

T Level Technical Qualification in Education and Childcare

Core Knowledge and Understanding

Paper A

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: Wider Context and Supporting Education

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

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

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

[1 mark]

AO1 = 1 mark

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

Answer: **D (Playing and exploring)**

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]

AO1 = 2 marks

Award up to **two** marks for:

- **early years practitioner (1) - level 3 childcare and education qualification (1)**
- **early years educator (1) - level 3 childcare and education qualification (1)**
- **primary school teacher (1) - grade C/4, or above, in English, maths and science plus undergraduate degree and postgraduate certificate in education or an undergraduate degree that leads to qualified teacher status (1)**
- **headteacher (1) - grade C/4, or above, in English, maths and science plus undergraduate degree and postgraduate certificate in education or an undergraduate degree that leads to qualified teacher status, although not mandatory in addition the NPQH or NPQSL qualification (1)**

- room leader (1) - level 3 childcare and education qualification (1)
- lecturer (1) - technical qualification in subject to be taught plus a teaching qualification (1)
- teaching assistant (1) - level 3 teaching assistant or level 3 childcare and education qualification (1).

Accept other appropriate responses.

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

[2 marks]

AO1 = 2 marks

Award **one** mark for each professional attribute:

- approachability (1)
- confidence (1)
- empathy (1)
- knowledge (1)
- passion (1)
- patience (1)
- demonstrating the ability to accept or tolerate delays (1)
- positivity (1)
- reflection (1)
- resourcefulness (1)
- respect for others (1).

Accept other appropriate responses.

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

[1 mark]

AO1 = 1 mark

Award **one** mark for:

- Department for Education (DfE) (1)
- Office for Standards in Education, Children's Services and Skills (Ofsted) (1)
- Office of Qualifications and Examinations Regulation (Ofqual) (1).

Accept other appropriate responses.

4 Describe two ways primary school teachers can involve children in planning for their own learning.

[2 marks]

AO2 = 2 marks

Award **one** mark for each way:

- offer an opportunity for discussion with small groups of children to ask about topics and learning objectives to include in activities or lessons (1)
- give children simple questionnaires that can ask them about topics or learning they would like to be included in activities or lessons (1)
- provide children with an outcome or focus and let children choose how to progress the work (1)
- provide a suggestion box or board within the classroom for children to add suggestions or ideas for learning within the classroom (1)
- facilitate a school council/forum for children to participate in to discuss and share their ideas for learning (1)
- engage in discussion with children when completing work to help children plan how they might progress an activity (1).

Accept other appropriate responses.

5 Explain one advantage of using a scaffolded approach when supporting the learning of Key Stage 1 children.

[2 marks]

AO2 = 2 marks

Award up to **two** marks for:

- allows children to take a more active role in their own learning (1) as they only receive help when they need it (1)
- minimises children's levels of frustration (1) which helps them maintain better focus during the activity (1)
- eliminates potential anxiety caused by a challenging task (1) which will then enable children's progress as they are not overwhelmed by the task (1)
- encourages problem solving skills (1) as children can be confident to try out new ideas knowing an adult is nearby if difficulties occur (1)
- gives children a sense of responsibility as they are trusted to access help when they need it (1) this helps children to develop self-confidence (1)
- allows children to take an active role in their own learning (1) which enables children to work at a pace and level that best supports their learning (1).

Accept other appropriate responses.

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]

AO2 = 2 marks

Award up to **two** marks for:

- learning can be made fun (1) through presenting the maths objective in a gaming style that the child may be keen to take part in and try out the activity (1)
- online software (1) can be individually responsive to the maths work inputted by the child (1)
- the child can then receive a personalised task (1) at the right level for their mathematical understanding encouraging engagement (1)
- providing calculators can help the child problem solve (1), this will scaffold the child and help the child to complete the maths activity (1)
- mathematical concepts can be brought to life (1), videos and animations can illustrate a mathematical concept differently and support understanding (1)
- the visual nature of technology stimulates the brain (1), children can see and interact with mathematical concepts, and this aids participation (1).

Accept other appropriate responses.

