



# T Level Technical Qualification in Education and Early Years

## Core Knowledge and Understanding Paper A

Mark scheme

v2.1: Additional sample material  
20 November 2023  
603/5829/4

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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) 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 bands, with each band having an associated descriptor indicating the performance at that level. You should determine the band before determining the mark.

When determining a band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, 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 bands, you should use a best-fit approach at this stage and use the available marks within the band 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 assessment objectives, 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 of the indicative content to be awarded full marks.

## Assessment objectives

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 assessment objective can be found in the Qualification Specification.

## Section A: Wider Context and Supporting Education

**Total for this section: 27 marks  
[24 marks, plus 3 marks for QWC]**

**1 Which one of the following only provides post-16 education?**

- A Foundation schools**
- B Free schools**
- C Private schools**
- D Sixth form schools**

**[1 mark]**

**AO1 = 1 mark**

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

Answer: **D** (Sixth form schools)

**2 The Office for Standards in Education, Children's Services and Skills (Ofsted) is a regulatory body.**

**Copping Primary School previously received an 'Outstanding' rating 10 years ago when they were regulated by Ofsted. The school is expecting a visit from Ofsted in the new term.**

**Explain one purpose of Ofsted visiting Copping Primary School.**

**[2 marks]**

**AO2 = 2 marks**

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

- regulation will help Copping Primary School to maintain their high standards that were achieved in the past (1), as Ofsted will check that the provision continues to be suitable for children (1)
- Ofsted will provide regulation to Copping Primary School to help the school raise standards of the quality of education provided (1) by examining what the school is currently doing and identifying strengths / weaknesses for them to focus on (1)
- to ensure any staffing changes allow high standards to be maintained (1), to share any concerns the school may have, and work towards an action plan (1).

**Accept other appropriate responses.**

**3 Sebastian is a mentor in a secondary school. Sebastian will soon be working with a pupil aged 13 years who often demonstrates aggressive behaviour in the classroom during lessons. The pupil has also had aggressive outbursts in the playground amongst peers.**

**Explain two ways Sebastian can support this pupil.**

**[4 marks]**

**AO2 = 4 marks**

Award **one** mark for each explanation point, up to a maximum of **four** marks.

- Sebastian could help the pupil identify barriers to learning such as reasons for their aggression (1), which could help the pupil and Sebastian come up with coping strategies to manage learning in the classroom (1).
- Sebastian may be responsible for referring the pupil on to work with other professionals (for example educational psychologists) (1) who then might help the pupil gain a diagnosis / more specialist understanding of their aggression / develop an action plan to help the pupil overcome their barriers / reasons for their aggression (1).
- Sebastian may liaise / work with the pupil's parents or carers (1) to address triggers / causal factors of aggression and establish strategies to support the pupil outside school to aid the pupil's behaviour in school (1).

**Accept other appropriate responses.**

**4 (a) Identify two theorists associated with the behaviourist approach.**

**[2 marks]**

**AO1 = 2 marks**

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

- Bandura (1)
- Pavlov (1)
- Skinner (1)
- Thorndike (1)
- Watson (1)

**Accept other appropriate responses.**

**4 (b) Discuss to what extent the key principles of the behaviourist approach are helpful in teaching and learning in the classroom.**

**[3 marks]**

**AO3 = 3 marks**

Award **one** mark for each discussion point, up to a maximum of **three** marks.

- The behaviourist approach is important in teaching and learning as it emphasises that if experiences are repeated, learning is more effective (1). It puts emphasis on external stimuli that might encourage a teacher to teach creatively to reinforce learning (1). However, it may be considered a simplistic approach to teaching and learning (1).
- The behaviourist approach is important as it can help a teacher tailor their approach by reinforcing certain behaviour in learners that improves learning (1). The behaviourist approach could be helpful to the teacher to bring awareness of how negative reinforcement from them may discourage learner engagement (1). However, only focusing on behaviourist approaches puts a lot of responsibility on external factors rather than internal cognitive processes that have had a lot of support in how much of a role they play in teaching and learning (1).

**Accept other appropriate responses.**

**5 Emily is a primary school teacher working in key stage 1. One of her pupils has a hearing impairment and Emily is concerned that the child may not meet expectations for literacy development.**

**Discuss ways Emily can meet the needs of this child in the classroom and the impact these will have on the child's literacy development.**

**Your response should demonstrate:**

- **reasoned judgements and conclusions regarding the impact on the child's literacy development.**

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

**AO1 = 4 marks**

**AO2 = 4 marks**

**AO3 = 4 marks**

**Plus 3 marks for QWC**

Band	Mark	Descriptor
4	10–12	AO3 – Discussion of ways Emily can meet the needs of this child in the classroom is <b>comprehensive, effective</b> and <b>relevant</b> , showing <b>detailed</b> understanding and <b>logical</b> and <b>coherent</b> chains of reasoning throughout. <b>Accurate</b> judgements and rational and balanced conclusions are evident and linked to the brief. The impact on the child's literacy development will be <b>fully</b> considered in the discussion.

