programmes or have different beliefs and can still be her friends (1)
- Lily is likely to keep in touch with her friends/peers who move to a different school or area (1) and maintain bonds to remain emotionally close to them (1).

Accept other appropriate responses.

4 There are five levels in Robert Selman’s framework for understanding developmental trends in children’s friendships.

One of these levels is ‘mature friendships’, name the four other levels in Robert Selman’s framework.

[4 marks]

AO1 = 4 marks

Award **one** mark for each level, up to four marks:

- Momentary playmates (1)
- One-way assistance (1)
- Two-way, fair weather cooperation (1)
- Intimate, mutually shared relationships (1).

5 Charlie is a nursery practitioner working with children aged 3 years. This term, Charlie has themed the nursery’s role play area as a restaurant to promote the children’s language development. Charlie has planned for groups of four children to use the role play area at any one time.

Assess the potential impact that engaging in role play may have on the children’s language development.

[3 marks]

AO3 = 3 marks

Award **one** mark for each assessment point, up to three marks:

- the nursery children will be given opportunities to hear and engage with new words associated with the role play theme (1) and experiment with specific language that they may not usually use in a natural, action-based play environment (1). The children’s range of vocabulary and use of new words will therefore be increased (1).
- when Charlie gets involved in the themed role play he will be able to observe the language that children use (1) and actively scaffold or extend the language children are using by explaining terms or modelling new language for them (1). This will promote the children’s conversational language as used in every day circumstances (1).

Accept other appropriate responses.

6 Jessica is a childcare practitioner working in the baby room of a day nursery. Jessica supports a key group of babies aged 12 months.

Discuss ways that Jessica can promote the language development of the babies in her key group.

Your response should demonstrate:

- **understanding of expected milestones in language development of babies aged 12 months**
- **a range of strategies or activities that Jessica can use to promote the language development of the babies in her key group**
- **reasoned judgements and conclusions for using the specified strategies or activities to support the babies' language development.**

[12 marks, plus 3 marks for QWC]

AO1 = 4 marks
AO2 = 4 marks
AO3 = 4 marks

Level	Marks	Descriptor
Level 4	10–12	<p>Discussion 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>Knowledge and understanding of how Jessica can promote the language development of babies aged 12 months is clear and fully accurate, with sustained focus.</p> <p>The answer demonstrates extensive breadth and/or depth of understanding.</p>
Level 3	7–9	<p>Discussion is generally effective and mostly relevant, showing mostly logical and coherent chains of reasoning. Mostly accurate judgements, mostly rational and balanced conclusions or addressed needs are evident.</p> <p>Knowledge and understanding of how Jessica can promote the language development of babies aged 12 months is mostly clear and generally accurate, although on occasion may lose focus.</p> <p>The answer demonstrates reasonable breadth and/or depth of understanding, with occasional inaccuracies and/or omissions.</p>
Level 2	4–6	<p>Discussion is somewhat effective and of some relevance, with reasoning taking the form of generic statements with some development. Judgements have some merit (simplistic and brief), conclusions or addressed needs will have some but limited rationality and balance.</p>

		<p>Knowledge and understanding of how Jessica can promote the language development of babies aged 12 months shows some but limited accuracy, focus and relevance.</p> <p>The answer is basic and shows limited breadth and/or depth of understanding, with inaccuracies and omissions.</p>
Level 1	1–3	<p>Discussion is limited in effectiveness and relevance. Judgements are tenuous and mostly unsupported, and conclusions or addressed needs, if present, have little relevance to the question and lack balance.</p> <p>Knowledge and understanding of the use of how Jessica can promote the language development of babies aged 12 months has minimal focus and relevance to the context.</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

Understanding of the language development of babies aged 12 months.

- Starts to understand contextual clues such as familiar gestures, words and sounds
- Is able to follow others body language, including pointing and gestures
- Responds to things said in a familiar context (where's Mummy?)
- Uses sounds in play e.g. 'brrrm' for toy car
- Uses single words
- Has a vocabulary of between 5 and 20 words
- Participates in simple finger rhymes
- Enjoys books and stories
- Uses the same word to identify similar objects (all round objects are a ball)
- Understands simple sentences
- Takes turns making sounds with another person
- Can point to and 'talk' about a specific object
- Imitates words and sounds.