7 Theories of learning inform practice to support children’s education.

Analyse how Skinner’s learning theory informs early years practice to support children’s education.

Your response should demonstrate:

- the key concepts of Skinner’s learning theory
- how Skinner’s learning theory informs practice in early years provision
- the impact of Skinner’s learning theory on practice that supports children’s education.

[12 marks plus 3 marks for QWC]

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

Level	Mark	Descriptor
4	10–12	<p>Analysis is comprehensive, effective and relevant, showing detailed understanding and logical and coherent chains of reasoning throughout. Accurate judgements, rational and balanced conclusions or addressed needs are evident and link to the brief. A reasoned justification for implementing specified practices within early years provision</p> <p>Knowledge and understanding of the key concepts of Skinner’s theory and how specific practices that would be implemented in early years provision that reflect Skinner’s theory is clear and fully accurate with sustained focus.</p> <p>The answer demonstrates comprehensive breadth and/or depth of understanding</p>
3	7–9	<p>Analysis is generally effective and mostly relevant, showing mostly logical and coherent chains of reasoning. Mostly accurate judgements and mostly rational and balanced conclusions or addressed needs are evident.</p> <p>Knowledge and understanding of the key concepts of Skinner’s theory and how specific practices that would be implemented in early years provision that reflect Skinner’s theory 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>
2	4–6	<p>Analysis is somewhat effective and of some relevance, with some understanding and reasoning taking the form of generic statements with</p>

		<p>some development. Judgements have some merit (simplistic and brief), conclusions or addressed needs will have limited rationality and balance.</p> <p>Knowledge and understanding of Skinners theory and how this could be applied 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>
1	1–3	<p>Analysis 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 Skinners theory has minimal focus and relevance.</p> <p>The answer is fragmented, with isolated points, showing superficial breadth and/or depth of understanding, with significant inaccuracies and omissions.</p>
0	0	No relevant material

Indicative content

Key concepts of Skinner’s learning theory:

- behaviour and learning are shaped by others
- the environment impacts on the way in which children learn
- learning is reinforced by negative and positive consequences
- external stimulus rather than internal cognitive process drives compliance
- repetition of external influences shape children’s responses
- learning takes place through association
- behaviour and learning are influenced by punishment and reward
- all children can be ‘trained’ to comply and learn by the process of conditioning.

How Skinner’s learning theory informs practice in early years provision:

- practitioners are positive role models when interacting with others which reinforces behaviour and conflict resolution
- practitioners constantly reinforce desired behaviours by praising and rewarding, with rewards or privileges, the behaviour and learning that is desired
- sanctions such as missing playtime are provided to discourage unwanted behaviour or actions
- practitioners plan opportunities to repeat learning experiences or tasks by engaging in activities more than once to reinforce learning or understanding
- practitioners nurture children and give opportunities to learn by instruction and direction, demonstrating in group learning how to use a tool or piece of equipment
- larger tasks are broken down into smaller tasks by giving step by step verbal instruction and then, following positive effort or achievement, by positive reinforcement such as saying ‘fab work’ which prompts children to develop particular attributes and skills

- practitioners reinforce and repeat the correct language that children use in their conversations and interactions to reinforce the language that should be used and encourage incorrect language to diminish.

The impact of Skinner’s learning theory on practice that supports children’s education:

- role-modelling helps illustrate to children the desired way to behave or respond because children pick up and mimic those who are important to them, this practice reinforces the expectations and encourages positive attributes and qualities to then develop
- using rewards and sanctions as a practice makes it clear to children the desired behaviour or expectations that are required; therefore, this practice encourages children to comply as they seek reward rather than punishment which impacts on their behaviour or efforts
- repetition provided by similar activities or interaction by practitioners as part of learning practices, reinforces concepts provided each day, this constant revision is valuable as it strengthens children’s skills and understanding
- planning a nurturing environment with external stimulus provided to children will shape how the child reacts and responds helping children to progress giving new focus and understanding
- breaking down tasks during an activity and offering positive reinforcement will motivate the child and confirm the correct actions or responses they should take
- reinforcing correct language is important as this helps children to learn and move towards enhanced language and communication.