Band	Mark	Descriptor
		<p>AO2 – Application of knowledge and understanding of hearing impairment and how practice and can support the child’s literacy development is <b>clear</b> and <b>fully accurate</b> with <b>sustained</b> focus.</p> <p>AO1 – Knowledge and understanding of the impact of a hearing impairment on literacy is <b>detailed and fully accurate</b>.</p> <p>The answer demonstrates <b>comprehensive</b> breadth and / or depth of understanding.</p>
3	7–9	<p>AO3 – Discussion of ways Emily can meet the needs of this child in the classroom is <b>generally effective</b> and <b>mostly relevant</b>, showing <b>mostly logical and coherent</b> chains of reasoning. <b>Mostly accurate</b> judgements and <b>mostly rational</b> and <b>balanced</b> conclusions are evident. The impact on the child’s literacy development will be <b>generally effectively</b> considered within the discussion.</p> <p>AO2 – Application of knowledge and understanding of hearing impairment and how practice and can support the child’s literacy development is <b>mostly clear</b> and <b>generally accurate</b>, although on occasion <b>may lose</b> focus.</p> <p>AO1 – <b>some detailed</b> knowledge and understanding of the impact of a hearing impairment on literacy is <b>mostly accurate</b>.</p> <p>The answer demonstrates <b>reasonable</b> breadth and / or depth of understanding, with <b>occasional</b> inaccuracies and / or omissions.</p>
2	4–6	<p>AO3 – Discussion of ways Emily can meet the needs of this child in the classroom is <b>somewhat effective</b> and of <b>some relevance</b>, with some understanding and reasoning taking the form of <b>generic statements</b> with some development. Judgements have some merit (<b>simplistic</b> and <b>brief</b>), and conclusions will have <b>limited</b> rationality and balance. The impact on the child’s literacy development will be given <b>limited</b> considered within the discussion.</p> <p>AO2 – Application of knowledge and understanding of hearing impairment and how practice and can support the child’s literacy development shows <b>some</b> but <b>limited accuracy</b>, focus and relevance.</p> <p>AO1 – knowledge and understanding of the impact of a hearing impairment on literacy is <b>limited and basic</b>.</p> <p>The answer is <b>basic</b> and shows <b>limited</b> breadth and / or depth of understanding, <b>with</b> inaccuracies and omissions.</p>

Band	Mark	Descriptor
1	1–3	<p>AO3 – Discussion of ways Emily can meet the needs of this child in the classroom is <b>limited</b> in effectiveness and relevance. Judgements are tenuous and mostly unsupported, and conclusions or addressed needs, if present, have <b>little relevance</b> to the question and lack balance. The impact on the child’s literacy development will be given <b>brief or no consideration</b> within the discussion.</p> <p>AO2 – Application of knowledge and understanding of hearing impairment and how practice and can support the child’s literacy development has <b>minimal focus and relevance</b>.</p> <p>AO1 – knowledge and understanding of the impact of a hearing impairment on literacy is <b>limited and basic</b>.</p> <p>The answer is <b>fragmented</b>, with <b>isolated</b> points, showing <b>superficial</b> breath and / or depth of understanding, with <b>significant</b> inaccuracies and omissions.</p>
	0	No creditworthy material.

### Indicative content

Examiners are reminded that the indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Students may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any other appropriate response.

**AO1 and AO2 may be implicit through the level of discussion / reasoned judgements and / or conclusions that the student provides.**

### **AO1: SEND – knowledge and understanding of the impact of a hearing impairment on literacy**

- A hearing impairment impacts on literacy, such as the child’s reading level, fluency in reading, the extent of their vocabulary, comprehension and writing skills.
- A hearing impairment impacts on language development and as a result can negatively affect the development of literacy for the pupil.
- A hearing impairment may affect relationships with peers and therefore their overall development, especially their social development.
- A hearing impairment can impact upon the pupil’s interaction with literacy activities and within the classroom setting if they are unable to fully comprehend or interact with activities if they are not accessible.
- If the correct tools and support are not given to the pupil this could create further barriers to their literacy development at the same rate of their peers within the class.



## **A02: Application of ways to inform practice**

- Teaching methods can support literacy and reading when it is appropriate to the child's stage of development, as well as any specific needs of the child; for example, for a hearing impairment, ensuring repetition is frequent and written material is used to support learning.
- Teaching methods mean Emily can effectively track and use robust assessments, so that she can identify the child's learning needs. Emily will know the value of revisiting previous learning and the foundations of reading and literacy. Emily can ensure the child sits / faces the front of the class, background noise is minimised, Emily's face is visible when speaking and they have a hearing buddy.
- Using appropriate materials to support lessons and activities. Emily should ensure they are age and stage appropriate, as well as specific to the child's needs.
- Use of aids and adaptations can support literacy and reading, such as communication aids and adaptations to help hearing impairments.