A range of strategies or activities that Jessica may use to promote the language development of the babies in her key group.

- **Strategies**
- Jessica can complete observations and assessments to find out the babies' interests and stage of language development
- Talking with the babies' parents to understand what language the babies use at home and if there are any specific words that are used in the family
- Jessica can be physically close to the babies, using eye contact and tone of voice to communicate with the babies

- Jessica should use a lively voice with lots of intonation to help engage the babies.
- Jessica should use lots of repetition so that babies can begin to recognise different sounds and words.
- Using simple language, Jessica should talk to the babies about what she is doing and use actions and objects to accompany what she is saying
- Talk to parents about the importance of talking with babies in their home language.

- **Activities.**
- Telling babies stories, with and without books
- Provide a range of books that are suitable for babies to explore on their own with different pictures, textures and languages
- Sing songs and rhymes
- Messy play, such as jelly play to introduce different describing words
- Treasure baskets with different items for babies to name and explore
- Musical instruments to tap out the rhythm of speech.

Reasoned justifications for using the specified strategies or activities to support the babies’ language development.

- Songs and rhymes have rhythm and repetition, this will help the babies to remember the songs and rhymes and anticipate what is coming next. Songs and rhymes usually have actions that the babies can learn and will be able to use to join in before they are able to join in with the words.
- Talking with parents will help to build positive relationships with parents and provides an environment where information about the babies’ language development can be shared effectively.
- Observations and assessments will help Jessica to understand each baby’s individual language development. This will help Jessica to plan effectively to support the language of each baby.
- Messy and heuristic play will give the babies opportunities to explore different textures. Jessica can use simple language with lots of repetition while supporting these activities so the babies become familiar with a varied vocabulary.
- Jessica should provide a range of books that are suitable for the babies to hold and explore independently or with Jessica. This exposure to books will encourage them to enjoy books and stories and will expose the babies to a variety of words and sounds.

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.

	<p>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.</p>
0	<p>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.</p>

Section B: Element 8 Observation and assessment, and Element 9 Reflective practice

Total for this section: 26 marks
[23 marks, plus 3 marks for QWC]

7 The Reception Baseline Assessment is used to measure children's progress at which one of the following stages?

- A** The end of the Foundation Stage
- B** The end of Key Stage One
- C** The end of Key Stage Two
- D** The end of Key Stage Three

[1 mark]

AO1 = 1 mark

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

Answer – C (The end of Key Stage Two)

8 Safia is a teacher in a reception class. The class is made up of 32 children.

Out of the 32 children, 26 children meet the Early Learning Goals for mathematics.

Calculate the percentage of children that meet the Early Learning Goals for mathematics.

[2 marks]

AO2 = 2 marks

Answer

Award **one** mark maximum for correctly using the following method.

$26 \div 32 \times 100$ (1) OE Any full correct method

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

81.25(%) (1)

Award both marks for a correct answer only as we can assume the method has been applied correctly where a single method is used.

9	<p>The quality of support for children and young people with special educational needs and disability (SEND) is a current priority in education, so is regularly reviewed by the government.</p> <p>Assess how government reviews may impact on the quality of support for children and young people with special educational needs and disability (SEND) in education.</p> <p style="text-align: right;">[3 marks]</p>
----------	--

AO3 = 3 marks

Award **one** mark for each assessment point, up to three marks:

- reviews will help the government identify where money needs to be invested to best support children and young people with SEND and help reduce the 'postcode lottery' approach and ensure more consistency nationally (1). This will also help the government identify national trends and variations in support already given to children and young people with SEND (1) and ensure that government funding can be used effectively in supporting children and young people with SEND (1)
- feedback from government reviews will help practitioners in educational settings better understand their roles and responsibilities in assessing the needs of children and young people with SEND (1) and understand how the needs of children with differing SEND can be best met (1), ensuring targeted/tailored provision for the children and young people resulting in improved intervention and outcomes related to education and wellbeing (1).