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: Safeguarding, Health and Safety and Wellbeing

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

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

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

[1 mark]

AO1 = 1 mark

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

Answer **B (Children and Families Act 2014)**

9 Name two pieces of legislation that inform organisational policies and procedures for storing information in educational settings.

[2 marks]

AO1 = 2 marks

Award **one** mark for each piece of legislation:

- Data Protection Act 2018 (1)
- General Data Protection Regulations (GDPR) 2018 (1)
- Freedom of Information Act 2000 (1).

NB: Do not award marks for the name of a policy or procedure.

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]

AO2 = 2 marks

Award **one** mark for each action:

- observe and record any inappropriate exchanges between the adult and pupil (1)
- follow policy and procedure set out by the school (1)
- adhere to procedures set out by the local safeguarding children partnership (1)
- follow lines of reporting which includes seeking advice from the Designated Safeguarding Lead (DSL) (1)
- contact the police if the pupil is in immediate danger (1).

Accept other appropriate responses.

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]

AO3 = 3 marks

Award up to **three** marks for:

- training encourages teachers/practitioners to self-evaluate and assess their own performance (1), this could result in changes to practice (1) which ensures children are better protected and supported (1)
- training encourages teachers/practitioners to talk and share their own experiences with other professionals (1), this helps practitioners to develop new skills or perspectives (1) which are used to support development of teachers'/practitioners' practice enabling them to take action if children or young people are at risk (1)
- training helps highlight responsibilities (1) enabling teachers/practitioners to take responsibility and contribute to the wider team (1), collaborative teamwork then results in working together which is proven to benefit safeguarding of children and young people (1)
- training gives teachers/practitioners confidence in the procedures (1), teachers/practitioners can then respond with confidence to concerns (1), children are then effectively protected from harm and risks to children's/young people's safety reduced because practitioners respond with confidence (1)
- training helps deepen understanding and knowledge (1), this improves public confidence in an organisation as they can see teachers/practitioners are applying policies appropriately and children and young people are supported (1).

Accept other appropriate responses.

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

[4 marks]

AO1 = 2 marks

AO2 = 2 marks

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

- emotional abuse (AO1 1) - finds it difficult to form meaningful and positive emotional social relationships (AO2 1)
- domestic abuse (AO1 1) - experiences mental health difficulties such as anxiety that results in self-harming behaviour (AO2 1)
- sexual abuse (AO1 1) - behaves in a way that seeks negative attention such as stealing or being absent from school (AO2 1)
- neglect (AO1 1) - makes unhealthy choices such as drug or alcohol abuse (AO2 1)
- emotional abuse (AO1 1) - withdraws or avoids social situations with peers, family members or setting staff (AO2 1)
- bullying (AO1 1) - regresses in development such as, needing support with getting to sleep (AO2 1)
- physical abuse (AO1 1) - develops self-soothing behaviours such as rocking, new behavioural habits or obsessions (AO2 1).

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

Accept other appropriate responses.

13 **The teachers in a secondary school have reviewed the effectiveness of the school approach in meeting Public Health England’s ‘Eight principles to support emotional health and wellbeing’.**

The review has identified that there are limited opportunities for the principle of ‘enabling student voice to influence decisions’.

Discuss the teachers’ responsibility to provide pupils with opportunities to voice their opinions and influence school decision making.

Your response should demonstrate:

- **understanding of school decisions that could be influenced by pupils**
- **practice that would enable pupils to voice their opinions and influence school decisions**
- **reasoned justifications for implementing this practice.**

[12 marks plus 3 marks for QWC]

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

Level	Mark	Descriptor
4	10–12	<p>Discussion is comprehensive, effective and relevant, showing detailed understanding and logical and coherent chains of reasoning throughout. All links between student voice and effective practice have been clearly and accurately evidenced with sustained focus on specific whole school practices and a reasoned justification for developing opportunities for student voice.</p> <p>Accurate judgements and rational and balanced conclusions for a reasoned justification for developing opportunities for student voice are evident</p> <p>The answer demonstrates comprehensive breadth and/or depth of understanding.</p>
3	7–9	<p>Discussion is generally effective and mostly relevant, showing mainly logical and coherent chains of reasoning. Most links between student voice and effective practice have been evidenced, which are mostly clear and accurate although on occasion may lose focus on the specific whole school practices and a reasoned justification for developing opportunities for student voice.</p> <p>Mostly accurate judgements and rational and balanced conclusions for a reasoned justification for developing opportunities for student voice are evident.</p>

