

T Level Technical Qualification in Education and Early Years

Core knowledge and understanding

Paper B

Mark Scheme

v1.1: Post-standardisation
P002183
December 2023
603/5829/4

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) (AO(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 AO(s), 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 the indicative content to be awarded full marks.

Assessment objectives (AOs)

This assessment requires students to:

- AO1: Demonstrate knowledge and understanding of contexts, concepts, theories and principles in education and early years
- AO2: Apply knowledge and understanding of contexts, concepts, theories and principles in education and early years to different situations and contexts
- AO3: Analyse and evaluate information and issues related to contexts, concepts, theories and principles in education and early years to make informed judgements, draw conclusions and address needs.

The weightings of each AO can be found in the qualification specification.

Section A: Element 7 Child development

This section is worth **24** marks, plus **3** marks for the quality of written communication (QWC) and use of specialist terminology.

1	Which one of the following levels is associated with ‘Intimate, Mutually Shared Relationships’ in Robert Selman’s framework for understanding developmental trends in children’s friendships? A Level 0 Friendship B Level 1 Friendship C Level 2 Friendship D Level 3 Friendship	[1 mark]
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AO1 = 1 mark

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

Answer: D (Level 3 Friendship).

2	Making friendships is one aspect of children’s social and emotional development. Identify two other aspects of children’s social and emotional development.	[2 marks]
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AO1 = 2 marks

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

- expressing feelings (1)
- following instructions (1)
- cooperation (1)
- self-control (1)
- self-concept (1).

Accept any other suitable response.

3 Isaac is a student on an early years college course. As part of the course, Isaac attends a work placement at a nursery. In college, Isaac has been learning about expected patterns of children's development and how this relates to early years practice.

(i) Apart from social and emotional development, identify two other areas of child development Isaac will learn about in college.

(ii) Explain one way that Isaac will use his knowledge of child development in placement.

[4 marks]

AO1 = 2 marks

AO2 = 2 marks

(i) Award **one** mark for each area of development, up to a maximum of **two** marks:

- cognitive/intellectual development (1)
- physical development (1)
- language and communication development (1).

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

- Isaac will have realistic expectations of the children's abilities (1), and plan age and stage appropriate activities for the children (1).
- Isaac will be able to recognise age-appropriate behaviours (1) and assess whether a child needs additional support (1).

Accept any other suitable response.

4 Bowlby developed a theory of attachment based on maternal deprivation.

Referring to Bowlby's theory, explain one effect of maternal deprivation.

[2 marks]

AO2 = 2 marks

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

- Maternal deprivation can negatively impact on children's emotional development (1), and lead to an inability to form attachments with other people/a fear of closeness with other people (1).
- Maternal deprivation could lead to people developing affectionless psychopathy, such as an inability to feel remorse (1), which could lead to people developing delinquency, such as behavioural problems in adolescence (1).

Accept any other suitable response.

5 Charlie is aged 12 years and attends secondary school. Charlie is in the early stages of gender transition. The practitioners will involve Charlie in planning how their gender transition will be supported by the school.

Assess the impact of practitioners involving Charlie in planning how their gender transition will be supported by the school.

[3 marks]

AO3 = 3 marks

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

- Charlie should be involved as they should be able to choose when and how to tell their peers about their transition (1); this will give them some control over how the transition happens (1), which will support their confidence in the process and within their peer group (1).
- Charlie should be involved as it will give them the opportunity to talk about how they are feeling (1), and some of the main concerns or worries they have regarding the transition (1); this will help their teachers understand how best to support their inclusion and engagement in school (1).

Accept any other suitable response.

6	<p>Emily is a childminder caring for four children aged 2 to 3 years. She has observed the language development of the two younger children is delayed.</p> <p>Emily decides to apply Bruner’s Language Acquisition Support System (LASS) theory to support the children’s language development.</p> <p>Discuss how Bruner’s LASS theory can be applied by Emily to support the children’s language development.</p> <p>Your response must include:</p> <ul style="list-style-type: none"> reasoned judgements conclusions about the application of Bruner’s LASS theory to support the children’s language development. <p style="text-align: right;">[12 marks, plus 3 for QWC]</p>
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AO1 = 4 marks
AO2 = 4 marks
AO3 = 4 marks
QWC = 3 marks