Accept other appropriate responses.

10	<p>GCSE examinations are national assessments taken by Year 11 pupils at the end of secondary education.</p> <p>Explain two reasons for national assessments at the end of secondary education.</p> <p style="text-align: right;">[4 marks]</p>
-----------	--

AO2 = 4 marks

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

- the national assessments give secondary school pupils certificates of attainment (1) that can be used to access further education courses or employment (1)
- the national assessments help to create a national picture of how well pupils in secondary schools are performing (1) giving the department of education insights needed to review educational processes in secondary schools (1)
- the data collected from national assessments is used to place secondary schools on league tables (1) helping parents decide which secondary education setting would best suit their child(ren) (1)

- secondary schools are able to see attainment data from the national assessment results (1) and use the data to evaluate and improve teaching practice / provision (1).

Accept other appropriate responses.

11	<p>There are 6 stages in Gibbs’ reflective cycle.</p> <p>Outline the ‘conclusion’ stage in Gibbs’ reflective cycle.</p>	[1 mark]
-----------	---	-----------------

AO1 = 1 mark

Award **one** mark for:

- the conclusion stage is where you consider what has been learned and what might be done differently next time (1)
- the conclusion stage is where you consider what else you could have done (1)
- the conclusion stage is where you consider the impact of the event on future learning (1).

Accept other appropriate responses.

12	<p>George is aged 17 years. George experiences depression and is finding it difficult to attend his college course. George has been assigned a college mentor.</p> <p>Discuss the benefits to George of receiving support from a college mentor.</p> <p>Your response should demonstrate:</p> <ul style="list-style-type: none"> an understanding of the way mentors can support young people with depression ways in which depression may affect George’s educational progress reasoned judgements and conclusions regarding the benefits to George of receiving support from a college mentor. 	[12 marks, plus 3 marks for QWC]
-----------	---	---

AO1 = 4 marks

AO2 = 4 marks

AO3 = 4 marks

Level	Marks	Descriptor
Level 4	10–12	Discussion 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>Knowledge and understanding of the benefits of George receiving support from a mentor is clear and fully accurate, with sustained focus.</p> <p>The answer demonstrates extensive breadth and/or depth of understanding.</p>
Level 3	7–9	<p>Discussion is generally effective and mostly relevant, showing mostly logical and coherent chains of reasoning. Mostly accurate judgements, mostly rational and balanced conclusions or addressed needs are evident.</p> <p>Knowledge and understanding of the benefits of George receiving support from a mentor is mostly clear and generally accurate, although on occasion may lose focus.</p> <p>The answer demonstrates reasonable breadth and/or depth of understanding, with occasional inaccuracies and/or omissions.</p>
Level 2	4–6	<p>Discussion is somewhat effective and of some relevance, with reasoning taking the form of generic statements with some development. Judgements have some merit (simplistic and brief), conclusions or addressed needs will have some but limited rationality and balance.</p> <p>Knowledge and understanding models of the benefits of George receiving support from a mentor shows some but limited accuracy, focus and relevance.</p> <p>The answer is basic and shows limited breadth and/or depth of understanding, with inaccuracies and omissions.</p>
Level 1	1–3	<p>Evaluation is limited in effectiveness and relevance. Judgements are tenuous and mostly unsupported, and conclusions or addressed needs, if present, have little relevance to the question and lack balance.</p> <p>Knowledge and understanding of the benefits of George receiving support from a mentor shows minimal focus and relevance to the context.</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

An understanding of the ways mentors can support young people with depression may include:

- depression is a low mood that lasts for a long time. In some cases it can make everyday tasks seem harder to do and less worthwhile. Mentors can support with setting and reviewing key performance indicators to support motivation.
- The mentor could support George to access reasonable adjustments or support arrangements
- The mentor can support George with seeking help
- Mentors can escalate information to other support if there is a significant risk for the student

Ways in which depression may affect George’s educational progress may include:

