

T Level Technical Qualification in Education and Childcare (603/5829/4)

Core Knowledge and Understanding

Paper A Elements 1–6

Paper number: P001346

Wednesday 8 December 2021
9:00 am – 11:00 am

Time allowed: 2 hours

Student instructions

- Use black or blue ink.
- Fill in the boxes at the bottom of this page.
- Answer **all** questions.
- Read each question carefully.
- You **must** write your responses in the spaces provided. There may be more space than you need.
- You may do rough work in this answer book. Cross through any work you do not wish to be marked.

Student information

- The marks available for each question are shown in brackets. This is to help you decide how long to spend on each question.
- The maximum mark for this paper is 102.
- In questions **7** and **13**, you will be assessed on the quality of your written communication (QWC). Specifically, your ability to:
 - use good English
 - express and organise ideas clearly and logically
 - use appropriate technical terms.
- You may use a calculator.

Please complete the details below clearly and in BLOCK CAPITALS.

Student name _____

Provider name _____

Student number Provider number _____

To be completed by the Examiner			
Question	Mark	Question	Mark
1		15	
2		16	
3 (a)		17	
3 (b)		18	
4		19 (a)	
5		19 (b)	
6		19 (c)	
7		20	
8		21	
9		22	
10		23	
11		24 (a)(i)	
12		24 (a)(ii)	
13		24 (b)	
14		24 (c)	
			TOTAL MARK

Do not turn over until the invigilator tells you to do so.

BARCODE - TQ/EC/CKU/PAPERA



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For the multiple choice questions, write A, B, C or D in the answer space. Do **not** circle A, B, C or D in the question.

For example:

Answer **C**

If you change your mind about an answer, you **must** put a cross through your original answer and then write your new answer next to it.

For example:

Answer ~~B~~

Section A: this section covers Element 1 Wider Context, and Element 2 Supporting Education

This section is worth 24 marks, plus 3 marks for QWC.

Answer **all** questions in the spaces provided.

- 1** Which **one** of the following is a characteristic of effective learning in the Early Years Foundation Stage (EYFS) framework?

[1 mark]

- A** Discovering and engagement
- B** Listening and attention
- C** Moving and handling
- D** Playing and exploring

Answer

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2 The role of a secondary school teacher is identified as a 'general role' in education.

The entry requirements for this role are:

- grade C/4 in English and mathematics
- an undergraduate degree
- a postgraduate certificate in education or qualified teacher status (QTS).

Identify **one other** 'general role' in education **and** describe the entry requirements for this role.

[2 marks]

3 (a) Identify **two** professional attributes a practitioner needs to support the education of pre-school children.

[2 marks]

3 (b) Name **one** regulatory body responsible for maintaining standards in Further Education (FE) colleges.

[1 mark]

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4 Describe **two** ways primary school teachers can involve children in planning for their own learning. [2 marks]

5 Explain **one** advantage of using a scaffolded approach when supporting the learning of Key Stage 1 children. [2 marks]

6 Explain **one** advantage of using technology in a Key Stage 2 classroom to support a child who is finding a maths activity difficult. [2 marks]

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DO NOT WRITE IN THIS SPACE

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Please turn over for the next question**

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Section B: this section covers Element 3 Safeguarding, Health and Safety and Wellbeing

This section is worth 24 marks, plus 3 marks for QWC.

Answer **all** questions in the spaces provided.

- 8** Which legislation requires that state-funded schools provide free school meals for all Reception, Year 1 and Year 2 children when requested? **[1 mark]**

- A** Children Act 2004
- B** Children and Families Act 2014
- C** The Care Standards Act 2000
- D** The Childcare Act 2006

Answer _____

- 9** Name **two** pieces of legislation that inform organisational policies and procedures for storing information in educational settings. **[2 marks]**

- 10** A secondary school teacher is concerned that an adult in the school has developed an inappropriate relationship with a pupil.

Describe **two** actions the teacher should take to safeguard this pupil.

[2 marks]

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- 11 'Keeping Children Safe in Education' (2020) requires all practitioners to regularly update their child protection training.

Explain **one** impact on the safeguarding of children and young people when practitioners update their child protection training.

[3 marks]

- 12 Identify **two** types of abuse **and** describe the possible effects of **each** type of abuse on the behaviour of young people.

[4 marks]

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Section C: this section covers Element 4 Behaviour

This section is worth 24 marks.

Answer **all** questions in the spaces provided.

14 Which **one** of the following is the definition of 'the existential self'?

[1 mark]

- A** Child realises they exist as an associated entity
- B** Child realises they exist as a cohesive entity
- C** Child realises they exist as an independent entity
- D** Child realises they exist as a parallel entity

Answer _____

15 Define the term 'self-esteem'.

[1 mark]

16 Identify and describe **one** way practitioners can support the development of impulse control in children aged 3 to 5 years.

[2 marks]

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- 17 Individual, environmental, and educational factors can influence young people's behaviour.

Describe how **two** individual factors can influence young people's behaviour.

[4 marks]

- 18 Describe **two** strategies secondary school teachers can use to motivate pupils in lessons **and** how **each** strategy will do this effectively.