Band	Marks	Descriptor
3	9–12	<p>AO3 – Discussion of the justification for applying Bruner’s LASS theory to support the children’s language development is well developed, effective, and fully relevant, showing highly detailed, logical and coherent chains of reasoning throughout.</p> <p>Given conclusions are informed and are fully supported with rational and balanced judgements.</p> <p>AO2 – Applies fully relevant knowledge and understanding between Bruner’s LASS theory and strategies to support the children’s language development is well developed and highly detailed.</p> <p>AO1 – A wide range of fully relevant knowledge and understanding of key concepts of Bruner’s LASS theory is accurate and detailed that is accurate and highly detailed.</p>
2	5–8	<p>AO3 – Discussion of the justification for applying Bruner’s LASS theory to support the children’s language development is reasonably developed, in most parts effective, and mostly relevant, showing mostly detailed, logical, and coherent chains of reasoning throughout.</p> <p>Given conclusions are supported with judgements that consider most of the relevant arguments.</p> <p>AO2 – Applies mostly relevant knowledge and understanding between Bruner’s LASS theory and strategies to support the</p>

		<p>children's language development that is mostly clear and reasonably detailed.</p> <p>AO1 – A good range of mostly relevant knowledge and understanding of the key concepts of Bruner's LASS theory is in most parts clear and mostly accurate, although on occasion may lose focus.</p>
1	1–4	<p>AO3 – Discussion of the justification for applying Bruner's LASS theory to support the children's language development is basic, in some parts effective and of some relevance, showing some but limited detailed, logical, and coherent chains of reasoning throughout.</p> <p>Given brief conclusions are supported by judgements that consider only the most basic arguments.</p> <p>AO2 –Applies some relevant knowledge and understanding between Bruner's LASS theory and strategies to support the children's language development that is limited in detail.</p> <p>AO1 – Knowledge and understanding of the key concepts of Bruner's LASS theory show some but limited accuracy, focus and relevance.</p>
0	0	No creditworthy material.

Indicative content

Understanding of the relevant key concepts of Bruner's LASS theory:

- Bruner suggested a child's LASS refers to the child's social support system that works to either encourage or suppress children's language development.
- Meaningful interaction between parent/carer and the child supports the acquisition of language.
- Social input is necessary for language development and this input can come in many forms for example, parent, teacher, peers, media and the environment.
- Input from the More Knowledgeable Other (MKO) is an important part LASS.
- Children have innate ability to acquire language but need direct contact with others to achieve fluency.
- Different strategies are used as part of LASS such as adjusting language for example using child directed speech, scaffolding, is part of the LASS.

Reasoned judgements:

- Emily should encourage opportunities for social interaction between children and herself/peers/media/environment/parent/carers as part of daily routines.
- Emily should provide a language-rich environment where books and songs help facilitate opportunities for listening to and using spoken language.
- Emily should ensure that she uses meaningful interaction when caring for the children and when supporting children during activities/experiences this could be

through providing sensitive vocabulary which is relevant to the activity/experience, taking part in two-way conversations or scaffolding.

- Emily should use knowledge and experience of language and apply this to conversations such as correct pronunciation of words.
- Emily should provide activities and experiences where children engage with their peers such as a paired activity or small group activity which stimulates conversation.
- Emily should provide a range of interaction and discovery-based experiences rather than use methods such as the TV which will not facilitate two-way communication.
- Emily should adapt her interaction style to respond to the child's current stage of language development, such as child directed speech.

Conclusions about the application of Bruner's LASS theory to support the children's language development:

- Opportunities for social interaction provides the chance for children to listen and practice their language skills in a responsive and meaningful way building confidence and skill.
- A language-rich environment exposes children to different vocabulary widening their knowledge and understanding of how and when communication is used.
- Use of an appropriate and sensitive vocabulary – ensures that what the child absorbs, is at the right time and in the right form to maximise the acquisition of language. Children learn by doing. Constant talking to them will support the development of neural pathways associated with language and set the foundations for language development.
- As children interact with the activities/experiences Emily provides, they will learn from what they do and their language and understanding of language will increase. Through discovery learning the children will practise and experiment with different language and sounds developing their articulation of words.
- Limiting TV time will ensure that opportunities for the using language are not displaced and that the children can experience the two- way nature of conversation which will help develop confidence, skill and fluency.
- When Emily uses effective communication and interaction the children will pick up on her language and behaviours and imitate them. By sensitively correcting mispronunciations, Emily will model the correct pronunciation whilst not undermining the confidence of the children.