- George may find it difficult to get of bed or to leave the house. This will impact on his attendance in college which means that he won’t be accessing all of the lessons
- George may not be engaged in lessons, he may not be listening and may not take part in class discussions or activities
- George may feel low, upset or tearful. He might not feel pleasure in things that he used to enjoy
- George might feel worthless and might isolate himself from other people. This may reduce the contact that George has with his peers and make it more difficult for him to be in college
- George may have difficulty in speaking or communicating is thoughts and ideas clearly. This may mean that he is misunderstood by his tutors or that it is difficult to complete his coursework
- George may feel tired all of the time which will impact on his concentration in class
- George may have difficulty remembering things and then get behind in his work
- George may feel helpless and have no confidence or self-esteem. He may think that there’s no point in trying if he can’t do anything anyway
- George may feel suicidal.

Reasoned justifications regarding the benefits to George of receiving support from a college mentor may include:

- a mentor be a safe place in college where George can go if he feels that he needs timeout
- a mentor can help George to understand feedback from tutors and to see the positives in the work rather than focusing on the negatives
- having a mentor can give peace of mind to Georges and his parents
- a mentor will have assigned time with George to listen to his concerns, this will help George as he won’t need to feel guilty for the time that he is taking
- George may prefer not to speak to people at home about how he is feeling. It may help him to have someone objective to talk to
- a mentor can go over class notes with George and help him to organise his thoughts to help him to get started on his coursework.

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: Element 10 Equality and diversity

Total for this section: 26 marks

13 The Special Educational Needs and Disability code of practice 2015, identifies four broad areas of need.

Which one of the following is an area of need as identified in the Special Educational Needs and Disability code of practice 2015.

- A** Communication and language
- B** Cognitive learning
- C** Sensory and/or physical impairment
- D** Social, emotional and mental health

[1 mark]

AO1 = 1 mark

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

Answer: **D** (social, emotional and mental health)

14 The General Data Protection Regulation (GDPR) 2018 requires practitioners to know the difference between 'personal data' and 'sensitive personal data' when processing information.

Identify one type of 'sensitive personal data' as categorised in the General Data Protection Regulation (GDPR) 2018.

[1 mark]

AO1 = 1 mark

Award **one** mark for:

- racial or ethnic group
- political opinions
- sexual preferences
- biometric information
- trade union membership
- health related information.

Accept other appropriate responses including examples of sensitive personal data.

NB Do not accept examples of personal data.

15 After receiving several reports of concern from other parents, a team of parent governors have conducted a review of a primary school’s organisational policies and have observed practice; to ensure that equality, diversity and inclusion are being promoted within the school.

The complaints were that some students were using potentially discriminatory language or language which reinforces stereotypes, which wasn’t sufficiently challenged by staff and as a result, some students did not feel accepted or respected.

As a result, the school has decided upon 3 key actions in order to promote equality, diversity and inclusion:

- **developing the resources used in classrooms so that they reflect students individual backgrounds and needs**
- **using culturally diverse materials such as books, activities and vocabulary that reflects different cultural backgrounds**
- **introducing a more robust behaviour management process to ensure that any further language is challenged and monitored**

Assess the impact that two of these key actions may have on reducing the issues raised through the complaints.

[6 marks]

AO3 = 6 marks

Award **one** mark for each assessment point, up to a maximum of **three** marks per key action:

- developing resources so that they meet the individual needs of the student will help students feel more accepted, if the resources address the actual needs of the student (1). If the teachers and staff do not accurately address the needs of the students however, it may lead to further reinforcement of stereotypes or negative attitudes if the teacher makes any wrong assumptions about the student’s needs and backgrounds (1). Overall, this could be effective at making students feel more included, but teachers may need some training or education to make sure they are reflecting the students needs and backgrounds accurately (1).
- using materials from culturally diverse backgrounds will reflect different cultures and will help inform the students of different cultures and students may then start to become more respectful of other cultures, as they become more aware of them (1). However, it may lead to an increase in negative language or reinforcement of stereotypes as students are suddenly introduced to materials from a wide range of backgrounds (1). To make this approach effective, the school should first address the issues surrounding negative stereotyping and discriminatory language and the impact it can have, before they introduce culturally diverse materials (1).
- students should be challenged and monitored more effectively so that any consistent use of these types of language can be escalated where required (1). For this to have a

positive impact however, the students must be taught why the language is inappropriate and the impact it can have on other people (1). Overall, the impact this action has on the students is dependent on the effectiveness of the first 2 actions and is only successful if the interventions to education students is effective first (1).

