



# T Level Technical Qualification in Education and Childcare

**Core Knowledge and Understanding**

**Paper B**

Mark Scheme

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

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, 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 levels, you should use a best-fit approach at this stage, and use the available marks within the level 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 childcare
- AO2: Apply knowledge and understanding of contexts, concepts, theories and principles in education and childcare to different situations and contexts
- AO3: Analyse and evaluate information and issues related to contexts, concepts, theories and principles in education and childcare to make informed judgements, draw conclusions and address needs.

The weightings of each assessment objective can be found in the Qualification Specification.

## Section A: Child Development

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

**1 Which one of the following attachment theorists introduced the idea of ‘insecure avoidant’ and ‘insecure ambivalent’ attachments?**

- A Ainsworth**
- B Bowlby**
- C Rutter**
- D Schaffer**

**[1 mark]**

**AO1 = 1 mark**

Award **one** mark for the correct answer.  
Answer: **A**

**2 Identify two activities to support the language development of children aged 4 years and describe how each activity supports the children’s language development.**

**[4 marks]**

**AO1 = 2 marks**

**AO2 = 2 marks**

Award **one** mark for each activity:

- books/story sacks and props (AO1 1)
- dressing up box (AO1 1)
- themed role play areas (AO1 1)
- craft/creative activities (AO1 1)
- trips and outdoor games (AO1 1)
- small world activities (AO1 1)
- songs with character actions (AO1 1).

Award **one** mark for each description:

- enables children to re-tell stories/act out scenes (AO2 1)
- stimulates imagination and use of relevant language (AO2 1)
- allows for repetition of words/phrases (AO2 1)
- supports recall to stimulate language (AO2 1)
- allows for use of expressive language (AO2 1)
- opportunity to use language to express feelings (AO2 1)
- encourages the introduction of new words in context (AO2 1)

- develops understanding of words in context (AO2 1).

**Award a maximum of two marks for AO1 and two marks for AO2.**

**Accept other appropriate responses.**

**3 Lily, aged 7 years, has recently experienced a sudden family bereavement and is struggling to cope with school life.**

**Describe two strategies practitioners can use to support Lily's emotional wellbeing during this unexpected transition and how each strategy will support Lily's emotional wellbeing.**

**[4 marks]**

**AO2 = 2 marks**

**AO3 = 2 marks**

Award up to **two** marks for each strategy and description:

- provide Lily with opportunities to discuss her feelings and talk about her emotions (AO2 1) listening to Lily and providing reassurance and emotional support will give Lily safe space to work through her feelings (AO3 1)
- liaise with parents/carers to take a partnership working approach (AO2 1) This will allow practitioners to understand the wider impact of the sudden bereavement and support Lily holistically (AO3 1)
- partnership working with other professionals – such as psychologists, bereavement counsellors, mentors who have expertise (AO2 1) Partnership working will allow for an experienced professional to gain an understanding of Lily's needs and share strategies for the practitioners to use (AO3 1).

Award a maximum of **two** marks for AO2 and **two** marks for AO3.

**Accept other appropriate responses.**

- 4**      **i) Identify two expected transitions a young person aged 14 to 18 years may experience.**
- ii) Describe one strategy a practitioner could use to prepare the young person for one of the expected transitions identified in 4i).**
- [3 marks]**

**AO1 = 2 marks**

**AO2 = 1 mark**

Award **one** mark for each transition:

- movement between school years/stages (AO1 1)
- gender transition (AO1 1)
- relationship changes (AO1 1)
- post-school decisions (AO1 1)
- house move/area relocation (AO1 1)
- changes to family structure (AO1 1).

Award **one** mark for:

- providing accurate information to the young person to allow for better understanding/informed choices (AO2 1)
- allowing the young person time and space to talk about their emotions and feelings, and ask questions (AO2 1)
- providing opportunities to release thoughts and feelings, e.g. through art therapy (AO2 1)
- involving the young person in planning appropriate support – to empower the individual to feel in control (AO2 1)
- partnership working with other education providers/professionals to allow for holistic support (AO2 1)
- implement targeted interventions to meet the individual needs of the young person (AO2 1)
- referring the young person to access specialist support – medical, emotional etc. when transitions are outside of the experiences of the practitioners AO2 (1).