Accept any other suitable response.

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

This section is worth **24** marks, plus **3** marks for the quality of written communication (QWC) and use of specialist terminology.

7	Which one of the following is a stage in Boud, Keogh and Walker's model of reflection? A Active conceptualisation B Active experimentation C Reflective observation D Reflective process	[1 mark]
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AO1 = 1 mark

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

Answer: D (Reflective process).

8	There is debate over the advantages and disadvantages of selective education. Identify one advantage and one disadvantage of selective education.	[2 marks]
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AO1 = 2 marks

Award **one** mark for each advantage and **one** mark for each disadvantage, up to a maximum of **two** marks:

Advantage:

- pupils at the same academic level (1)
- like-minded students (1)
- competitive ethos (1)
- improved classroom focus (1)
- availability of specialised resources for more able pupils (1)
- more challenging curriculum can be developed (1).

Disadvantage:

- results orientated environment (1)
- exclusive/not inclusive (1)
- pressure on the child (1)
- pressure on parents/carers (1)
- 'them and us' attitude (1)
- impact on self-esteem (1).

Accept any other suitable response.

9	Noah is aged 9 years and attends primary school. The primary school teachers have identified, through formative assessment, that Noah is not making the expected progress in handwriting. Explain one way the formative assessment results can be used by the teachers to support Noah's progress in handwriting.	[2 marks]
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AO2 = 2 marks

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

- The teachers can use results from the formative assessment to identify Noah's specific support needs (1), and then use this knowledge to devise strategies to help and support Noah's progress with specific elements of handwriting (1).
- Assessment results are used to support the teacher to provide feedback to Noah's parents/carers relating to Noah's progress with handwriting (1), this will ensure that Noah's parents know where Noah may need support at home to further aid progress with his handwriting (1).

Accept any other suitable response.

10	Sebastian is a primary school teacher. For the last ten years, Sebastian worked with year 1 classes, but this year will work with a year 3 class. As part of his role, Sebastian must engage in continuous professional development (CPD). Explain two reasons why Sebastian must engage in CPD.	[4 marks]
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AO2 = 4 marks

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

- When Sebastian engages in CPD he can learn about new ideas and techniques which are relevant for children in year 3 which he may not be familiar with (1); this will improve outcomes for children because they will benefit from age/stage appropriate ideas/techniques that Sebastian can use as part of classroom activities (1).
- When Sebastian engages in CPD he can work on the professional areas he needs to develop such as understanding the year 3 curriculum (1); this will improve outcomes for children because Sebastian will be more knowledgeable and effective in implementing the year 3 curriculum in the classroom which will aid children's progress (1).
- When Sebastian engages in CPD he will learn about current research and best practice for children at this age (1), this will improve outcomes for children because Sebastian will be learning/applying the latest methods and strategies relevant for the age group supporting effective classroom practice (1).

- When Sebastian engages in CPD he can notice the impact of his current practice (1), this will help Sebastian to adjust his practice from that which he may have implemented previously so that his practice is more effective when supporting children's learning and progress in year 3 (1).

Accept any other suitable response.

11 A group of education and early years students are debating the potential impact of future national curriculum reforms in education.

Evaluate the potential impact of national curriculum reforms on teaching and learning in educational settings.

[3 marks]

AO3 = 3 marks

Award **one** mark for each evaluative point, up to a maximum of **three** marks:

- Changes to the curriculum will allow children and young people who engage with the reformed curriculum to gain current and up to date knowledge and skills that accurately reflect current employment/societies demands and expectations (1), and increase the chance that young people will leave school prepared, skilled and knowledgeable ready for the workplace (1), if young people are prepared and skilled they will have a greater confidence level and a higher likelihood of being successful in securing and maintaining employment opportunities (1).
- In the short term teachers will be unfamiliar with the content of the reformed curriculum which they are required to teach and implement as part of teaching and learning activities (1), this will increase pressure and workload as they will be required to carry out research, get to grips with and reorganise their planning in light of curriculum changes (1), this takes time from other work demands and may cause stress and feelings of anxiety impacting teacher retention (1).

Accept any other suitable response.