Accept other relevant responses.

16 Primary school practitioners have planned a 4-night residential trip for the children. The residential trip costs £190 and includes travel, food and accommodation costs. The trip will take place in a city located 200 miles away from the primary school.

Give two barriers which may prevent children from participating in the school trip.

[2 marks]

AO2 = 2 marks

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

- the cost incurred by the residential trip (1)
- children may be anxious about spending prolonged time away from home (1)
- a family may have more than one child attending the school who is eligible for the trip (1)
- the distance of the residential trip may be a concern for children/parents (1).

Accept other relevant responses.

17 The UN Convention on the Rights of the Child (UNCRC) 1989 states that children and young people have the ‘right to be heard’.

(i) Identify two ways practitioners can support the nursery children’s ‘right to be heard’.

(ii) Outline how each way identified supports the nursery children’s ‘right to be heard’.

[4 marks]

AO1 = 4 marks

Award **one** mark for each identification, up to two marks and **one** further mark for each outline, up to two marks:

- Practitioners can ask children to choose which activities they would like to play with and give them support in deciding what they would like to do (1) this can help children to learn how to talk about what they would like to do and have their choices validated (1)
- Practitioners can give children choices at snack and mealtimes (1) for example they can choose if they would like milk or water, or make choices from a small selection of fruit or vegetables (1)
Practitioners can give children the choice to play indoors or outdoors (1) this empowers children to make choices about where they would like to go themselves (1)
- When children choose not to engage in an activity practitioners can respect their choice and not try to persuade them (1) this will help children to learn that they can say no to things that they do not want to do (1).

Accept other appropriate responses.

18 **Ayesha is aged 17 years and attends college. Ayesha has dyslexia. Dyslexia is a Special Educational Need which affects an individual's reading, writing and spelling. These tasks may be challenging for individuals with dyslexia and take longer to complete.**

The Equality Act 2010 states that all education providers must make reasonable adjustments and put support in place for any child or young person with any Special Educational Needs or Disabilities (SEND).

The teachers in the secondary school Ayesha attended made reasonable adjustments for her dyslexia by putting in place a range of strategies to support her educational progress. In college, no reasonable adjustments have been put in place for Ayesha.

(a) Explain the type of discrimination taking place when reasonable adjustments are not put in place for a pupil.

[2 marks]

AO2 = 2 marks

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

- Indirect discrimination is when there is a rule or practice that everyone has to follow in the same way but it has adverse effects for some people and not others (1) because there are no adjustments in place, Ayesha is expected to complete her work in the same way as her peers which could have an adverse effect on her grades (1).

Accept other appropriate responses.

18(b) The college tutors must make reasonable adjustments for Ayesha.

Describe two strategies the college tutors must put in place to support Ayesha's educational progress.

[4 marks]

AO2 = 4 marks

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

- provide coloured overlays for handouts (1) so that Ayesha can read printed text more easily (1)
- ensure Ayesha receives one-to one support in lessons (1) so that she can effectively engage with the teaching and learning (1)
- ensure Ayesha has a reader and extra time for test/exams (1) so that she has equal opportunities to complete assessments/achieve results comparable with her peers (1)
- provide a daily lesson timetable/planner (1) so that Ayesha can keep track of where she needs to be and when (1).

Accept other reasonable responses

18(c) The Equality Act 2010 allows educational settings to offer children and young people with special educational needs or disabilities (SEND) more favourable treatment.

Justify two reasons why Ayesha may be allowed more favourable treatment in college.

