

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

## Core Knowledge and Understanding

Paper A Elements 1–6

Paper number: PXXXXX

Specimen 2020

Morning/Afternoon

Time allowed: 2 hours

### Student instructions

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

### Student information

- The marks available for each question are shown in brackets. This is to help you decide how long to spend on each question.
- The maximum mark for this paper is 102.
- In questions **6** and **12**, you will be assessed on the quality of your written communication (QWC). Specifically, your ability to:
  - use good English
  - express and organise ideas clearly and logically
  - use appropriate technical terms.
- You may use a calculator.

Please complete the details below clearly and in BLOCK CAPITALS.

Student name \_\_\_\_\_

Provider name \_\_\_\_\_

Student number

Provider  
number

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

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

**BARCODE – TQ/EC/CKU/PAPERA**

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

For example:

Answer   **C**  

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

For example:

Answer   ~~B~~ **B**  

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

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

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

- 1** Which **one** of the following statements describes how academies are funded and run? **[1 mark]**

- A** Funded by central government and run by the local education authority.
- B** Funded by central government and run by a charitable trust.
- C** Funded by charitable donations and run by the school's governing body.
- D** Funded by the local education authority and run by a charitable trust.

Answer \_\_\_\_\_

- 2 (a)** Identify and describe **one** memory strategy. **[2 marks]**

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**2 (b)** Give **one** example of how the strategy identified in 2(a) could be used by a learner. **[1 mark]**

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**3** Outline **one** of the key principles of the constructivist approach. **[2 marks]**

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**4 (a)** Explain **two** reasons why practitioners provide young people with feedback that is timely. **[2 marks]**

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**4 (b)** Explain **two** reasons why practitioners provide young people with feedback that is action-oriented. **[2 marks]**

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**5** Describe **one** way in which college counselling can support a young person with anxiety.

**[2 marks]**

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**6** Emily is 10 years old. She finds it difficult to sit still in lessons and often walks around the classroom. Emily talks to others while the Teacher is delivering the lesson and sometimes shouts answers that are not related to the question. Around school and in the playground Emily is destructive of property and can be verbally aggressive to other children and staff. Emily has few friends. She enjoys sport and music.

Evaluate how the behaviourist approach can be applied to practice to address Emily's behaviour.

Your response should demonstrate:

- strategies to apply the behaviourist approach to address Emily's behaviour
- reasoned judgements about how best to support Emily.

**[12 marks, plus 3 marks for QWC]**

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. A large, light-grey watermark with the word "Scribble" is oriented diagonally from the top-left towards the center of the page. The rest of the page is empty and ready for writing.

Sample

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

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

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

- 7** Give **two** environmental factors that may contribute to a child or young person being at risk of abuse. **[2 marks]**

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- 8** Describe **two** approaches a practitioner would take to promote the Prevent Strategy in a secondary school. **[4 marks]**

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- 9** Which **one** of the following is **not** included in the key principles of the General Data Protection Regulation (GDPR) 2018? **[1 mark]**

- A** Accessibility.
- B** Confidentiality.
- C** Integrity.
- D** Transparency.

Answer \_\_\_\_\_

**10** 'An ethos that promotes respect and values diversity' is one of Public Health England's eight principles.

Explain the link between a secondary school's ethos and a pupil's emotional health and wellbeing.

**[3 marks]**

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**11** Using examples, give **two** ways that a child can be safeguarded when using online resources in a primary school.

**[2 marks]**

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12

Evaluate the effectiveness of the Children Act (2004) in informing practice to protect children and young people from harm.

Your response should demonstrate:

- how child/young people's protection is informed by the Children Act (2004)
- specific practice that would be implemented to protect children and young people
- a reasoned justification for implementing the specified practice.

**[12 marks, plus 3 marks for QWC]**

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**Section C: this section covers Element 4 Behaviour**

This section is worth 24 marks.

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

**13** Which **one** of the following is the definition of positive approaches?

**[1 mark]**

- A** Avoiding a negative consequence for behaving in a desirable way.
- B** Avoiding a negative consequence for behaving in an undesirable way.
- C** Gaining a positive consequence for behaving in a desirable way.
- D** Gaining a positive consequence for behaving in an undesirable way.

Answer \_\_\_\_\_

**14 (a)** Define the term 'self-concept'.

**[1 mark]**

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**14 (b)** Describe **one** way that negative self-concept can affect a child's social interactions.

**[2 marks]**

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15 Identify **two** situations in an educational setting when young people need to adapt their behaviour. Give a reason for **each** answer.

[4 marks]

Situation A

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Situation B

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16 Give **two** examples of how a Teacher's body language during a maths lesson can affect a young person's emotional responses.

[4 marks]

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17

Isaac is 4 years old and has recently joined the reception class of a primary school.

Every morning when Isaac is left by his parent, he becomes anxious and distressed. Isaac cries and refuses to participate in play and learning activities or interact with practitioners or other children.

Prior to starting school, Isaac did not have consistent care, going to many different nurseries and childminders.

The reception class practitioners have decided to carry out ongoing observations on Isaac.

17 (a)

Give **two** reasons why practitioners would carry out ongoing observations of Isaac in this situation.

[2 marks]

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17 (b)

Describe **one** curriculum based activity that could be used to develop self-regulation in primary school children.

Justify how this activity would support Isaac's ability to self-regulate.