12	<p>Jessica is an early years student and has completed a work placement in a reception class. Jessica has been asked to reflect on her placement experience using Gibbs' reflective cycle.</p> <p>Discuss the impact to Jessica of using Gibbs' reflective cycle to reflect on her placement experience.</p> <p>Your response must include:</p> <ul style="list-style-type: none"> reasoned judgements conclusions about the impact to Jessica of using Gibbs' reflective cycle to reflect on her placement experience. <p style="text-align: right;">[12 marks, plus 3 for QWC]</p>
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AO1 = 4 marks
AO2 = 4 marks
AO3 = 4 marks
QWC = 3 marks

Band	Marks	Descriptor
3	9–12	<p>AO3 – Discussion of the justification for Jessica using Gibbs' reflective cycle to reflect on her placement experience is well developed, effective, and fully relevant, showing highly detailed, logical and coherent chains of reasoning throughout.</p> <p>Given conclusions are informed and are fully supported with rational and balanced judgements.</p> <p>AO2 – Applies fully relevant knowledge and understanding between Gibbs' reflective cycle and reflective practice that is well developed and highly detailed.</p> <p>AO1 – A wide range of fully relevant knowledge and understanding of the key concepts of Gibbs' reflective cycle theory is accurate and detailed that is accurate and highly detailed.</p>
2	5–8	<p>AO3 – Discussion of the justification for Jessica using Gibbs' reflective cycle to reflect on her placement experience is reasonably developed, in most parts effective, and mostly relevant, showing mostly detailed, logical, and coherent chains of reasoning throughout.</p> <p>Given conclusions are supported with judgements that consider most of the relevant arguments.</p> <p>AO2 – Applies mostly relevant knowledge and understanding between Gibbs' reflective cycle and reflective practice that is mostly clear and reasonably detailed.</p> <p>AO1 – A good range of mostly relevant knowledge and understanding of the key concepts of Gibbs' reflective cycle that is in most parts clear and mostly accurate, although on occasion may lose focus.</p>

1	1–4	<p>AO3 – Discussion of the justification for Jessica using Gibbs’ reflective cycle to reflect on her placement experience is basic, in some parts effective and of some relevance, showing some but limited detailed, logical, and coherent chains of reasoning throughout.</p> <p>Given brief conclusions are supported by judgements that consider only the most basic arguments.</p> <p>AO2 –Applies some relevant knowledge and understanding between Gibbs’ reflective cycle and reflective practice that is limited in detail.</p> <p>AO1 – knowledge and understanding of the key concepts of the key concepts of Gibbs’ reflective cycle show some but limited accuracy, focus and relevance.</p>
0	0	No creditworthy material.

Indicative content

Understanding of Gibbs’ reflective cycle:

- Gibb’s reflective cycle is a cyclical model which gives a structure to learning from experiences.
- There are six stages to Gibbs’ reflective cycle, description, feelings, analysis, conclusion and action plan.
- Stage 1 of Gibb’s cycle is a description of the experience – what has happened.
- Stage 2 is acknowledging feelings about the experience which has happened.
- Stage 3 is the evaluation of what was good and what was not as good about the experience.
- Stage 4 is the analysis, making sense of the experience. This is where Jessica tries to make sense of her experiences.
- Stage 5 is the conclusion, what has been learned and what might be done differently next time.
- Stage 6 is the action plan, how similar experiences would be dealt with differently in the future.

Reasoned judgements:

- Jessica can use Gibbs’ reflective cycle after an activity, to reflect on how the activity went and if the learning outcomes were met.
- Jessica can use Gibbs’ reflective cycle at the end of the day, to think about the day that has gone and deal with any feelings that may have arisen during the day before going home.
- Jessica can use Gibbs’ reflective cycle when reviewing feedback from others to help to consider the feedback objectively.

- Jessica can use Gibbs' reflective cycle before planning to reflect on previous activities and experiences to make sure future activities and experiences are suitable and beneficial for the children.
- Jessica can use Gibbs' reflective cycle when reviewing her progress at placement to reflect on how well she is doing and any changes or improvements to her practice that need to be made.

Conclusions about the impact to Jessica of using Gibbs' reflective cycle to reflect on her placement experience:

- Using Gibbs' reflective cycle will help Jessica to understand herself better and the way she works as a practitioner.
- Using Gibbs' reflective cycle can help Jessica to improve her own practice as she considers her strengths and areas for development and sets herself an action plan.
- When Jessica's practice improves it will also improve outcomes for children as Jessica will be more effective in providing for them and meeting their needs.
- Using Gibbs' reflective cycle can help Jessica to see what she is good at and this can increase her confidence and self-esteem, however this may make Jessica become more critical.
- When Jessica improves her areas for development, she will become a more effective team member in the placement. This will help her to develop stronger relationships in placement.
- When Jessica's placement manager sees Jessica reflecting on practice and improving it may lead to employment or good reference.

