

Chief examiner's report

**T Level Technical Qualification in
Education and Early Years (Level 3)
(603/5829/4)**

Summer 2023 – Core A and B

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Assessment dates: **Core A – 09/06/2023**

Core B – 15/06/2023

Paper number: **Core A – P002054**

Core B – P002058

This report contains information in relation to the externally assessed core sub-component provided by the chief examiner, with an emphasis on the standard of student work within this assessment.

The report is written for providers, with the aim of highlighting how students have performed generally, as well as any areas where further development or guidance may be required to support preparation for future opportunities.

Key points

- grade boundaries
- standard of student work
- responses to the external assessment questions
- administering the external assessment

It is important to note that students should not sit the core exam until they have received the relevant teaching of the qualification in relation to this sub-component and that both papers must be taken in any given series that a student sits the core exam.

Grade boundaries

Raw mark grade boundaries for the series are:

	Overall	Notional boundaries	
		Paper A P002054	Paper B P002058
Max	204	102	102
A*	182	90	90
A	162	81	80
B	142	71	70
C	122	61	60
D	103	51	51
E	84	42	42

Grade boundaries are the lowest mark with which a grade is achieved.

Students receive a grade for the core exam sub-component as a whole, and although there are no official grades for the individual assessments in the core exam, it can be useful for students and tutors to see how the core exam grade was achieved. The grade boundaries given for each assessment are known as

'notional grade boundaries', as they are for illustrative purposes only. For further information on notional grade boundaries, please see our guide T Levels: Notional boundaries for the Core Exam assessments available on the NCFE website.

For further detail on how raw marks are converted to uniform marks scale (UMS), and the aggregation of the core component, please refer to the qualification specification.

Standard of student work

Overall, most students attempted all questions and demonstrated their knowledge and understanding using mainly appropriate technical language.

Although written communication was generally well structured and clearly written, there were some scripts where the handwriting was very difficult to read.

Where higher marks were achieved, students had focused on all components of the question and demonstrated breadth and depth of understanding.

Some students were unable to analyse and evaluate related concepts, contexts, theories and principles in education and early years to make informed judgements, draw conclusions and address needs, which impacted upon marks awarded.

Some students lacked focus on the requirements of some of the questions, and some wasted valuable time rewriting the question or parts of the scenario within their response.

Providers should remind students to be aware of the various types of questions within the paper and ensure that they always read the question in full. Common mistakes noted were where students did not give age-appropriate responses or gave more reasons or less reasons than the question asked for.

Students should be reminded to be aware of the requirements of the command verb in each question so that they can achieve full marks and therefore ensure their response is correct.

Some students failed to respond to some questions; providers should encourage students to attempt all questions and be aware of the weighting of the marks for each question.

It was evident that there were some gaps in knowledge which was often provider related.

Most students were able to apply their mathematical skills correctly to the task.

Responses to the external assessment questions

Core paper A

Section A: Wider context and supporting education

There was a mixed response to this section; students generally performed well where they could draw upon their own experience in education. A loss of focus and knowledge was evident in some of the responses.

Q2 – Some students could not correctly define the term 'bilingual'.

Q4 – The incorrect theorist was often given for this question, although some could mention a key principle.

Q5 – Most students could clearly explain why assessors should provide students with feedback.

Q6 – Students wrote a wide range of responses for these strategies; some, however, were more appropriate for young primary children rather than secondary school pupils.

Q7 – Many students did not clearly apply Bruner’s child development theory. Some responses included principles from a different theorist/different theory, or students wrote generally about child development rather than specifically about Bruner. There were some responses, however, where the key principles of Bruner’s child development theory were applied and developed into application with reasoned judgements.

Section B: Safeguarding, health and safety and wellbeing

Most students performed reasonably well in this section and applied their knowledge and understanding appropriately to the various questions and scenarios. The associated statutory guidance in this section, however, proved problematic for some students.

Q10 – Many students gave a very general definition of a ‘position of trust’ and were not specific. Most, though, could describe how a person in a position of trust could abuse their own power and influence.

Q11 – A common mistake here was that students sometimes gave signs/indicators of abuse rather than identifying parental factors. Where this question was answered correctly, most gained full marks.

Q12(b) – Generally, this was answered well; students lost marks where their explanation was not developed.