		The answer demonstrates reasonable breadth and/or depth of understanding, with occasional inaccuracies and/or omissions
2	4–6	<p>Discussion is somewhat effective and of some relevance. Some links between student voice and effective practice have been evidenced, which are somewhat clear and accurate although sometimes loses focus on the evaluation of the legislation.</p> <p>Judgements have some merit (simplistic and brief), conclusions that are addressed will have limited rationality and balance. Reasoned justification for developing opportunities for student voice is evident.</p> <p>The answer is basic and shows limited breadth and/or depth of understanding, with inaccuracies and omissions.</p>
1	1–3	<p>Discussion is limited in effectiveness and relevance</p> <p>Judgements are tenuous and mostly unsupported, and conclusions or addressed needs, in relation to opportunities for developing student voice, if present, have little relevance to the question and lack balance.</p> <p>The answer is fragmented, with isolated points, showing superficial breadth and/or depth of understanding, with significant inaccuracies and omissions.</p>
	0	No relevant material.

Indicative content

Understanding of school decisions that could be influenced by pupils:

- sequence of routines
- topics and themes that could be introduced to support learning
- whole school policies
- special events or celebrations that could be part of the curriculum
- rewards that are available for effort/achievement
- types of extra-curricular activities offered
- equipment and resources to be purchased.

Practice that could be implemented to enable pupils to voice their opinions and influence school decisions:

- pupil-led meetings for pupils to share their viewpoints and opinions can be arranged so that children's viewpoint can be shared
- voting on particular issues or happenings within school can be factored into decision making
- pupils can attend informal meetings with staff or governors to share their views or opinions
- pupils can sit on a formal committee, such as a school-improvement committee and express opinions
- pupils can write for the school newsletter, or blog or vlog opinions about and experiences in school

- focus groups can be formed on a particular issue and children can put forward their ideas for new practices
- comment cards and suggestion boxes can give children a media to share comments anonymously.

Reasoned justifications for implementing this practice:

- improve the effectiveness of the school approach to meet PHE’s principle of ‘enabling student voice to influence decisions’
- contributes towards the pupils’ emotional health and wellbeing in accordance with PHE’s 8 principles
- pupils will be empowered and gain confidence to take part and fully participate in their education.
- pupils will feel valued helping raise pupil’s confidence and self esteem
- the United Nations Convention on the Rights of the Child (UNCRC) will be upheld, and children will be respected, and their views acknowledged
- pupils will engage more effectively when they are listened to and their ideas considered
- a culture of respect will be fostered within school which creates a nurturing environment for pupils to learn
- children will develop skills to communicate ideas clearly and with meaning
- different perspectives can be shared as pupils share their views which gives an opportunity for the curriculum to be developed for the benefit of the whole school.

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: Behaviour

Total for this section: 24 marks

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

- 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**

[1 mark]

AO1 = 1 mark

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

Answer: **C (Child realises they exist as an independent entity)**

15 Define the term 'self-esteem'.

[1 mark]

AO1 = 1 mark

Award **one** mark for:

- self-esteem is how much or little you value yourself (1).

Accept other appropriate definitions.

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

[2 marks]

AO1 = 1 mark

AO2 = 1 mark

Award up to **two** marks for:

- playing turn taking games (AO1 1) will encourage children to wait for their go, this practices skills of deferred gratification and self-control (AO2 1)
- when teachers/practitioners wait patiently (AO1 1) the teacher/practitioner models an attitude to waiting and this helps the child to learn about tolerating delayed gratification (AO2 1)
- providing interactive games for children to listen and wait to respond (AO1 1) trains children's brains to wait and exercise better self-control (AO2 1)
- having rules to follow (AO1 1) will encourage children to consider the consequences of breaking rules which helps children control impulses (AO2 1)

- provide consistent routines (AO1 1) which limits chaos and with practice, children will grow accustomed to routines, and this will support less impulsive behaviour (AO2 1).