Award a maximum of **two** marks for AO1 and **one** mark for AO2.

**Accept other appropriate responses.**

**5 Mia is aged 10 years and finds it difficult to make friends. Mia’s teacher refers to Robert Selman’s framework for understanding developmental trends in children’s friendships. The teacher is considering strategies to support Mia to develop friendships with other children in the class.**

**Referring to Selman’s framework, discuss strategies the teacher could use to support Mia to develop friendships with other children in the class.**

**Your response should demonstrate:**

- **an understanding of the relevant aspects of Robert Selman’s framework**
- **strategies the teacher could use to support Mia to develop friendships with the other children in the class**
- **a reasoned justification for using these strategies.**

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

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

Level	Marks	Descriptor
Level 4	10-12	Discussion is <b>comprehensive, effective</b> and <b>relevant</b> , showing clear and <b>detailed understanding</b> of strategies to support Mia to develop friendships with others in the class. <b>Coherent</b> discussion giving <b>reasoned justifications</b> for implementation of appropriate strategies is presented. <b>Clear</b> and <b>relevant knowledge</b> and <b>understanding</b> of how children develop friendships, with reference to Robert Selman’s framework.
Level 3	7-9	Discussion is <b>generally effective</b> and <b>mostly relevant</b> , showing some <b>detailed understanding</b> of strategies to support Mia to develop friendships with others in the class <b>Mostly accurate</b> justifications for implementation of appropriate strategies are presented. <b>Mostly relevant knowledge</b> and <b>understanding</b> of how children develop friendships, with reference to Robert Selman’s framework.
Level 2	4-6	Discussion is <b>relevant</b> in <b>places</b> and <b>some limited understanding</b> of strategies to support Mia to develop friendships with others in the class. <b>Limited justifications</b> for implementation of appropriate strategies are presented. <b>Basic</b> but <b>relevant knowledge</b> and <b>understanding</b> of how children develop friendships, with reference to Robert Selman’s framework.
Level 1	1-3	Discussion is <b>limited</b> in <b>relevance</b> showing <b>little understanding</b> of strategies to support Mia to develop friendships with others in the class. <b>Lack of justifications</b> for implementation of appropriate strategies is presented.

		<b>No relevant knowledge and understanding</b> of how children develop friendships, with reference to Robert Selman's framework
	0	No creditworthy material

### Indicative Content:

#### Understanding of the relevant aspects of Robert Selman's framework may include:

- level 2 stage is most apparent in children 6-12 years and follows on from Level 1 Friendship – One-Way Assistance
- increasing ability to consider a friend's perspective
- rigid thinking in relation to fairness and reciprocity
- judgemental evaluation of both self and others
- jealousy is a common trait at this level
- small friendship groups are formed around similar interests
- negotiation within the group in relation to rules and who gets to be included in the group
- lack of cooperation skills at this stage can often mean groups are dominated by some children and others are excluded
- level 3 stage, following on at approximately age 11, sees strong friendships (often 1-1 best friends) where friends confide in each other and help each other to problem-solve.

#### Strategies may include:

- encouraging Mia to contribute to planning – to include paired/group activities, which may include others that she feels most comfortable with, to offer opportunities for supported social interaction and confidence building
- planning group activities where participants have similar/shared interests – links to Level 2 Friendship
- supporting the development of cooperation skills such as projects involving different roles within a group
- having whole group agreed rules to facilitate perception of fairness
- whole group discussion to validate individuals' different perspectives and viewpoints

#### Reasoned justifications may include:

- Mia needs to be supported to be successful within Level 2 stage, because this will impact positively on her ability to move on to Level 3 stage  
if not successfully supported to cope with outcomes at Level 2 stage, Mia's development of friendships will not support stage 3 outcomes
- understanding Mia's interests – to buddy her up with others with same interest will encourage co-operation with peers within a subject she is confident in
- strategies to encourage the development of friendships will help Mia's social development and positive self-concept
- if Mia is not supported to develop friendships, this could impact on her mental health and potentially have a negative impact on her ability to form future relationships.