Q12(c) – Students often demonstrated a good understanding of the consequences of abuse.

Section C: Behaviour

Most students performed well in this section and were able to demonstrate a sound understanding of behaviour and the impact this can have on others. The main challenge in this section was that many students gave negative reinforcement in strategies.

Q15 – Many students gave details of negative reinforcement or punishment, which was not necessarily suitable for the age of the child. Some very harsh examples were given, rather than drawing on the more positive strategies to support behaviour.

Q16 – Most students lacked clarity in their understanding of how the practitioner can model positive behaviour and some were often too vague or related to rewarding the children when they did positive behaviour.

Q18 – There were generally some well-developed responses to this question, as most students had a very clear understanding of the changes in puberty. Students were often strong on the strategies that Oscar could use to manage the challenging behaviour and had good responses for their justifications. Some students lost marks by not including the changes in puberty and/or a lack of development for their reasoned judgements.

Section D: Parents, families and carers and working with others

It was clear that most students understood the importance of partnership working in this section. Students tended to lose marks by not applying the command verb when responding and/or a general lack of development in relation to the question.

Q20(a) – Some students had higher expectations of charities, stating their ability to refer to medical professionals. Some students also focussed on support for children rather than parents.

Q21 – Few students knew what an open-door policy was. Some students took this literally and included statements relating to how to ensure that the children were safe when the door was opened, or similar.

Q22 – Most students answered this well and understood the impact of sharing photographs on social media.

Q24(c) – Most students understood partnership working and linked this appropriately with transition. Some students did not always develop their responses, often due to repetition, and were therefore unable to access full marks.

Core paper B

Section A: Child development

In this section, many students found the questions relating to LAD and Robert Selman's framework challenging; however, most demonstrated and applied their knowledge and understanding of language development correctly to the remaining questions.

Q2 – Many students repeated most of the question without giving any definition. Some students responded as though LAD was an Actual Device.

Q4 – Most students were unable to name one level and very few knew all the names of the levels of friendships in Robert Selman's framework.

Q5 – Generally, students responded well here; marks were lost where students did not stay focussed on language development in their response.

Q6 – Overall, students responded well to this question. Marks were lost where students did not show an understanding of expected milestones in language development and/or gave strategies with little or no development in relation to reasoned judgements.

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

Most students performed well here, especially where they developed their responses in the extended response question and linked their own experience relating to the reasons for national assessments.

Q9 – Most students gave some very general responses relating to the impact of government reviews and did not consider the word 'impact' which resulted in some marks not being awarded.

Q10 – Many students understood the purpose of national assessments and clearly used their own experience in this response.

Q12 – Most students demonstrated a sensitive understanding of depression and how mentors are able to positively support students. There were, however, some responses which were very repetitive and did not fully explain, or give reasons, why certain strategies may support George; this resulted in students being unable to access further marks.

Section C: Equality and diversity

Overall, most students understood and evidenced the importance of the sensitive application of inclusion. Students often gave thoughtful responses and demonstrated knowledge and understanding of the issues some individuals with difficulties may face.

Q14 – Many students gave responses which were examples of personal data, often stating 'address' or similar as their response.

Q15 – Many students focussed on the impact of a robust behaviour policy and showed a clear understanding of the importance of consistently challenging any discriminatory language. There were some very pertinent and sensitive responses to the positive impact that culturally diverse materials may have in addressing negative stereotyping and discriminatory language.

Q18(a) – Some students used the term 'direct' discrimination in response to this question as it was only aimed at Ayesha; very few identified the correct term 'indirect'. However, most students did explain the type of discrimination correctly.

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

Students generally demonstrated sensitivity in this section and had an awareness of differing needs and the importance of ensuring that suitable resources/strategies are put in place for all those with additional needs or an additional language.

Q20 – Many students demonstrated an understanding of accessibility and knew how this could be implemented within the setting.

Q21 – There were some insightful responses to the ways that a communication partner can support a pupil in school, demonstrating not only an awareness of the importance of this role but an appreciation of how valuable this support can be.

Q22 – Very few students were able to name any type of eye tracking device.

Q24(b) – Many students did not pay attention to the wording of the question and gave examples of resources rather than strategies.

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#). Students may require additional pre-release material to complete the tasks. These must be provided to students in line with our regulations.

Students must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions for Delivery \(QSID\)](#).