Accept any other suitable response.

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

This section is worth **24** marks.

13 Which one of the following sets out the four broad areas of need?

- A Equality Act 2010**
- B General Data Protection Regulation (GDPR) 2018**
- C SEND code of practice 2015**
- D United Nations Convention on the Rights of the Child 1989**

[1 mark]

AO1 = 1 mark

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

Answer: C (SEND code of practice 2015).

14 Mental health issues and the curriculum can be barriers to a child's or young person's participation.

Identify two other potential barriers to a child's or young person's participation.

[2 marks]

AO1 = 2 marks

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

- physical accessibility (1)
- attitudes and expectations (1)
- family background (1)
- socioeconomic factors (1).

Accept any other suitable response.

- 15 Under the UK General Data Protection Regulation (GDPR), an organisation which experiences a data breach can be fined up to a maximum amount of either £17.5 million or 4% of its annual income, whichever is higher.**

Lily processes student records for a university.

The university's annual income is £431.5 million.

Lily gives a presentation about the consequences of a data breach.

She advises that the maximum the university can be fined is £17.5 million.

Is Lily correct?

You must show your working.

[2 marks]

AO2 = 2 marks

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

Yes.

Award **one** mark for the calculation:

0.04 x 431.5 or 17.26

OR

0.04 x 431 500 000 or 17 260 000

Accept any full correct method for calculating 4% of (£) 431.5 (million).

- 16 Tanveer is a secondary school head teacher. This term one of his school improvement priorities is to ensure that all pupils who want to can attend extra-curricular activities.**

Describe two strategies Tanveer can implement to remove barriers to ensure that all pupils who want can attend extra-curricular activities.

[4 marks]

AO2 = 4 marks

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

- Tanveer should review information about pupil's physical needs (1), then put in place provision for adaptations to the physical environment where extra-curriculum activities are based to ensure full physical access is available for all pupils at the school (1).
- Tanveer should encourage partnership working with external agencies who are supporting pupils who may want to attend (1); this will ensure pupils' wellbeing is supported so that

pupils are enabled to develop self-confidence if this is a potential barrier to attend/access an extra-curriculum activity which they may feel unsure about (1).

- Tanveer should communicate with parents/carers that financial support is available for extra-curricular activities (1); this will help pupils who may not be able to pay for the extra-curriculum activities to participate if they want (1).
- Tanveer can provide or source equality, diversity and inclusion training for the practitioners running the extra-curriculum activities (1); this will help the practitioners to develop their own practice to ensure they do not prevent pupils' participation in extra-curriculum activities once they try out the activity (1).
- Tanveer should ensure that policies/procedures for reasonable adjustment are in place at the extra-curricular activities (1); this will ensure that pupils with SEND are able to take part in the extra-curriculum activities alongside other pupils (1).

Accept any other suitable response.

17 Mia is aged 14 years and attends secondary school. Recently, her teachers have become concerned about Mia's mental health. She has become withdrawn within school and prefers to spend break times alone.

Assess one way that Mia's mental health could impact on her participation in education.

[3 marks]

AO3 = 3 marks

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

- Mia may not be conscious or aware of what is happening around her as she is preoccupied with her own thoughts (1). Mia may find it difficult to engage in small group activities within the classroom as she has not absorbed the information she needs to complete the follow-up activity (1), which would mean she may not benefit from engaging in learning during small peer group activities (1).
- Mia is distracted by her personal worries and concerns and is unable to concentrate when the teacher is talking (1); this means she does not grasp an understanding of the topic (1), therefore Mia does not engage in class work because she is not confident in the teacher's expectations or how to apply knowledge to the activity (1).

Accept any other suitable response.

18 Natalia is the chair of governors at a secondary school. Natalia and the board of governors are completing a yearly review of the school's policies and procedures. The yearly review involves assessing policies and procedures to check they promote children's rights, diversity, and link to legal requirements.

(a) Name two equality and diversity policies that promote the rights of children and young people in secondary schools.

[2 marks]

AO1 = 2 marks

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

- accessibility policy
- inclusion policy
- partnership working policy – sharing information
- admissions policy
- special educational needs policy
- safeguarding policy.

Accept any other suitable response.