## **A03: Reasoned justifications for the impact on this child's literacy development**

- If Emily does not incorporate methods including aids, adaptations and materials that can support learning, and make them appropriate / available, the child may feel frustrated, lacking motivation and disinterested in reading and literacy. For example, if the child is accessing reading material that is too advanced, this will hinder their reading progression. Knowledge can, however, promote reading and comprehension.
- Emily's application of teaching methods will ensure the child is assessed, and subsequently appropriate strategies are put in place that will support the child to make progress.
- If Emily does not use appropriate aids and adaptations, the literacy and reading needs of the child will not be met, and they will fall behind their peers. This can impact on their confidence, self-esteem and engagement in learning.
- If Emily uses reading strategies, the child will find deciphering words on their own easier. The child will then need less help with reading. This will support the child in being more active and independent in their learning, which underpins future learning and supports progression.
- With appropriate support instigated by Emily, the child will be more able to engage in the wider curriculum where reading and understanding text are important, such as geography and history.

**Accept other appropriate responses.**

## 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: Safeguarding, Health and Safety and Wellbeing

**Total for this section: 27 marks  
[24 marks, plus 3 marks for QWC]**

<b>6</b>	<b>Which one of the following options is a protected characteristic of the Equality Act 2010?</b>
<b>A</b>	<b>Culture and tradition</b>
<b>B</b>	<b>Divorce and separation</b>
<b>C</b>	<b>Marriage and civil partnership</b>
<b>D</b>	<b>Social class and disadvantage</b>
	<b>[1 mark]</b>

**AO1 = 1 mark**

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

Answer: **C** (Marriage and civil partnership)

<b>7</b>	<b>A primary school teacher is planning to take their class on a school trip to a war memorial that is a 15-minute walk from the school building.</b>
	<b>Describe one way the primary school teacher could meet the legal requirements when taking the children on the school trip.</b>
	<b>[3 marks]</b>

**AO1 = 1 mark**

**AO2 = 2 marks**

Award **one** mark for each AO1 response, up to a maximum of **one** mark, for identifying a way of meeting the legal requirements of the Health and Safety Work etc Act (1974). Award **one** mark for each part of a description, up to a maximum of **two** marks.

- The teacher could undertake a risk assessment (AO1 1) to assess the potential risks involved in the memorial trip (AO2 1) with clear descriptions / actions of how risks can be managed specific to the class on the trip (AO2 1).
- The teacher could put in place an emergency response plan (AO 1) that covers what to do if there is an incident during the memorial trip (AO2 1) so that appropriate help can be sought quickly (AO2 1).
- The teacher could consider training requirements (AO1 1) such as ensuring staff members going on the trip are adequately trained in potential health and safety of an outdoor school trip (AO2 1) to ensure they can maintain safety of the pupils (AO2 1).

**Accept other appropriate responses.**

**8** The headteacher of a school is involved in updating the safeguarding policy and is using a variety of statutory policies to do so. This policy will be used to refresh training of other members of staff in the next team meeting.

**Explain one way statutory guidance from Keeping Children Safe in Education Part 1 could inform the training delivered at the team meeting.**

**[2 marks]**

**AO2 = 2 marks**

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

- The statutory guidance explains how staff should work with children to keep them safe (1) and the training would support the team in understanding what is expected of them (1).
- The statutory guidance explains that safeguarding is everyone's responsibility (1), and this would support the ethos of the school by reinforcing the message in the training session (1).
- The headteacher can use the statutory guidance to communicate the key messages of the revised policy (1); this would help the staff to understand their role and what to do if they are concerned about a child (1).
- The training ensures that relevant skills and knowledge to safeguard children effectively are revised (1) and the role in making a referral will be defined using the statutory guidance (1).

**Accept other appropriate responses.**

**9** Natalia is a newly qualified primary school teacher. She is working with children aged 8 to 9. Natalia mentions to a fellow teacher that her class is very noisy, and she struggles to help them engage with their work despite offering rewards for good behaviour.

**The teacher suggests encouraging physical exercise as a behaviour management solution.**

**To what extent would physical exercise help with Natalia's behaviour management difficulties?**

**[3 marks]**

**AO3 = 3 marks**

Award **one** mark for each evaluation point, up to a maximum of **three** marks.

- Physical exercise may somewhat help in behaviour management of the class as it might help them burn excess energy (1). Exercise has been shown to improve concentration, so it may also help them be more engaged in their work (1). However, this may not be a full solution to the problem and ignores other potential areas that could be useful such as setting clear behavioural expectations (1).

