

**T Level Technical Qualification in Education and Early Years
(603/5829/4)****Core Knowledge and Understanding (Paper B Elements 7–12)**Paper number: **P002058**Assessment date: **Thursday 15 June 2023**Time allowed: **2 hours**Time: **9:00am – 11:00am****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.
- If you use a supplementary answer booklet, you must add your student name, student number and provider number to the front cover of the booklet. Insert your supplementary answer booklet inside this question paper at the end of your exam.

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.

Do not turn over until the invigilator tells you to do so.**Please complete / check your details below**

Student Name:

Provider Name:

Student Number:

Provider Number:



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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 ~~A~~ **B**

Section A: Element 7 Child development

This section is worth 23 marks, plus 3 marks for QWC.
Answer **all** questions in the spaces provided.

- 1 Piaget suggested that children's language develops during distinct cognitive stages.

According to Piaget's theory, during which cognitive stage would a child be expected to attach meaning to objects using language?

[1 mark]

- A Concrete Operational Stage
- B Formal Operational Stage
- C Preoperational Stage
- D Sensorimotor Stage

Answer _____



2 Chomsky stated that all children have a Language Acquisition Device (LAD).

Give the meaning of Language Acquisition Device (LAD).

[1 mark]

3 Robert Selman developed a framework for understanding developmental trends in children's friendships.

Lily, aged 13 years, is a secondary school pupil. According to Selman's framework Lily demonstrates 'mature friendships'.

Describe **one** way that Lily may demonstrate 'mature friendships' with her peers.

[2 marks]

Please turn over for next question.



4 There are five levels in Robert Selman's framework for understanding developmental trends in children's friendships.

One of these levels is 'mature friendships', name the **four other** levels in Robert Selman's framework.

[4 marks]

5 Charlie is a nursery practitioner working with children aged 3 years. This term, Charlie has themed the nursery's role play area as a restaurant to promote the children's language development. Charlie has planned for groups of four children to use the role play area at any one time.

Assess the potential impact that engaging in role play may have on the children's language development.

[3 marks]



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6

Jessica is a childcare practitioner working in the baby room of a day nursery. Jessica supports a key group of babies aged 12 months.

Discuss ways that Jessica can promote the language development of the babies in her key group.

Your response should demonstrate:

- understanding of expected milestones in language development of babies aged 12 months
- a range of strategies or activities that Jessica can use to promote the language development of the babies in her key group
- reasoned judgements and conclusions for using the specified strategies or activities to support the babies' language development.

[12 marks, plus 3 marks for QWC]



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

This section is worth 23 marks, plus 3 marks for QWC.
Answer **all** questions in the spaces provided.

- 7 The Reception Baseline Assessment is used to measure children’s progress at which **one** of the following stages? [1 mark]
- A The end of the Foundation Stage
 - B The end of Key Stage One
 - C The end of Key Stage Two
 - D The end of Key Stage Three

Answer _____

- 8 Safia is a teacher in a reception class. The class is made up of 32 children.
Out of the 32 children, 26 children meet the Early Learning Goals for mathematics.

Calculate the percentage of children that meet the Early Learning Goals for mathematics.

[2 marks]

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9 The quality of support for children and young people with special educational needs and disability (SEND) is a current priority in education, so is regularly reviewed by the government.

Assess how government reviews may impact on the quality of support for children and young people with special educational needs and disability (SEND) in education.

[3 marks]



10 GCSE examinations are national assessments taken by Year 11 pupils at the end of secondary education.

Explain **two** reasons for national assessments at the end of secondary education.

[4 marks]

11 There are 6 stages in Gibbs' reflective cycle.

Outline the 'conclusion' stage in Gibbs' reflective cycle.

[1 mark]



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Section C: Element 10 Equality and diversity

This section is worth 26 marks.
Answer **all** questions in the spaces provided.

- 13** The Special Educational Needs and Disability code of practice 2015, identifies four broad areas of need.

Which **one** of the following is an area of need as identified in the Special Educational Needs and Disability code of practice 2015.

[1 mark]

- A** Communication and language
- B** Cognitive learning
- C** Sensory and/or physical impairment
- D** Social, emotional and mental health

Answer _____

- 14** The General Data Protection Regulation (GDPR) 2018 requires practitioners to know the difference between 'personal data' and 'sensitive personal data' when processing information.

