

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

Core Knowledge and Understanding

Paper B Elements 7–12

Paper number: PXXXXX

Specimen 2021
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 **5** and **10**, 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.

Provider name	
Student number Provider number	

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



To be	e completed	by the Examin	ner
Question	Mark	Question	Mark
1		13	
2		14	
3		15 (a)	
4		15 (b)	
5		15 (c)	
6		16	
7		17	
8		18	
9		19	
10		20 (a)	
11		20 (b)	
12		20 (c)	
		TOTAL MARK	

	For example: AnswerC
	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 <u>X</u> B
Sec	tion A: this section covers Element 7 Child development
his	section is worth 24 marks, plus 3 marks for QWC.
	wer all questions in the spaces provided.

Paired reading activities should be used to promote the language development of children in which **one** of the following age ranges?

[1 mark]

- A 0 to 2 years
- **B** 2 to 4 years
- C 4 to 7 years
- **D** 7 to 11 years

Answer ____

2

I)	the age of 4 years.
ii)	Describe how practitioners can support the development of each social or emotional skill.
	[4 marks]

Please turn over for the next question.

3	Tutors in a large further education college have recognised that many new students are finding the transition between school and college difficult. The tutors are developing strategies to support students' transition to college.
	Evaluate two strategies the tutors could use to support students' transition to college.
	Your answer must demonstrate one advantage and one limitation of each strategy given.
	[6 marks]
·	
·	
•	
·	
•	
•	

4	Describe one way that circle time supports the language developmen children aged 2 to 4 years.	

Please turn over for the next question.

Tanveer is a senior practitioner in a new baby unit and is responsible for training the baby unit practitioners.

Tanveer is researching Bowlby's attachment theory to understand how this theory can influence practice in the baby unit.

Discuss how Bowlby's attachment theory can influence practice to support the emotional wellbeing of babies in the unit.

Your response should demonstrate:

- understanding of the key concepts of Bowlby's attachment theory
- links between Bowlby's attachment theory and practice to support the emotional wellbeing of babies
- reasoned judgements regarding ways that Bowlby's attachment theory can influence practice in the baby unit.

[12 marks, plus 3 marks for QWC]

	2	×	ζ
	Ć	١	j
	Ξ		5
	Ξ		5
	Ξ		
	7	7	۱
	-	1	5
		_	
	ž	-	
	5	,	2
	(Į)
	c	-)
	-	Ĕ	5
	=		
1	٧	<	
		000	חטם עסם

ш	
CDACE	Ì
<	ĺ
Ω	
V	į
v	
H	
•	
2	
=	
μ	
MPITE	
c	
Ξ	
C	ı

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

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

Answer all questions in the spaces provided.

6	Whe	n would summative assessment take place on a study programme? [1 mark]
	A	At the beginning of a study programme
	В	At the very end of a study programme
	С	On the final day of each week
	D	On the final day of each term
	Answ	er
7		c, aged 11 years, is the first member of his family to get a place at a stive grammar school.
		ify and describe two benefits for Isaac's education by attending a stive grammar school.
		[4 marks]
-		
-		
-		
-		
-		
-		

8	Give three reasons why primary school teachers provide parents and carers with regular feedback on their child's developmental progress.	
	[3 mark	(s]
9 Se cla		
9	Secondary school teachers are discussing whether the use of technology in classrooms supports or limits pupils' learning.	
	Give two advantages and two limitations of the use of technology in a secondary school classroom to support pupils' learning.	
	[4 mark	(s]

Jack teaches secondary school pupils aged 14 to 16 years. In his role, Jack has a professional responsibility to maintain continuous professional development (CPD).

Analyse the importance of Jack maintaining CPD.

Your response should demonstrate:

- an understanding of Jack's professional responsibility to maintain CPD
- the impact on Jack's teaching practice when his CPD is maintained
- reasoned judgements regarding the importance of Jack maintaining CPD.

[12 marks, plus 3 marks for QWC]

Please turn over for the next question.

Section C: this section covers Element 10 Equality and diversity

This section is worth 24 marks.

Answer all questions in the spaces provided.

11	Which one of the following age ranges is covered by the Special Educational
	Needs and Disability (SEND) code of practice 2015?