- Exercise may help improve self-regulation of the class, which may help them to feel calmer when doing their work (1). As the children are noisy it suggests they have lots of energy and combining exercise with more academic work may be a way to engage the class and improve behaviour (1). However, as Natalia is a new teacher, she may need further training on other strategies, such as positive reinforcement, that might help engage the children (1).
- Though physical exercise may help engagement during learning as it might be considered more exciting for pupils of this age (1), more traditional behaviour management techniques such as establishing boundaries might be considered more effective (1). Exercise ignores other potential causes of the behaviour management issues faced by Natalia, so it is unlikely to solve all the behaviour management difficulties.

**Accept other appropriate responses.**

<b>10</b>	<b>Assess the impact of the principle ‘identifying need and monitoring impact of interventions’ on pupils’ health and wellbeing in a secondary school.</b>
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**[3 marks]**

**AO3 = 3 marks**

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

- The impact of this principle is high as it helps identify needs of pupils so relevant interventions can be made (1). Though identifying needs of pupils can be a time-consuming process (1), relevant interventions will help to maximise likelihood of engagement in their learning (1).
- The impact of this principle could be high as it supports pupils’ emotional health and wellbeing (1). Monitoring the impact decreases the likelihood that they will disengage (1). However, monitoring the impact may not always be accurate due to staff changes, and differences in judgement between members of staff (1).
- Monitoring the impact of interventions can help make relevant adjustments to the intervention to prevent students becoming frustrated or disengaged (1). This will ensure that they are as motivated as possible during learning, which will help engagement (1). However, this can be deemed less important if there are lots of anomalies / differences in the way an intervention is run, which can hinder the reporting process (1).

**Accept other appropriate responses.**

**11 Muhammed has just started his new role as a teaching assistant working with children in year 7. As part of his induction, he had to comply with the Safeguarding Vulnerable Groups Act 2006.**

**Considering the effectiveness, discuss how the Safeguarding Vulnerable Groups Act 2006 can be used to protect the children and young people Muhammed will be working with.**

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

**AO1 = 4 marks**  
**AO2 = 4 marks**  
**AO3 = 4 marks**  
**Plus 3 marks for QWC**

<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>
4	10–12	<p>AO3 – Discussion is comprehensive, <b>effective</b> and <b>relevant</b>, showing <b>detailed</b> understanding and <b>logical</b> and <b>coherent</b> chains of reasoning throughout.</p> <p><b>Accurate</b> judgements are evident that are <b>rational</b> and <b>balanced</b> in addressing the protection of children and young people (in relation to the effectiveness of the Safeguarding Vulnerable Groups Act (2006) on informing practice).</p> <p>AO2 – All links between legislation and effective practice have been <b>clearly</b> and <b>accurately</b> evidenced with <b>sustained</b> focus on discussion of the legislation.</p> <p>AO1 – Knowledge of the Safeguarding Vulnerable Groups Act 2006 is <b>detailed</b>, <b>clear</b> and <b>fully</b> accurate.</p> <p>The answer demonstrates <b>comprehensive</b> breadth and / or depth of understanding.</p>
3	7–9	<p>AO3 – Discussion is <b>generally effective</b> and <b>mostly relevant</b>, showing <b>mainly logical</b> and <b>coherent</b> chains of reasoning.</p> <p><b>Mostly accurate</b> judgements are evident that are <b>mostly rational</b> in addressing the protection of children and young people (in relation to the effectiveness of the Safeguarding Vulnerable Groups Act (2006) on informing practice).</p> <p>AO2 – <b>Most</b> links between legislation and effective practice have been evidenced and are <b>mostly clear</b> and <b>accurate</b>, although on occasion may lose focus on discussion of the legislation.</p> <p>AO1 – Knowledge of the Safeguarding Vulnerable Groups Act 2006 is <b>mostly detailed</b> and <b>mostly</b> accurate.</p> <p>The answer demonstrates <b>reasonable</b> breadth and / or depth of understanding, with <b>occasional</b> inaccuracies and / or omissions.</p>

2	4–6	<p>AO3 – Discussion is <b>somewhat effective</b> and of <b>some relevance</b>.</p> <p>Judgements have some merit (<b>simplistic</b> and <b>brief</b>) in addressing the protection of children and young people in relation to the Safeguarding Vulnerable Groups Act (2006) but will have <b>limited</b> rationality and balance.</p> <p>AO2 – <b>Some</b> links between legislation and effective practice have been evidenced and are somewhat <b>clear</b> and <b>accurate</b>, although sometimes <b>lose</b> focus on discussion of the legislation.</p> <p>AO1 – Knowledge of the Safeguarding Vulnerable Groups Act 2006 has <b>some detail</b>, that has <b>some</b> accuracy.</p> <p>The answer is <b>basic</b> and shows <b>limited</b> breadth and / or depth of understanding, <b>with</b> inaccuracies and omissions.</p>
1	1–3	<p>AO3 – Discussion is limited in effectiveness and relevance.</p> <p>Judgements, if present, have <b>little relevance</b> to the question, lack balance, are tenuous and mostly unsupported in addressing the protection of children and young people in relation to the Safeguarding Vulnerable Groups Act (2006).</p> <p>AO2 – Links between legislation and effective practice have been evidenced but are <b>basic</b> with <b>limited accuracy</b> and <b>lose</b> focus on discussion of the legislation.</p> <p>AO1 – Knowledge of the Safeguarding Vulnerable Groups Act 2006 is <b>basic</b> and <b>limited</b> in accurate.</p> <p>The answer is <b>fragmented</b>, with <b>isolated</b> points, showing <b>superficial</b> breath and / or depth of understanding, with <b>significant</b> inaccuracies and omissions.</p>
	0	No creditworthy material.