Identify **one** type of 'sensitive personal data' as categorised in the General Data Protection Regulation (GDPR) 2018.

[1 mark]

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16 Primary school practitioners have planned a 4-night residential trip for the children. The residential trip costs £190 and includes travel, food and accommodation costs. The trip will take place in a city located 200 miles away from the primary school.

Give **two** barriers which may prevent children from participating in the school trip.
[2 marks]



17 The UN Convention on the Rights of the Child (UNCRC) 1989 states that children and young people have the 'right to be heard'.

(i) Identify **two** ways practitioners can support the nursery children's 'right to be heard'.

(ii) Outline how **each** way identified supports the nursery children's 'right to be heard'.

[4 marks]

Please turn over for next question.



18 Ayesha is aged 17 years and attends college. Ayesha has dyslexia. Dyslexia is a Special Educational Need which affects an individual's reading, writing and spelling. These tasks may be challenging for individuals with dyslexia and take longer to complete.

The Equality Act 2010 states that all education providers must make reasonable adjustments and put support in place for any child or young person with any Special Educational Needs or Disabilities (SEND).

The teachers in the secondary school Ayesha attended made reasonable adjustments for her dyslexia by putting in place a range of strategies to support her educational progress. In college, no reasonable adjustments have been put in place for Ayesha.

(a) Explain the type of discrimination taking place when reasonable adjustments are not put in place for a pupil. **[2 marks]**

(b) The college tutors must make reasonable adjustments for Ayesha. Describe **two** strategies the college tutors must put in place to support Ayesha's educational progress. **[4 marks]**



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(c) The Equality Act 2010 allows educational settings to offer children and young people with special educational needs or disabilities (SEND) more favourable treatment.

Justify **two** reasons why Ayesha may be allowed more favourable treatment in college.

[6 marks]



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

This section is worth 24 marks.

19 Speech synthesis is an example of which communication system?

[1 mark]

- A** High-tech
- B** Low-tech
- C** Mid-tech
- D** No-tech

Answer _____

20 Isaac, aged 16 years, is a wheelchair user. Isaac will start college in September.

Before he starts college, the tutors will meet to discuss specific provision that can be put in place to support Isaac's accessibility in college.

Describe **one** way the college tutors can support Isaac's accessibility in college.

[2 marks]

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21 Noah, aged 14 years, has an Autistic Spectrum Disorder (ASD) which means he experiences difficulties with social interaction and communication. Noah attends a mainstream secondary school. In classes Noah has a communication partner.

Explain **two** ways that having a communication partner can support Noah in school.

[4 marks]

22 Eye-tracking devices can help young people who are non-verbal to communicate.

Name the **two** types of eye-tracking devices.

[2 marks]



23 Identify **three** bilingual resources that pre-school practitioners can provide to help children learn English as an Additional Language (EAL).

[3 marks]

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24 Oscar recently moved to the UK from Italy and joined Year 6 in primary school. Oscar is aged 10 years and has been learning English for six months. Oscar's parents have limited English. His teacher is trying to find different ways to support Oscar during lessons.

Oscar's teacher must be aware of specific difficulties that Oscar may experience as a child being taught English as an Additional Language (EAL).

(a) Explain **one** difficulty the teacher must be aware of when supporting Oscar to access the curriculum.

[2 marks]

(b) Apart from providing bilingual resources, explain **two other** strategies the teacher can use to support Oscar's learning of English as an Additional Language (EAL).

[4 marks]



(c) The teacher has observed that Oscar’s classwork is completed more effectively than his homework. Oscar often does not complete his homework at all.

Assess **two** ways a lack of English language support at home may impact on Oscar’s completion of homework.

[6 marks]

This is the end of the external assessment.



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To be completed by the examiner			
Question	Mark	Question	Mark
1		15	
2		16	
3		17	
4		18 (a)	
5		18 (b)	
6		18 (c)	
7		19	
8		20	
9		21	
10		22	
11		23	
12		24 (a)	
13		24 (b)	
14		24 (c)	
		TOTAL MARK	

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