(b) Explain how each policy identified in 18 (a) supports equality and diversity in the secondary school.

[4 marks]

AO2 = 4 marks

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

- Accessibility policy – ensures all pupils can participate in all learning opportunities such as being able to reach the ICT suite on the second floor (1), regardless of their personal circumstances or abilities (1).
- Inclusion policy – ensures pupils have access to all aspects of the curriculum such as going on a paid school trip (1), regardless of the pupil's socio-economic status (1).
- Partnership working policy – ensures different practitioners work together (1), sharing expert knowledge which will share knowledge including adaptations required in food tech lessons to support pupils with different religious backgrounds (1).
- Admissions policy – ensures that children are treated fairly and with equal concern when being offered a school place (1), rather than an individual practitioner's personal views/opinions selecting children with only high previous academic achievement (1).
- Special educational needs policy – ensures pupils are given fair and equal access to when participating in assessment tasks (1), so that pupils can participate equally/fairly alongside their peers to share their achievements (1).

- Safeguarding policy – ensures that pupils are safe from discrimination such as accessing appropriate changing facilities (1), which promotes positive pupil wellbeing and identity (1).

Accept any other suitable response.

(c) Natalia will also ensure that the policies link to current legal requirements.

Assess two reasons why the equality and diversity policies must link to legal requirements.

[6 marks]

AO3 = 6 marks

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

- The school policies must link to legal requirements to ensure legal expectations and requirements are in place and maintained within policies and practice at the school (1), maintaining expectations and requirements will ensure that the school has not overlooked aspects of practice which could mean they breach laws (1), if in breach of laws the school could be disadvantaging children or putting children at risk emotionally or physically (1).
- The school policies must link to legal requirements to ensure the principles of legislation are clearly defined for the school practitioners (1), this will ensure that practitioners understand their own professional responsibilities in relation to equality and diversity and can put the required laws into practice when supporting all pupils within the school (1), this ensures that all pupils are given equal rights and access to education and can thrive in the learning environment (1).

Accept any other suitable response.

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

This section is worth **24** marks.

19 Which one of the following is the final stage of acquiring an additional language?

- A Advanced fluency**
- B Early production**
- C Intermediate fluency**
- D Speech emergence**

[1 mark]

AO1 = 1 mark

Award **one** mark for correct answer:

Answer: A (Advanced fluency).

20 Visual processing is a cognitive skill that is important for educational development.

Other than visual processing, identify three other cognitive skills that are important for educational development.

[3 marks]

AO1 = 3 marks

Award **one** mark for each skill identified, up to a maximum of **three** marks:

- attention (1)
- memory (long- or short-term) (1)
- perception (1)
- logic and reasoning (1)
- auditory processing (1).

Note: only one mark can be given for memory (short, long or both).

Accept any other suitable response.

21 Amelia is aged 16 years and is revising for her GCSEs. Amelia has a visual processing disorder which results in Amelia mixing up words, writing letters in reverse, and having difficulties with reading comprehension.

Give two strategies the teachers can use to support Amelia in her GCSE revision and state how each strategy will support Amelia's revision.

[4 marks]

AO2 = 4 marks

Award **one** mark for each strategy given, and **one** further mark for stating how each strategy will support Amelia's revision, up to a maximum of **two** marks per strategy:

- Amelia's teachers could provide Amelia with different coloured paper to write on (1), as this may help the words to stand out better on the page for her (1).
- Amelia could be provided with different coloured highlighters to highlight key points (1); this may help her to organise her notes effectively (1).
- Amelia's teachers could suggest that she record verbal notes rather than write them down (1); this way she can listen back rather than having to read them (1).
- Amelia's teachers could suggest that Amelia revise in a clutter-free environment (1); this will reduce visual stimuli and help her to focus (1).
- Amelia's teachers could give Amelia short breaks often (1), as this will help to reduce eye strain and visual overload (1).

Accept any other suitable response.

22	Jacob is aged 3 years and attends an early years setting. Jacob is non-verbal. (i) Identify two high-tech communication systems Jacob can use to support his communication. (ii) Describe how one of the communication systems identified in (i) can be used to support Jacob's communication. <div>[4 marks]</div>
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AO1 = 2 marks

AO2 = 2 marks

(i) Award **one** mark for each system identified, up to a maximum of **two** marks:

- mobile devices (1)
- laptops (1)
- tablets (1)
- speech synthesis (1)
- eye tracking devices (1).