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

Accept other appropriate responses.

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]

AO1 = 2 marks

AO2 = 2 marks

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

- self-esteem (AO1 1) - young people with low self-esteem may not attempt tasks or join in activities due to fear of failure which may result in withdrawn behaviour (AO2 1)
- self-image (AO1 1) - a distorted self-image effects emotional wellbeing which could mean that young people develop addictive behaviours (AO2 1)
- confidence (AO1 1) - young people with a good level of confidence are more likely to try out new experiences and get involved with activities helping develop motivated behaviours (AO2 1)
- Special Educational Needs and Disabilities (AO1 1) may impact on the young person's understanding of social norms which may then result in anti-social behaviour of the young person (AO2 1)
- age (AO1 1) - due to limited maturation and lack of socialisation, disrespectful behaviour may develop as the young person cannot consider the needs of others (AO2 1)
- gender (AO1 1) - due to self-perceived gender expectations a young person may behave in a way that conforms or behave rebelliously against expectations (AO2 1).

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

Accept other appropriate responses.

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

[4 marks]

AO2 = 4 marks

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

- use age- and stage-appropriate praise/encouragement (1) providing a trigger to motivate the young person (1)
- give small targets, breaking down the whole task such as 'now write two more ways' (1) helping the young person to complete the task in an incremental way (1)
- encourage self-reflection by asking the young person what is going well (1), this encourages the young person to focus on the positives and not become overwhelmed by the difficulties (1)
- reward success by giving privileges (1), this incentive encourages the young person to strive to receive the privilege and motivates the young person towards achievement of the task (1)
- use positive body language (1), this helps the young person feel confident to achieve the task (1)
- encourage the young person to recognise each other's achievement (1), provide a peer or buddy, and support the young person through to achievement (1)
- provide resources offering visual support (1), this helps young people know what they have to do next (1).

Accept other appropriate responses.

19 (a)	<p>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.</p> <p>During a visit to the nursery, Emily pushed a child and bit another child on the arm.</p> <p>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.</p> <p>Describe two strategies the nursery practitioners can use with Emily to set clear expectations for her behaviour.</p>	[2 marks]
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AO2 = 2 marks

Award **one** mark for each way:

- responding to Emily's behaviour in a fair and consistent way (1)
- setting age- and stage-appropriate ground rules with Emily (1)
- modelling appropriate behaviours when interacting with Emily (1)
- using positive reinforcement by praising Emily and recognising good behaviour (1).

Accept other appropriate responses.

19 (b)	<p>Setting clear expectations is one behaviour management strategy.</p> <p>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.</p>	[4 marks]
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AO2 = 2 marks

AO3 = 2 marks

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

- being consistent when responding to Emily's behaviour (AO2 1) - at this age Emily is learning through repetition and will only understand expectations/boundaries once these are consistently and frequently reinforced (AO3 1)
- focusing on the behaviour, rather than the individual (AO2 1) will ensure that Emily knows the problem is the behaviour and not her (AO3 1)
- following the behaviour policy ensures Emily is safe and treated with respect (AO2 1) when staff have clear guidance, they will be able to respond to Emily with confidence and Emily will be supported to develop appropriate behaviours (AO3 1)

- implementing appropriate rewards and sanctions (AO2 1) will provide Emily with the motivation to show more desired behaviours (AO3 1).

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

Accept other appropriate responses.

19 (c) Explain two ways the nursery practitioners can assess and minimise the risks related to Emily's behaviour.