[4 marks]

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Emily is aged 2 years and has recently started the transition to nursery. Emily is enjoying the transition sessions but doesn't like sharing toys with other children.

During a visit to the nursery, Emily pushed a child and bit another child on the arm.

The nursery practitioners have a responsibility to maintain the safety of Emily and others in the nursery, so are meeting to discuss Emily's transition and develop a behaviour management plan.

- 19 (a)** Describe **two** strategies the nursery practitioners can use with Emily to set clear expectations for her behaviour.

[2 marks]

- 19 (b)** Setting clear expectations is one behaviour management strategy.

Describe **two other** strategies the nursery practitioners could use to manage Emily's behaviour **and** justify how **each** strategy would contribute to Emily's behaviour management.

[4 marks]

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Section D: this section covers Element 5 Parents, Families and Carers, and Element 6 Working with Others

This section is worth 24 marks.

Answer **all** questions in the spaces provided.

20 Which **one** of the following is characteristic of a 'nuclear' family structure? **[1 mark]**

- A** Two generations raising children together
- B** Two grandparents raising their grandchildren together
- C** Two parents raising their children together
- D** Two separate families joining together to raise children

Answer _____

21 Identify **two** National Health Services which support the parents/carers of primary school children **and** describe the purpose of **each** service. **[4 marks]**

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- 22** Charlie and his family have recently moved to the UK. Now in Year 9, Charlie is feeling anxious as he is preparing to choose his GCSE options.

Charlie's parents have not yet attended any meetings at school and have little experience of the school system. Charlie's parents have been busy with their new jobs at a local hospital and looking after Charlie's sister, who has autism.

Charlie's parents want to work in partnership with his teachers to support Charlie's GCSE decisions.

Explain **two** possible barriers to effective partnership working Charlie's parents may face.

[4 marks]

- 23** Name **one** health professional who supports children and families.

[1 mark]

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Noah is a learning mentor working at a Further Education (FE) college. Noah leads sessions offering support and information to young people who attend the college. Noah often hears confidential and personal information during sessions.

Noah refers young people to agencies when they require specific support. He also works collaboratively with other professionals to support the young people.

24 (a)(i) Identify **one** charity Noah may refer a young person experiencing mental health issues to **and** describe the support this charity could offer the young person.

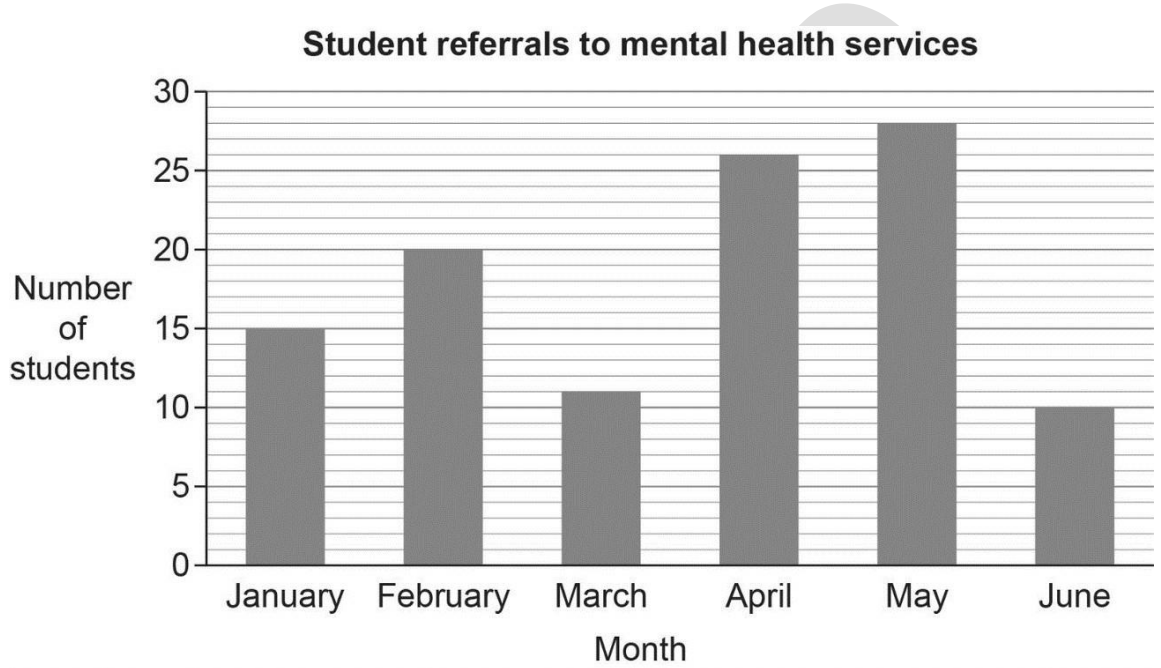
[2 marks]

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24 (a)(ii) Noah presents the following information to his manager.

It shows the numbers of students referred for mental health support in the first six months of the year.

Figure 1



Noah says that the mean number of students for the first four months of the year was higher than the mean number of students for May and June.

Using data from **Figure 1**, is Noah correct?

Show how you decide.

[2 marks]

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24 (b) Explain **two** reasons why Noah must maintain confidentiality when working with young people who share personal information.

[4 marks]

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