#### 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: Observation and assessment and Reflective practice

Total for this section: 24 marks

**6 Which one of the following is an example of a formative assessment?**

- A Final Project**
- B Personal Research**
- C Standardised exam**
- D Weekly test**

**[1 mark]**

**AO1 = 1 mark**

Award **one** mark for the correct answer.  
Answer **D** (weekly test)

**7(a) Identify two national assessments taken by young people aged 11 to 18 years.**

**[2 marks]**

**AO1 = 2 marks**

Award **one** mark for each assessment:

- Key stage 3/4 tests (1)
- GCSE (1)
- IGCSE (1)
- A Level (1)
- Extended Project Qualification (1)
- Vocational/Technical /T Level (1)
- Apprenticeship endpoint assessment (1)
- Baccalaureate (1).

**Accept other appropriate responses.**

**7(b) Describe two purposes of national assessments.**

**[2 marks]**

**AO2 = 2 marks**

Award **one** mark for each purpose:

- to determine a young person's current level of knowledge and interest in particular subjects to support GCSE choices at Key Stage 4 (1)
- to identify strengths/limitations so as to offer appropriate support and intervention (1)
- to inform planning for future learning i.e. to adapt lesson content (1)
- to assess against benchmarks for children at the same stage in their education (1)
- to rank individuals/to identify level of ability in preparation for GCSE study (1)

- to inform effectiveness of the provision/learning environment to determine the effectiveness of teaching and learning to inform School's self-assessment (1).

**Accept other appropriate responses.**

**8 Muhammed, aged 17 years, is studying at a further education college. Muhammed is supported by a teaching assistant who helps him by breaking down educational tasks into small steps.**

**Give three reasons why the teaching assistant should share Muhammed's progress with his college tutors.**

**[3 marks]**

**AO3 = 3 marks**

Award **one** mark for each reason:

- allows for tracking of Muhammed's progress (1)
- informs on distance travelled within the course (1)
- reports Muhammed's strengths and weaknesses for review by tutor (1)
- contributes to review of effectiveness of Muhammed's learning plan (1)
- reports gaps in Muhammed's learning experience (1)
- informs tutor of effectiveness of intervention strategies (1)
- teaching assistant spends the most time with Muhammed so will contribute greatly to the understanding of Muhammed's progress (1)
- accuracy of reporting ensures planning of small steps meets Muhammed's needs (1).

**Accept other appropriate responses.**

**9 Oscar works in a pre-school unit. Oscar struggles with time management when supervising children's activities. Oscar will engage in relevant Continuous Professional Development (CPD) to improve his time management.**

**Identify and describe two ways Oscar could engage in relevant Continuous Professional Development (CPD) to improve his time management.**

**[4 marks]**

**AO1 = 2 marks**

**AO2 = 2 marks**

Award up to **two** marks for each identification and description:

- peer observation (AO1 1) Oscar could watch his colleagues to see how they manage time management of daily tasks (AO2 1)
- feedback from supervisors (AO1 1) Oscar could ask his manager to identify when he is not using time effectively and ask for tips for improvement (AO2 1)

- visits to other settings (AO1 1) Oscar could visit other settings to observe and speak to other practitioners to gain ideas (AO2 1)
- courses (AO1 1) Oscar could book onto a course that would give him ideas about approaches to time management (AO2 1)
- team meetings/workshops (AO1 1) Oscar could share his issues with the team and discuss resolutions to time management (AO2 1).

Award a maximum of **two** marks for AO1 and **two** marks for AO2

**Accept other appropriate responses.**

**Sebastian, aged 2 years, attends his local day nursery. A recent 2-year progress check shows Sebastian's key person, Chloe, that he is not meeting all of his cognitive developmental milestones.**

**Chloe observes Sebastian's progress and then updates his developmental profile. Chloe uses this information to plan activities to support Sebastian's cognitive development.**

**10 (a) Identify two policies Chloe must follow when carrying out observations and recording information on Sebastian's development.**

**[2 marks]**

**AO1 = 2 marks**

Award **one** mark for each policy:

- data protection policy (1)
- confidentiality policy (1)
- partnership working policy (1)
- observation and assessment policy (1)
- safeguarding policy (1)
- communication policy (1)
- professional practice policy (1).