(ii) Award **one** mark for each description point, up to a maximum of **two** marks:

- Mobile devices/laptops/tablets – Jacob could have an application where he could tap an icon to communicate his needs rather than speech (1); for example, when he is hungry, thirsty, or needs the toilet he can tap the device to communicate what it is that he wants or needs (1).

- Speech synthesis – converts written text/image into audio sound (1), so he can communicate his needs and feelings, for example, choosing the colour of paint he wishes to use can be shared aloud after selecting image rather than Jacob using spoken words (1).
- Eye tracking devices – allow Jacob to indicate his preference for an activity (1) and enable him to make choices from the activities that are available within the early years setting rather than struggling to use verbal communication (1).

Accept any other suitable response.

23 Jack is a primary school teacher. In Jack's class there are children with special educational needs and disabilities (SEND). Two of the children have cognitive difficulties. Jack is a new teacher and doesn't have experience of working with children with SEND.

(a) Identify two professionals within the school that Jack can work with when providing support for children in his class with SEND.

[2 marks]

AO1 = 2 marks

Award **one** mark for each professional identified, up to a maximum of **two** marks:

- school special educational needs and disabilities co-ordinator (SENDSCO) (1)
- head teacher (1)
- teaching assistant (1)
- other experienced teachers (1).

Accept any other suitable response.

(b) For each of the professionals identified in 23 (a) explain one way they can support the children with cognitive difficulties.

[4 marks]

AO2 = 4 marks

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

- School SENDSCO can provide children with cognitive difficulties with a special learning programme (1), where the lessons are tailored around the child's educational needs (1).
- Head teacher can arrange for children with cognitive difficulties to have additional support outside of the classroom (1), so that distractions can be minimised helping to keep the child's attention (1).
- Teaching assistant in class can provide children with 1 to 1 support in class (1), where the teaching and learning is adapted to meet the specific needs of the child (1).

- Other experienced teachers can provide Jack with information and guidance with ways to support children with cognitive difficulties (1), so that Jack can provide adapted activities or experiences to meet the specific needs of the child (1).

Accept any other suitable response.

(c) Jack will be working with other professionals to provide integrated support for children with SEND.

Assess two potential impacts of integrated support in meeting the special educational needs of the children in Jack's class.

[6 marks]

AO3 = 6 marks

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

- Each team will be made up of experts in different disciplines, training, and experience (1); each professional can share their expert knowledge which has been gained from their training and experience with the others who may not have the same or similar knowledge (1). This will help Jack to have a greater and improved understanding of the children's educational needs through drawing on the experience or knowledge others have gained which will help him have a better knowledge of how to support the children with SEND in his class (1).
- Provides a consistent approach across all those who work with the children in his class (1), supporting consistency in the approaches used in school, between professionals and at home will give children security and confidence in expectations and requirements as they will know what to expect in each environment (1). This consistency will improve children's performance and progress as the child knows they can use the same approach and must maintain the same expectations avoiding mixed messages (1).
- Decisions for support strategies can be made together and everyone can challenge and support each other's ideas (1); this will help Jack to feel supported and confident in the strategies he implements based on the advice of other professionals (1), by reaching decisions together the team shares responsibility and accountability for the decisions made (1).
- A range of perspectives are considered and thought through as a team (1); this will mean there will be a wider range of ideas to try rather than just using ideas used once or those within one practitioner's personal experience (1). This can help Jack to plan and select a range of support strategies that more effectively meet children's needs (1).

Accept any other suitable response.

Assessment Objective Grid

Question	AO1	AO2	AO3	Mathematics	QWC	Total
Section A						
1	1					1
2	2					2
3	2	2				4
4		2				2
5			3			3
6	4	4	4		3	15
Total	9	8	7	0	3	27
Section B						
7	1					1
8	2					2
9		2				2
10		4				4
11			3			3
12	4	4	4		3	15
Total	7	10	7	0	3	27
Section C						
13	1					1
14	2					2
15		2		(2)		2
16		4				4
17			3			3
18(a)	2					2
18(b)		4				4
18(c)			6			6
Total	5	10	9	(2)	0	24
Section D						
19	1					1
20	3					3
21		4				4
22	2	2				4
23(a)	2					2
23(b)		4				4
23(c)			6			6
Total	8	10	6	2	6	24
Paper Total	29	38	29	2	6	102
Tolerance	25-30	33-38	28-33			

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