### Indicative content

Examiners are reminded that the indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Students may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any other appropriate response.

**AO1 and AO2 may be implicit through the level of discussion / reasoned judgements and / or conclusions that the student provides.**

### **AO1: Knowledge of Safeguarding Vulnerable Groups Act 2006**

- The Independent Safeguarding Authority (ISA) was established by the act, which provides the vetting and barring service.
- The ISA is a centralised service that makes decisions about who should be barred from working with individuals considered vulnerable, such as children and young people.
- The ISA introduced barring lists – if an individual is convicted, cautioned, reprimanded or had warnings for certain offences they will be assessed and can be placed on one of two barred lists; one records individuals who are barred from working with children, and the other lists individuals who are barred from working with vulnerable adults.
- There are three levels of DBS checks:
  - standard – covering spent and unspent convictions, reprimands, cautions, and final warnings
  - enhanced – covering standard plus any relevant information held by police
  - enhanced with list checks – covering enhanced plus a check of the DBS barred lists.
- Since the act, the Criminal Records Bureau (CRB) merged with the ISA in 2012 to become the Disclosure and Barring Service (DBS).

### **AO2: Application of the Safeguarding Vulnerable Groups Act to protect children and young people to practice**

- Prior to Muhammed being given a start date, there is the legal requirement that all individuals working with vulnerable groups must register and undergo a vetting process – known as a DBS check. A DBS check helps employers make safer recruitment decisions and prevent unsuitable individuals from working with vulnerable groups.
- There are criminal sanctions for non-compliance to the vetting process for both employers and employees. This would have encouraged Muhammed to be accurate in the details they provide to organisations and requires organisations to check that all staff are vetted.
- Pre-employment vetting of potential employees would mean Muhammed would have had to provide many personal details, which would ensure that he was a safe person to work with children and young people.
- Muhammed will be subject to continuous checking at regular intervals to ensure that there is no new information about any potential offences he may have committed.
- When there is new information, such as a conviction about an individual already registered with the ISA, the ISA will review its original decision not to bar and notify the employer.

### **AO3: Discussion points regarding the effectiveness of the Safeguarding Vulnerable Groups Act to protect children and young people**

- DBS checks help avoid harm, or risk of harm, by preventing individuals who are deemed unsuitable to work with children and vulnerable adults from gaining access to them through their work.
- Pre-employment vetting ensures those who are known to present a risk of harm to children and young people cannot enter the relevant workforce in the first place.
- Continuous checking ensures vetting and barring decisions reflect up-to-date information and reduces the threat to vulnerable children and young people.
- Depending on the age of an individual when placed on the barred list, they have the right to ask the DBS to reconsider their decision or remove them after a certain period of time. This



may put children and young people at risk, should an individual still be a danger to children and young people.

- DBS is open to human error as mistakes can be made, for example misspelling names, mistyping birth dates. This will reduce the reliability of the information received.
- As the vetting checks can be timely and costly to organisations, even with the risk of criminal sanctions, not carrying out checks may be a risk some organisations will take.
- DBS checks can only check what an individual has been convicted of and checks cannot predict future behaviour, although they can increase awareness of a re-offending risk.
- Individuals working with children and young people are protected in line with policy and procedure, which adheres to the act around occupational role / job description.

**NB:** Accept reference to DBS or CRB.

**Accept other appropriate responses.**

### 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: Behaviour

Total for this section: [24 marks]

**12** Which one of the following is an example of discrimination?

- A. Inviting only your friends to your birthday party
- B. Inviting girls and boys to play football
- C. Inviting only girls to cooking activities
- D. Inviting all parents / carers to an open evening

[1 mark]

**AO1 = 1 mark**

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

Answer: **C** (Inviting only girls to cooking activities)

**13** Jack is aged 4 years and has started pre-school. Jack has English as their second language. The staff are getting to know key words and phrases in their mother tongue.