[6 marks]

AO3 = 6 marks

Award up to **three** marks for each justification:

- Ayesha may be allowed more favourable treatment as by doing so it provides a 'level playing field' for Ayesha (1) this will help Ayesha overcome the disadvantages she is experiencing so that her needs may be met (1) and she can participate in college tasks alongside her peers that do not experience similar difficulties (1)
- Ayesha may need more favourable treatment because she may not be able to communicate her understanding as effectively as her peers (1) having more favourable treatment will support Ayesha in being able to demonstrate what she knows through extra time or other adaptations (1) and support her ability to progress and achieve in subjects alongside her peers (1)
- Ayesha may need more favourable treatment because she has a learning difference that can have an adverse impact on her day-to-day activities (1) because of this she is protected by the Equality Act 2010 (1) if she is not given more favourable treatment the college would be breaking the law (1).

Accept other appropriate responses.

Section D: Element 11 Special educational needs and disability, and Element 12 English as an additional language

Total for this section: 24 marks

19 Speech synthesis is an example of which communication system?

- A High-tech**
- B Low-tech**
- C Mid-tech**
- D No-tech**

[1 mark]

AO1 = 1 mark

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

Answer: **A** (High-tech)

20 Isaac, aged 16 years, is a wheelchair user. Isaac will start college in September.

Before he starts college, the tutors will meet to discuss specific provision that can be put in place to support Isaac's accessibility in college.

Describe one way the college tutors can support Isaac's accessibility in college.

[2 marks]

AO2 = 2 marks

Award up to **two** marks for:

- the tutors can timetable all lessons on the ground floor (1) so any barriers such as stairs or broken lifts that may have prevented Isaac from accessing the lesson have been removed (1)
- the tutors can ensure that Isaac and his family have access to an easy access parking space (1) so that he will be able to arrive and leave college safely (1)
- the tutors should arrange for Isaac to have a key for the accessible toilets (1) so that he doesn't need to ask for assistance each time that he needs the bathroom (1)
- the tutors should arrange for there to be a desk/table that has an adjustable height (1) so that it can accommodate Isaac's wheelchair easily in lessons (1).

Accept other reasonable responses.

21 Noah, aged 14 years, has an Autistic Spectrum Disorder (ASD) which means he experiences difficulties with social interaction and communication. Noah attends a mainstream secondary school. In classes Noah has a communication partner.

Explain two ways that having a communication partner can support Noah in school.

[4 marks]

AO2 = 4 marks

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

- having a communication partner can help make school more accessible for Noah (1) this is because the communication partner will be able to break down what the teacher says so that it is more understandable to Noah (1)
- having a communication partner can help Noah to feel valued in school (1) this is because by having a strategy in place such as a communication partner Noah is having his needs met which in turn helps Noah to feel valued (1)
- having a communication partner can help Noah and his teachers to set realistic targets (1) this is because the communication partner can help Noah to express his needs to his teachers (1)
- having a communication partner means that Noah can be an active learner in the same way that his peers can (1) this is because the communication partners will be able to share Noah's thoughts and ideas during class discussions (1).

Accept other appropriate responses.

22 Eye-tracking devices can help young people who are non-verbal to communicate.

Name the two types of eye-tracking devices.

[2 marks]

AO1 = 2 marks

Award **one** mark for each type:

- screen based eye tracking
- eye-tracking glasses.

23 Identify three bilingual resources that pre-school practitioners can provide to help children learn English as an Additional Language (EAL).

[3 marks]

AO1 = 3 marks

Award **one** mark for each resource, up to three marks:

- dual language books (1)
- posters showing more than one language alongside English in the room (1)
- word walls where words are written in other languages as well as English (1)
- storage boxes where the name of the contents are displayed in a variety of languages alongside pictures (1)
- bilingual food packages and empty toiletries packaging from other countries can be used in the role play area (1).

Accept other appropriate responses.

24 Oscar recently moved to the UK from Italy and joined Year 6 in primary school. Oscar is aged 10 years and has been learning English for six months. Oscar's parents have limited English. His teacher is trying to find different ways to support Oscar during lessons.

Oscar's teacher must be aware of specific difficulties that Oscar may experience as a child being taught English as an Additional Language (EAL).