[1 mark]

- A 0 to 7 years
- B 0 to 16 years
- **C** 0 to 18 years
- **D** 0 to 25 years

Answer

The manager of a specialist school buys a new sand tray for sensory play.



The sand tray is cuboid.

The internal dimensions of the tray are 110 cm by 60 cm by 25 cm

The manager buys 66 litres of sand.

What percentage of the total capacity of the sand tray is 66 litres? Use the conversion 1 litre = 1000 cm³

		[2 marks]

- The organisational policies of further education colleges must follow the requirements of the Equality Act 2010.
 - i) Describe **two** policies a further education college must have to meet the requirements of the Equality Act 2010.

ii)	Describe how each policy supports college students.	[6 marks]

i) Define the term 'gender stereotypes'.
ii) Give two reasons why practitioners must not use gender stereotypes in early years settings.
[3 marks]
Noah, aged 9 years, has recently moved to a different part of the country and has joined a new school. Some of the children started to tease Noah because of his accent. This made Noah feel less confident with his peers. The teacher noticed the children's negative attitudes and behaviour so put strategies in place to challenge this behaviour.
Identify two ways the children's negative attitudes could affect Noah. [2 marks]
Identify and describe two strategies the teacher can use to increase Noah's confidence with his peers.
[4 marks]

15 (c)

Explain three reasons why the teacher must challenge the children's negative
attitudes and behaviours towards Noah.
[6 marks
-

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

This section is worth 24 marks.

Answer all questions in the spaces provided.

16	Education, he young people takes place.		' '			
				 ·	 	

At which **one** of the following ages can an individual request their own EHCP needs assessment?

[1 mark]

[2 marks]

- A 7 years
- B 11 years
- C 14 years
- **D** 16 years

Answer	

Natalia, aged 11 years, has an Education, Health and Care Plan (EHCP). Next term Natalia will be leaving her primary school to attend the local secondary school.

Explain **one** reason why Natalia's EHCP should be shared with the Special Educational Needs and Disability Co-ordinator (SENDCo) in the secondary school.

18

i) Define the term 'auditory processing disorder'.

ii) Explain how one indicator of auditory processing disorder may affect Safia's learning.

[3 marks]

Safia, aged 9 years, has an auditory processing disorder that affects her

Please turn over for the next question

- Muhammed, a wheelchair user, attends a mainstream primary school. Teachers support Muhammed by making adaptations to the school environment to ensure the principles of inclusion are maintained.
 - i) Describe **three** adaptations teachers can make to the school environment to ensure the principles of inclusion are maintained.

ii)	Describe how each adaptation to the school environment will support
,	Muhammed's participation in the primary school.
	i 6 markel

		[U IIIai KS]
		_

This page is intentionally left blank

Marco is aged 5 years and attends the local primary school. When he was aged 3 years, Marco was diagnosed with autism. This condition particularly affects Marco's ability to communicate with others. Marco rarely interacts with his peers or adults and he spends long periods of time looking at his favourite cartoon character on his tablet.

Marco often has difficulty coping with routine changes during the school day, such as mealtimes or outdoor play.

The school practitioners use augmentative and alternative communication (AAC) to communicate with Marco and help him cope with routine changes during the school day. This includes no-tech and low-tech communication methods.

	school day. This includes no-tech and low-tech communication methods.
20 (a)	Identify two no-tech communication methods the practitioners could use to communicate with Marco. [2 marks]
20 (b)	Explain two ways a Picture Exchange Communication System (PECS) will help Marco cope with routine changes during the school day. [4 marks]

20 (c)

Give three advantages and three limitations of using high-tech common systems to support Marco's communication during the school day.	nunication	
systems to support Marco's communication during the school day.	[6 marks]	

This is the end of the external assessment.

This page is intentionally left blank

This page is intentionally left blank

Document information

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

Copyright in the document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2021-22.

'T LEVELS' is a registered trade mark of the Department for Education.

'T Level' is a registered trade mark of the Institute for Apprenticeships and Technical Education.

'Institute for Apprenticeships & Technical Education' and logo are registered trade marks for Apprenticeships and Technical Education.

Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of issue
v1.0	Repackaged for version		April 2021
	created for topic tests		
v1.1	Repackaged and rebranded		November 2021
	from topic tests to sample		
	material		
v1.2	Questions 16 and 17 updated following TQ annual review.	August 2022	September 2022