[6 marks]

AO3 = 6 marks

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

- having discussions with Emily's parents (1) would help early years practitioners build a picture of Emily's behaviour (1) which will ensure that strategies that will keep Emily safe are put in place before Emily starts the setting (1)
- observing Emily during play at home or at another setting (1) could help practitioners assess and recognise the triggers and early warning signs of behaviour (1), this will help practitioners consider the routine, environment and activities and develop practice that minimises risks to Emily and other children (1)
- using a risk assessment tool to assess the likelihood of harm to Emily, and other children and staff (1) will help review, assess and evaluate the severity of her behaviour and the seriousness of risks (1), controls such as additional resources or adult support can then be put in place to minimise potential harm to Emily and other children (1)
- having access to written records from a setting previously attended by Emily (1) will help practitioners gain an insight into Emily's behaviour (1), early years' practitioners can then prepare including accessing training once they are aware of Emily's behaviour helping minimise risks to Emily and other children (1)
- accessing information provided by specialist workers known by Emily and her family (1) will ensure that previous history is available and shared (1), this will ensure that early years' practitioners can plan strategies to minimise risks to Emily and other children (1).

Accept other appropriate responses.

Section D: Parents, Families and Carers and Working with Others

Total for this section: 24 marks

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

AO1 = 1 mark

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

Answer: **C (Two parents raising their children together)**

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

AO1 = 2 marks

AO2 = 2 marks

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

- healthy family team (AO1 1) - provides advice to parents on aspects of children's health and is responsible for child health reviews and screening (AO2 1)
- NHS 111 (AO1 1) - provides advice and information via the telephone or internet to parents about treatment for symptoms of ill health or injury experienced by a child (AO2 1)
- Child and Adolescent Mental Health Services (CAMHS) (AO1 1) - supports parents of children experiencing mental health concerns or illness and provides workshop sessions to help parents develop strategies to support their child (AO2 1)
- children's speech and language therapy service (AO1 1) - provides specialist individual assessment and support to children with speech, language and communication needs (AO2 1)
- 999 (AO1 1) - provides emergency response for medical emergencies that may cause a child to become seriously ill or if a child is injured (AO2 1)
- GP (AO1 1) - offers advice, treatment or prescriptions for illnesses that won't go away with self-care (AO2 1)
- dental practice (AO1 1) - provides advice, check-ups and treatment for oral health (AO2 1).

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

Accept other appropriate responses.

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]

AO2 = 2 marks

AO3 = 2 marks

Award up to **two** marks for each possible barrier:

- the parents may have time constraints due to their new jobs (AO2 1), this could mean possible limited availability of school staff at a mutually available time due to teaching or the school may be closed when Charlie's parents are available (AO3 1)
- there may be lack of contact details for the appropriate staff at the school (AO2 1), this could mean that Charlie's parents do not develop relationships with teachers and Charlie may not be provided with an appropriate emotional support to make choices (AO3 1)
- Charlie's parents may have English as an additional language (AO2 1) which may make communication difficult and mean that Charlie's parents may not receive information they need to best support their son (AO3 1)
- work or childcare commitments may mean Charlie's parents are unable to leave to attend meetings (AO2 1), this then prevents Charlie's parents and school staff from having a discussion about their decisions to be made and prevent Charlie from being fully prepared for the opinions and choices available to him (AO3 1).

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

Accept other appropriate responses.

23 Name one health professional who supports children and families.

[1 mark]

AO1 = 1 mark

Award **one** mark for:

- occupational therapist (1)
- specialist nurse (1)
- counsellor (1)
- health visitor (1)
- physiotherapist (1)
- dietitian (1).

Accept other appropriate responses.

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]

AO1 = 2 marks

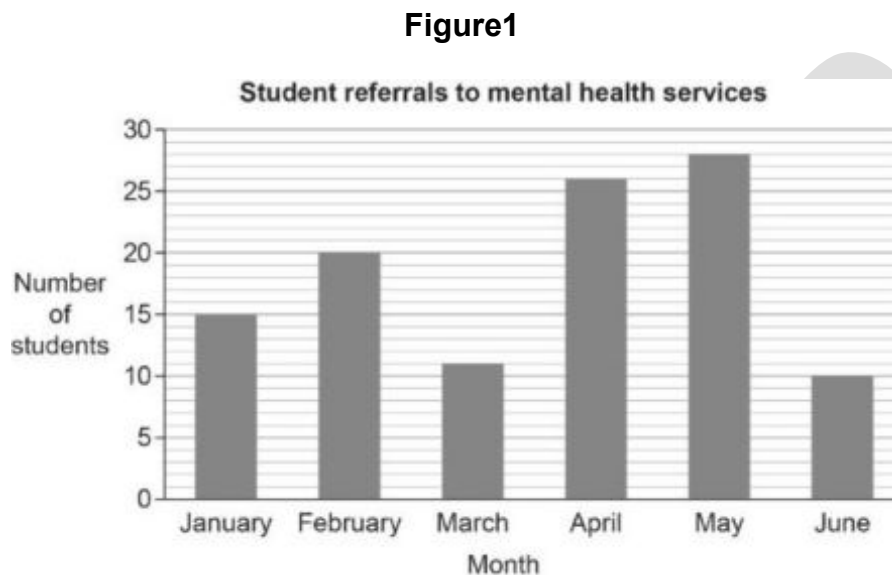
Award up to **two** marks for:

- Mind (1) offers information and advice via helplines and online resources on strategies to managing anxiety (1)
- Young Minds (1) offers peer support groups, information on local group and helplines at times of mental health crisis (1)
- The Children's Society (1) offers therapeutic support, such as Cognitive Behavioural Theory (CBT), befriending when young people are experiencing depression, counselling and advice to manage anxiety (1)
- Action for Children (1) offers one to one support, counselling and group work to help young people develop self-help strategies for managing low mood (1).

Accept other appropriate responses.

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.



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]

AO3 = 2 marks

AO3 2 marks GMC7 and GMC2

1 mark: $(15 + 20 + 11 + 26) \div 4$ or 18 or $(28 + 10) \div 2$ or 19

1 mark: No and 18 and 19

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

[4 marks]

AO2 = 2 marks

AO3 = 2 marks

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

- it is an essential part of building trust between Noah and young people (AO2 1), without assurances of confidentiality young people may be reluctant to share information and miss out on support or protection required to be healthy and safe (AO3 1)
- it is a professional duty (AO2 1), if information falls into the wrong hands young people could be at risk of physical or emotional harm (AO3 1)
- it is a legal responsibility and requirement for Noah to follow (AO2 1), not maintaining laws such as GDPR 2018 may mean the college is vulnerable to prosecution which results in damage to the colleges reputation (AO3 1)
- it shows respect for the young people's rights recognised in law (AO2 1) which boosts the young person's confidence and self-concept valuing them as an individual (AO3 1)
- it demonstrates compliance with the college's policy for confidentiality and information sharing (AO2 1), if the policy isn't followed by Noah he could face disciplinary action and compromise his job at the college (AO3 1).

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

Accept other appropriate responses.

24 (c) Explain three ways Noah should work collaboratively with other professionals to support the young people.

[6 marks]

AO3 = 6 marks

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

- Noah should follow relevant procedures to access guidance from professionals (1) which will ensure the correct professional is involved (1)
- Noah should maintain confidentiality by storing sensitive data securely (1), this will ensure only professionals who 'need to know' information will have access (1)
- Noah should keep accurate records (1) to make sure information accessed by other professionals can be easily understood (1)
- Noah should communicate objectively (1) so that information can be assessed, and judgements can be made by others (1)
- Noah should respect the ideas of others by listening to their views (1) which will ensure that each professional's training and experience is used to its strengths (1).

Accept other appropriate responses.

Assessment Objective Grid

Question	AO1	AO2	AO3	QWC	Total
Section A					
1	1				1
2	2				2
3(a)	2				2
3(b)	1				1
4		2			2
5		2			2
6		2			2
7	4	4	4	3	15
Total	10	10	4	3	27
Section B					
8	1				1
9	2				2
10		2			2
11			3		3
12	2	2			4
13	4	4	4	3	15
Total	9	8	7	3	27
Section C					
14	1				1
15	1				1
16	1	1			2
17	2	2			4
18		4			4
19(a)		2			2
19(b)		2	2		4
19(c)			6		6
Total	5	11	8		24
Section D					
20	1				1
21	2	2			4
22		2	2		4
23	1				1
24(a)(i)	2				2
24(a)(ii)			2		2
24(b)		2	2		4
24(c)			6		6

Total	6	6	12		24
Paper total	30	35	31	6	102
Tolerance	25-30	33-38	28-33		

PAST PAPER

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