

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

Core Knowledge and Understanding

Paper B Elements 7–12

Paper number: P001348

Wednesday 15 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 **5** and **15**, 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		11	
2		12	
3		13	
4		14(a)	
5		14 (b)	
6		15	
7 (a)		16	
7 (b)		17	
8		18	
9		19	
10 (a)		20(a)	
10 (b)		20 (b)	
10 (c)		20 (c)	
		TOTAL MARK	

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

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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 7 Child Development

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

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

- 1 Which **one** of the following attachment theorists introduced the idea of 'insecure avoidant' and 'insecure ambivalent' attachments?

[1 mark]

- A Ainsworth
- B Bowlby
- C Rutter
- D Schaffer

Answer

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2 Identify **two** activities to support the language development of children aged 4 years **and** describe how **each** activity supports the children's language development.

[4 marks]

3 Lily, aged 7 years, has recently experienced a sudden family bereavement and is struggling to cope with school life.

Describe **two** strategies practitioners can use to support Lily's emotional wellbeing during this unexpected transition **and** how **each** strategy will support Lily's emotional wellbeing.

[4 marks]

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- 4** i) Identify **two** expected transitions a young person aged 14 to 18 years may experience.
- ii) Describe **one** strategy a practitioner could use to prepare the young person for **one** of the expected transitions identified in **4i**.

[3 marks]

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

This section is worth 24 marks.

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

6 Which **one** of the following is an example of a formative assessment? **[1 mark]**

- A** Final project
- B** Personal research
- C** Standardised exam
- D** Weekly test

Answer _____

7 (a) Identify **two** national assessments taken by young people aged 11 to 18 years. **[2 marks]**

7 (b) Describe **two** purposes of national assessments. **[2 marks]**

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8 Muhammed, aged 17 years, is studying at a further education college. Muhammed is supported by a teaching assistant who helps him by breaking down educational tasks into small steps.

Give **three** reasons why the teaching assistant should share Muhammed's progress with his college tutors.

[3 marks]

9 Oscar works in a pre-school unit. Oscar struggles with time management when supervising children's activities. Oscar will engage in relevant Continuous Professional Development (CPD) to improve his time management.

Identify **and** describe **two** ways Oscar could engage in relevant Continuous Professional Development (CPD) to improve his time management.

[4 marks]

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Sebastian, aged 2 years, attends his local day nursery. A recent 2-year progress check shows Sebastian's key person, Chloe, that he is not meeting all of his cognitive developmental milestones.

Chloe observes Sebastian's progress and then updates his developmental profile. Chloe uses this information to plan activities to support Sebastian's cognitive development.

10 (a) Identify **two** policies Chloe must follow when carrying out observations and recording information on Sebastian's development.

[2 marks]

10 (b) i) Describe **two** factors that may affect the reliability of information Chloe gains from observing Sebastian.

ii) Explain **one** possible impact of unreliable evidence on the support Chloe can give to Sebastian.

[4 marks]

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Section C: this section covers Element 10 Equality and diversity

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

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

- 11** The Equality Act 2010 defines a 'long term' condition as one which is likely to last at least: **[1 mark]**

- A** 3 months
- B** 6 months
- C** 9 months
- D** 12 months

Answer _____

- 12** A nursery provides full time care and free daily meals for up to 40 children. The nursery is open 7 days a week.

Last week the occupancy of the nursery was 72.5%
The chef prepared three meals per day for each child.

The cost of the food per day for each child was:

Breakfast	80p
Lunch	£2.21
Snack	£1.05

Calculate the total cost of the food for the children last week.

[2 marks]

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13

Ayesha is aged 18 years and attends her local further education college. Ayesha is experiencing a financial barrier to attending college, as she cannot afford the daily bus fare.

- i) Identify **one** way the college staff can share information about available financial support with Ayesha.
- ii) Describe **two** benefits to Ayesha's education if this financial barrier was removed.

[3 marks]

14 (a)

Identify **and** describe **two** protected characteristics in the Equality Act 2010.

[4 marks]

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

This section is worth 24 marks.

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

- 16** An eye-tracking device can be used as a tool to communicate. This tool is an example of which **one** of the following? **[1 mark]**

- A** High-tech communication system
- B** Low-tech communication system
- C** No-tech communication system
- D** Picture Exchange communication system

Answer _____

- 17** Name **two** external professionals who may work with a primary school teacher to support a child with a disability. **[2 marks]**

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18 Secondary schools have a range of organisational policies to support young people with additional needs. One policy is the Special Educational Needs and Disability (SEND) policy.

Identify **one other** secondary school policy that supports pupils with Special Educational Needs and Disability (SEND) **and** explain how implementing this policy supports the pupils' educational experience.

[3 marks]

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Jessica is aged 11 years and has recently joined secondary school. Jessica has cerebral palsy which means she must use a wheelchair most of the time during the day.

Jessica experiences a range of barriers to participation in school. Jessica's teachers and other professionals are meeting with Jessica to help overcome these barriers, so that Jessica feels empowered to participate in school life.

20 (a) Identify **two** barriers which may prevent Jessica from participating in school life. **[2 marks]**

20 (b) Describe **two** strategies Jessica's teachers could use to overcome the barriers identified in **20(a)** and the impact of **each** strategy on Jessica's participation in school life. **[4 marks]**

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