**Describe two non-verbal methods of communication the pre-school practitioners could use with Jack in the meantime and how this could support Jack's communication skills.**

[4 marks]

**AO2 = 4 marks**

Award up to **two** marks for each example and way, up to a maximum of **four** marks:

- use eye contact when praising Jack when playing with other children as this strengthens the message of how well Jack is doing (1), which will encourage Jack to play with the children again (1)
- use positive facial expressions such as smiling that will make Jack feel at ease (1) and this might help Jack feel more assured when in large social groups and more able to join in play with other children (1)
- use gestures when interacting with Jack, such as nodding / thumbs up when Jack tries to / joins in play with other children, which will provide positive encouragement for Jack's behaviour (1). As Jack's behaviour is being reinforced, this will encourage Jack to continue (1).

**Accept other appropriate responses.**

**14 Charlie is a primary school child who spends a lot of time playing alone. Charlie reports that other children do not want to play with him at breaktimes. Other children in the class say that they are too rough when they play.**

**Teaching assistants in the classroom also report that Charlie likes to make all the decisions when working in pairs, refusing to listen to their partner.**

**Explain one way Charlie's level of empathy can be linked to their social development.**

**[2 marks]**

**AO2 = 2 marks**

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

- Charlie may not have developed empathy yet, which means that they won't understand how their behaviour impacts on others (1). This might result in less social interactions and therefore minimise social skills as other children avoid Charlie (1).
- Charlie may have low levels of empathy, which may result in a lack of understanding about how their play can affect other people (1). It may also result in low levels of compassion for others, which would prevent amends being made after Charlie may have been playing too roughly (1).
- Low levels of empathy may mean Charlie struggles to engage appropriately with others as he may struggle to understand how his behaviour affects others (1). A higher level of empathy may mean he is better able to relate to their peers' feelings, which would likely lead to higher levels of social development.

**Accept other appropriate responses.**

**15 Li is 13 years old. They are moving to a new school where they will not know anyone and will have to build new relationships with peers and teachers.**

**(i) Describe an element that helps to define a young person's self-concept.**

**(ii) Discuss which element of self-concept will be the most important in developing positive relationships for Li.**

**[5 marks]**

**AO1 = 2 marks**

**AO3 = 3 marks**

(i) Award **one** mark for each element named, up to a maximum of **one** mark. Award **one** further mark for the description of the element, up to a maximum of **two** marks.

- Self –image (1) is how a young person sees themselves (1).
- Self-esteem (1) is how a young person values themselves (1).
- Ideal self (1) is how a young person wishes they could be (1).

(ii) Award **one** mark for each discussion point about how self-concept impacts on social development, up to a maximum of **three** marks.

- Having a positive self-image is the most important in developing relationships (1) because this will most likely result in being more confident in social interactions (1). However, this could also result in Li being overconfident, inhibiting the relationships from moving forward (1).
- Having a healthy self-esteem is the most important in developing relationships (1) because this could improve Li's ability to mix with a wide range of different people, making positive relationships easier to build (1). However, self-esteem can sometimes be misunderstood by peers, intimidating her peers into not interacting at all (1).
- Having an ideal self is the most important in developing relationships (1) because this may mean that Li has a positive mindset about themselves and in turn that of others, resulting in quality interactions being made and wishes of the future shared (1). However, people who have an ideal self may be seen as being too optimistic and this may not align with others, hindering relationships (1).

**Accept other appropriate responses.**

**16 (a)** Marco, aged 17 years, has moderate learning and behavioural difficulties. Marco began to display more aggressive outbursts in unfamiliar situations and when his routine is disrupted when his puberty started at 13.

Marco attends a centre where he is supported to develop life skills, such as cooking, self-care, and shopping to prepare him for independent living.

In two months' time, the centre will be moving to a new building within a local college where Marco will be supported by a new practitioner, Jessica. One of her key considerations is knowing what to do to keep herself safe.

State two physical changes affecting Marco during puberty and how they may affect behaviour.

**[2 marks]**

**AO1 = 2 marks**

Award up to **two** marks for each change stated, up to a maximum of **two** marks:

- hormones (testosterone) increase, which may increase aggression (1)
- hormone changes can cause mood swings, which increase arguments / conflict (1)
- body mass (increased strength), which can result in aggression being more destructive (1)
- body changes (may cause feelings of anxiety), which may be expressed in negative coping behaviours (1).

**Accept other appropriate responses.**

**16 (b)** Describe two strategies that Jessica could use to support Marco's challenging behaviours that would be effective in reducing risks to her safety.

**[4 marks]**

**AO2 = 4 marks**

Award up to **two** marks for each description, up to a maximum of **four** marks.