[4 marks]

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**17 (c)** Explain **three** strategies that could be used by practitioners to support Isaac on arrival at school in the morning.

**[6 marks]**

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

This section is worth 24 marks.

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

**18** Which **one** of the following is a characteristic of an authoritative parenting style? **[1 mark]**

- A** Unresponsive with high expectations, rules and discipline.
- B** Unresponsive with no expectations, rules or discipline.
- C** Responsive with high expectations, rules and discipline.
- D** Responsive with no expectations, rules or discipline.

Answer \_\_\_\_\_

**19** Give **two** key roles of an Educational Psychologist. **[2 marks]**

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20

Explain **one** way a practitioner could support parents or carers who have barriers to communication due to English being a second language.

[2 marks]

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21

A child who displays challenging behaviour has joined the nursery after moving from another early years setting. The child's parents decided to move their child as they felt unsupported in the previous setting and negatively judged by the practitioners.

21 (a)

Give **one** technique nursery practitioners could use to develop successful partnership working with the child's parents.

[1 mark]

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21 (b)

Analyse how this technique would help develop successful partnership working with the child's parents.

[3 marks]

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22

Explain **one** way in which working with parents or carers supports a child's smooth transition from nursery to school.

[3 marks]

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Please turn over for the next question.

23

Clara is the only child of her single parent father. Clara's father has been unemployed for 9 months and the family are living in poverty. Clara has been attending pre-school for three months and in that time her father has had to prioritise feeding Clara over feeding himself.

Clara's Key Worker, has begun to have concerns regarding some aspects of Clara's development. Clara never initiates communication with other children and gets upset at story time and doesn't like to sit on the carpet near the other children.

23 (a)(i) Identify and describe **one** agency that supports children, families and carers.

[2 marks]

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23 (a)(ii) How might the agency identified in 23(a)(i) support Clara and her father?

[2 marks]

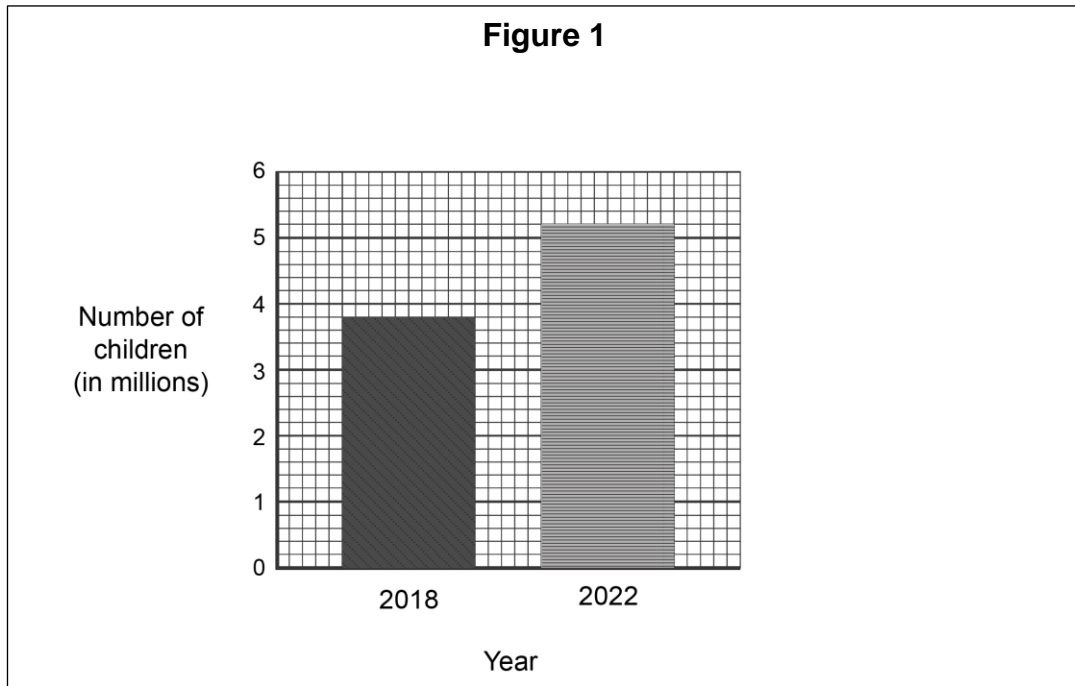
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**23 (b)** **Figure 1** shows the expected trend in child poverty from 2018 to 2022.



Adapted from: <https://www.childrenssociety.org.uk/child-poverty-facts-and-figures>

Using the data in **Figure 1**, calculate the percentage increase in expected child poverty from 2018 to 2022. Give your answer to **two** decimal places.

Suggest why the data for 2022 may not be an accurate prediction of child poverty.

**[2 marks]**

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**Question 23 continues on the next page.**

**23 (c)**

Explain why the pre-school practitioners must be sensitive towards Clara's family context.

**[6 marks]**

Sample

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## Document information

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Owner: Head of Assessment Design

## Change History Record

This section summarises the changes to this document since the last version.

Version	Description of change	Date of approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated Q13 updated to align to TQ Specification		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v4.0	Annual review 2023: Name changed to Education and Early Years Amends to question 21	June 2023	19 June 2023
v4.1	Sample added as watermark	November 2023	15 November 2023
V4.2	Change of wording in Q12 (p9) – “analysis” changed to “evaluate”	05 June 2024	10 June 2024