



# 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.

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		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

**BARCODE - TQ/EC/CKU/PAPERB**

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~~  

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**Section A: this section covers Element 7 Child development**

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

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

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1 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) Identify **two** social **or** emotional skills children are expected to develop by the age of 4 years.
  
- ii) Describe how practitioners can support the development of **each** social **or** emotional skill.

**[4 marks]**

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4

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

**[1 mark]**

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**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** When would summative assessment take place on a study programme? **[1 mark]**

- A** At the beginning of a study programme
- B** At the very end of a study programme
- C** On the final day of each week
- D** On the final day of each term

Answer \_\_\_\_\_

**7** Isaac, aged 11 years, is the first member of his family to get a place at a selective grammar school.

Identify **and** describe **two** benefits for Isaac's education by attending a selective grammar school.

**[4 marks]**

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8 Give **three** reasons why primary school teachers provide parents and carers with regular feedback on their child's developmental progress. **[3 marks]**

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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 marks]**

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**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 \_\_\_\_\_

**12** 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 cm<sup>3</sup>

**[2 marks]**

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- 14** i) Define the term 'gender stereotypes'.
- ii) Give **two** reasons why practitioners must not use gender stereotypes in early years settings.
- [3 marks]**

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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.

- 15 (a)** Identify **two** ways the children's negative attitudes could affect Noah.
- [2 marks]**

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- 15 (b)** Identify and describe **two** strategies the teacher can use to increase Noah's confidence with his peers.
- [4 marks]**

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**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, health and care plans (EHCP) outline additional help children and young people may require and are written after an EHCP needs assessment takes place.

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

**[1 mark]**

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

Answer \_\_\_\_\_

**17** 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.

**[2 marks]**

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**18** Safia, aged 9 years, has an auditory processing disorder that affects her learning.

- i) Define the term 'auditory processing disorder'.
- ii) Explain how **one** indicator of auditory processing disorder may affect Safia's learning.

**[3 marks]**

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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.

**20 (a)** Identify **two** no-tech communication methods the practitioners could use to communicate with Marco.

**[2 marks]**

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**20 (b)** Explain **two** ways a Picture Exchange Communication System (PECS) will help Marco cope with routine changes during the school day.

**[4 marks]**

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Owner: Head of Assessment Design

## Change History Record

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