- Jessica could ensure she is aware of Marco's prior history of aggressive outbursts in unfamiliar situations (1) so that she can better prepare strategies for managing change to help Marco minimise his aggression to protect herself (1).
- Jessica should be able to recognise triggers and early warning signs of Marco's anger such as unfamiliar situations or disruption to his routine (1). This will help Jessica use strategies that work for Marco earlier to prevent escalation in his aggressive behaviour (1).
- Jessica must assess the likelihood of harm to self and others when planning and undertaking activities with Marco (1), ensuring if he displays challenging behaviour and becomes aggressive, he is in a safe environment where herself and other students are not at risk (1).

- As Jessica will be an unfamiliar person to Marco, she must first spend time making herself more familiar to him (1), which would help to promote Marco's engagement with Jessica / strategies Jessica implements, if he shows early warning signs of aggression (1).

**Accept other appropriate responses.**

<p><b>16 (c) Assess the most effective strategies in developing Marco's resilience development to cope with the changes he will experience in two months' time. [6 marks]</b></p>
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**AO3 = 6 marks**

Award **one** mark for each assessment point, up to a maximum of **six** marks.

- Role play would be one of the most effective ways to help Marco develop resilience, as it would allow him to have controlled experience of changes and how he will feel (1). Role play would also allow Jessica to develop rapport with Marco, improving their relationship (1). However, roleplay may not give a true indication of how Marco will feel during a particularly stressful event so it may not be the most valid form of developing resilience (1).
- Sharing stories that encourage Marco to reflect on how he and others have coped with change in the past could be moderately effective in supporting Marco because it might reassure him (1). However, situations may not be similar enough for Marco to relate to, which might make this strategy less effective than others (1). It may benefit Marco if a mixed approach to developing resilience was taken to gain the most effective improvement in resilience (1).
- Modelling coping skills (for example breathing exercises) when feeling angry might equip Marco with skills he can actively use in a variety of settings that require resilience (1). It would be something he could regularly practise allowing for the technique to be integrated (1) It would be something he could do independently, which might help him feel empowered in situations of change (1).
- Creating opportunities for Marco to experience some of the changes in a supportive environment might be the most real-life way of helping him cope with the changes (1). Creating these opportunities will increase Marco's experiences of being resilient and create momentum for this to continue. (1). Though this might help Marco manage the upcoming changes in the most valid way, it might not help him develop overall resilience for other situations (1).

**Accept other appropriate responses.**

## Section D: Parents, Families and Carers and Working with Others

Total for this section: 24 marks

**17** Which one of the following professionals works mainly with children from birth to 5 years?

- A** Health visitor
- B** Occupational therapist
- C** School nurse
- D** Speech therapist

[1 mark]

**AO1 = 1 mark**

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

Answer: **A** (Health visitor)

**18** State two characteristics of the permissive parenting style.

[2 marks]

**AO1 = 2 marks**

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

- high levels of indulgence (1)
- high level of responsiveness (1)
- few rules or expectations (1)
- inconsistency in boundaries (1)
- minimal parental control (1)
- have a 'friend' relationship with children (1).

**Accept other appropriate responses.**

**19 Outline two ways in which working collaboratively improves practitioner referrals.**

**[2 marks]**

**AO1 = 2 mark**

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

- less risk of information on the referral being omitted (1)
- reduces risk of information on the referral having errors / inaccuracies (1)
- referral information is more detailed (1)
- increases the appropriateness of the referral (1).

**Accept other appropriate responses.**

**20 Identify three ways the Action for Children charity supports families.**

**[3 marks]**

**AO1 = 3 marks**

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

- parenting advice, support and education (1)
- providing access to health visitors, midwives, speech therapists (1)
- support for children and families with children with disabilities (1)
- fostering, adoption and residential care (1)
- supporting families experiencing domestic violence (1)
- protecting children from abuse (1)
- supporting young people to access learning and jobs (1)
- protecting young people from organised crime and homelessness (1)
- protecting children who have been abused or neglected (1)
- supporting young carers (1)
- campaigning for families to have their voice heard / lobbying and campaigning (1)
- working with families where children are in need or at risk of neglect (1).

**Accept other appropriate responses.**



**21** In 2018 to 2019, 387,000 children and young people were helped by Action for Children.

This was an increase of 86,000 from 2017 to 2018.

Calculate the percentage increase in the number of children and young people helped by Action for Children between 2017 to 2018 and 2018 to 2019.

**[2 marks]**

**AO2 = 2 marks**

1 mark:  $86000 \times 100 \div (387000 - 86000)$

Or equivalent: any full correct method for finding 86000 as a percentage of 301000

1 mark: 28(.57...) or 28.6 or 29 (%)

**22** Jaz is a practitioner in a nursery. They have developed a close friendship with one of the nursery children's parents and offer to drive home the child at the end of the day.

Explain one possible negative consequence of the practitioner's friendship with the parent.