(a) Explain one difficulty the teacher must be aware of when supporting Oscar to access the curriculum.

[2 marks]

AO2 = 2 marks

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

- Oscar's teacher must be aware that the grammatical structures in English and Italian are different (1) and so Oscar's ideas may appear to be jumbled or confused (1)
- Oscar's teacher should be aware that Oscar may find it difficult to follow his teacher's lessons (1) because neither of them have enough understanding of the other person's language (1)
- Oscar's teacher should be aware that Oscar may get left out of class discussions (1) as Oscar might not be able to translate the questions and answers quickly (1)
- Oscar's teacher should be aware that Oscar might find it hard to express himself in English (1) and so the teacher might not know what Oscar is finding difficult (1).

Accept other appropriate responses.

24(b) Apart from providing bilingual resources, explain two other strategies the teacher can use to support Oscar's learning of English as an Additional Language (EAL).

[4 marks]

AO2 = 4 marks

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

- Oscar's teacher can request EAL specialist support to work 1:1 with Oscar (1) to help increase Oscar's confidence as he feels supported in class (1)
- Oscar's teacher can encourage peer and group support where Oscar can work with others (1) so he has lots of opportunities to speak and listen in class which will help to improve his English (1)
- Oscar's teacher can provide opportunities for Oscar to talk before writing (1) so he can order his ideas before writing them down and improve his use of English grammar (1)
- Oscar's teacher can scaffold learning by introducing topics and building on them slowly (1) giving Oscar time and a supportive framework to help him to understand the work (1)
- Oscar's teacher can work in partnership with Oscar's parents (1) to help them understand ways in which they can support Oscar at home (1).

NB – do not award marks for bilingual resources as this is in the question.

Accept other appropriate responses.

24(c) The teacher has observed that Oscar's classwork is completed more effectively than his homework. Oscar often does not complete his homework at all.

Assess two ways a lack of English language support at home may impact on Oscar's completion of homework.

[6 marks]

AO3 = 6 marks

Award up to **three** marks for each assessment point:

- if Oscar can't ask for help at home, he may not understand what he needs to do (1) and due to this he may feel unsupported or lose confidence (1) because of this Oscar might get frustrated with his homework and not do it (1)
- if Oscar's parents are not able to understand Oscar's homework, they may feel embarrassed (1) and because of this they may avoid helping Oscar with his homework (1) and then feel unable to put sanctions in place if it wasn't completed (1)
- A lack of English support at home may mean that Oscar relies on tools such as google translate to understand his homework (1) these tools are often not accurate and might translate something out of context (1) which may decrease Oscar's motivation or engagement in homework tasks as he repeatedly makes mistakes (1).

Accept other appropriate responses.

Assessment Objective Grid

Question	AO1	AO2	AO3	Maths	QWC	Total
Section A Child development						
1	1					1
2	1					1
3		2				2
4	4					4
5			3			3
6	4	4	4		3	15
Total	10	6	7		3	26
Section B						
7	1					1
8		2		2		2
9			3			3
10		4				4
11	1					1
12	4	4	4		3	15
Total	6	10	7	2	3	26
Section C						
13	1					1
14	1					1
15			6			6
16		2				2
17	4					4
18a		2				2
18b		4				4
18c			6			6
Total	6	8	12			26
Section D						
19	1					1
20		2				2
21		4				4
22	2					2
23	3					3
24a		2				2
24b		4				4
24c			6			6
Total	6	12	6			24

Error! Unknown document property name. Error! Unknown document property name., Error! Unknown document property name.
T Level Technical Qualification in Education and Early Years (603/5829/4), Core exam
Paper B, Elements 7-12
Mark scheme**Error! Unknown document property name.**

Total	38	36	32	2	6	102
Tolerance	25-30	33-38	28-33	2	6	102

Document information

All the material in this document is © NCFE.

'T-LEVELS' is a registered trademark of the Department for Education.

'T Level' is a registered trademark of the Institute for Apprenticeships and Technical Education.

'Institute for Apprenticeships & Technical Education' and logo are registered trademarks of the Institute for Apprenticeships and Technical Education.