**[2 marks]**

**AO2 = 2 marks**

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

- The nursery practitioner may find themselves in conflict with their loyalty to / needs of their friend and the requirements of their role (1); this may have a negative effect on how they work / the quality of their work may suffer (1).
- The nursery practitioner may discriminate / show favouritism to the child of their friend (1), which may affect the trust / working relationship between the nursery and other parents (1).
- Boundaries may blur and the nursery worker may behave in a more positive way to the child (1), which may result in other children noticing and feeling less valued (1).

**Accept other appropriate responses.**

**23 (a) Ayesha is aged 15 years. A year ago, Ayesha's mother died and she now lives with her father.**

**Ayesha's teacher has noticed that Ayesha has lost weight and her school attendance has declined. The teacher has made a referral to the school counsellor and had a meeting with Ayesha's father.**

**Her father reported that Ayesha has a much older boyfriend and that she has run away from home several times.**

**State two advantages of teachers and parents / carers working together to support a child's wellbeing.**

**[4 marks]**

**AO1 = 2 marks**

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

- creating a shared level of expectations (1)
- making transitions smoother (1)
- supporting learning and development at home (1)
- inviting contributions from families – for example, volunteering time, talking about jobs or hobbies, helping to organise events (1)
- sharing information (1)
- supporting the child's or young person's wellbeing (1).

**Accept other appropriate responses.**

**23 (b) Describe one way each of the following practitioners can support Ayesha's wellbeing:**

- (i) a youth worker**
- (ii) a general practitioner (GP).**

**[4 marks]**

**AO2 = 4 marks**

Award **one** mark for each descriptive point, up to **two** marks per each practitioner, up to a maximum of **four** marks overall:

- (i) youth worker – can work directly with Ayesha, helping her develop healthy relationships through building rapport with her (1), so Ayesha has the skills to positively address areas of her life that are putting her at risk, such as her relationship with her boyfriend (1)
- (ii) GP – can provide medical intervention and advice on healthy eating / investigate reasons for her weight loss (1); this will support Ayesha's physical health and reduce illnesses due to poor diet (1).

**Accept other appropriate responses.**

**23 (c) Discuss the most effective ways the school counsellor could work with Ayesha. [6 marks]**

**AO3 = 6 marks**

Award **one** mark for each discussion point, up to a maximum of **six** marks.

- Due to Ayesha's history, it is important that the counsellor provides emotional support for Ayesha in dealing with the death of her mother (1), which will help Ayesha deal with her emotions in a safe and supported environment (1). This could be considered the most important as it is a significant event but may also minimise Ayesha's other problems (1).
- Developing a relationship with Ayesha may be the most important way to help Ayesha feel comfortable in discussing her emotions (1), which would likely enable the counsellor and Ayesha work together to find strategies to manage her emotions. This would be useful as it might minimise her risk-taking behaviour and harmful behaviours such as running away (1), which might be important in helping Ayesha improve her relationship with her dad (1).
- The most effective way a school counsellor could support Ayesha is by acting as a line of communication between other teachers and Ayesha, ensuring her needs are listened to (1) so that appropriate adjustments are made in the educational setting if needed (1). However, the counsellor needs to ensure that they maintain Ayesha's confidentiality so the relationship is intact (1).
- Focusing on coping strategies may be the most effective way of working with Ayesha as it may help her make healthier choices when distressed (1). This might be considered too simplistic as an approach to the array of problems Ayesha faces (1) and as a result Ayesha may not feel helped if only taught strategies (1).

**Accept other appropriate responses.**

### Assessment Objective Grid

Question	AO1	AO2	AO3	QWC	Total
<b>Section A</b>					
1	1				1
2		2			2
3		4			4
4 (a)	2				2
4 (b)			3		3
5	4	4	4	3	15
<b>Total</b>	<b>7</b>	<b>10</b>	<b>7</b>	<b>3</b>	<b>27</b>
<b>Section B</b>					
6	1				1
7	1	2			3
8		2			2
9			3		3
10			3		3
11	4	4	4	3	15
<b>Total</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>3</b>	<b>27</b>
<b>Section C</b>					
12	1				1
13		4			4
14		2			2
15	2		3		5
16 (a)	2				2
16 (b)		4			4
16 (c)			6		6
<b>Total</b>	<b>5</b>	<b>10</b>	<b>9</b>		<b>24</b>
<b>Section D</b>					
17	1				1
18	2				2
19	2				2
20	3				3
21		2*			2
22		2			2
23 (a)	2				2
23 (b)		4			4
23 (c)			6		6

<b>Total</b>	10	8	6		<b>24</b>
<b>Paper total</b>	<b>28</b>	<b>36</b>	<b>32</b>	<b>6</b>	<b>102</b>
<b>Tolerance</b>	<b>25–30</b>	<b>33–38</b>	<b>28–33</b>		

Maths\*

SAMPLE

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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	A full review of the question paper and mark scheme completed. Questions updated/replaced as necessary.		November 2022
v2.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v2.1	Sample added as watermark	November 2023	20 November 2023