**Accept other appropriate responses.**

**10(b) i) Describe two factors that may affect the reliability of information Chloe gains from observing Sebastian.**

**ii) Explain one possible impact of unreliable evidence on the support Chloe can give to Sebastian.**

**[4 marks]**

**AO2 = 2 marks**

**AO3 = 2 marks**

Award **one** mark for each factor:

- Chloe not being fully prepared to carry out the observation (AO2 1)
- Chloe's lack of accuracy when recording information during the observation (AO2 1)
- Sebastian not performing to the best of his ability or not able to concentrate due to tiredness (AO2 1)
- Sebastian may be hungry so not engaged in the activity being observed (AO2 1)
- Sebastian may be unwell so behaving out of character (AO2 1)
- Sebastian may not perform due to unfamiliar environment/unfamiliar adults in the setting (AO2 1)
- distractions within the setting which may mean loss of focus on completing the activity (AO2 1).

Award up to **two** marks for:

- information may be missed (AO3 1) which is crucial to inform Chloe's further planning/planning may be inaccurate (AO3 1)
- Chloe's observation will not be conclusive/ not inform Chloe adequately (AO3 1) to accurately plan for Sebastian's progress (AO3 1)
- unrealistic assessment of Sebastian's skills (AO3 1) so information not valid in informing planning (AO3 1)
- Sebastian may not perform as he is able to do usually (AO3 1) therefore planning will not appropriately build on current skills to support progress (AO3 1)
- Chloe may not record the observation accurately (AO3 1) so possibly misinterprets the recording of the observation (AO3 1).

Award a maximum of **two** marks for AO2 and **two** marks for AO3.

**Accept other appropriate responses.**

**10 (c) Explain three ways Chloe can use information from her observations of Sebastian to support his cognitive development.**

**[6 marks]**

**AO2 = 3 marks**

**AO3 = 3 marks**

Award up to **two** marks for each way:

- to check Sebastian's performance against milestones and previous observations to identify progress (AO2 1) this will allow Chloe to see where current interventions are supporting Sebastian to develop or need to be changed (AO3 1)
- to plan for Sebastian's progression in small steps (AO2 1) this will allow for the most up to date information to be used to identify where Sebastian may have particular difficulties and to target these areas with planning (AO3 1)
- to inform others on Sebastian's progress (AO2 1) this supports a partnership approach so interventions may be put in place at home and by all practitioners working with Sebastian, giving him more support to improve (AO3 1)

- to inform interventions put in place to support Sebastian's cognitive development (AO2 1) targeted interventions will give Sebastian the opportunity to catch up with his peers (AO3 1).

Award a maximum of **three** marks for AO2 and **three** marks for AO3.

**Accept other relevant responses.**

PAST PAPER

## Section C: Equality and Diversity

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

**11 The Equality Act 2010 defines a 'long term' condition as one which is likely to last at least:**

- A 3 months**
- B 6 months**
- C 9 months**
- D 12 month**

**[1 mark]**

**AO1 = 1 mark**

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

Answer: **D** (12 months)

**12 A nursery provides full time care and free daily meals for up to 40 children. The nursery is open 7 days a week.**

**Last week the occupancy of the nursery was 72.5%  
The chef prepared three meals per day for each child.**

**The cost of the food per day for each child was:**

Breakfast	80p
Lunch	£2.21
Snack	£1.05

**Calculate the total cost of the food for the children last week.**

**[2 marks]**

**AO3 = 2 marks**

**1 mark:  $0.725 \times 40$  or 29 OE Any full correct method for finding 72.5% of 40**

**1 mark: (£)  $4.06 \times 29 = 117.74$  and  $117.74 \times 7 = 824.18$**

**13** Ayesha is aged 18 years and attends her local further education college. Ayesha is experiencing a financial barrier to attending college, as she cannot afford the daily bus fare.

- i) Identify one way the college staff can share information about available financial support with Ayesha.
- ii) Describe two benefits to Ayesha's education if this financial barrier was removed.

[3 marks]

**AO1 = 1 mark**

**AO2 = 2 marks**

Award **one** mark for:

- through college website (AO1 1)
- targeted email (AO1 1)
- learner handbook (AO1 1)
- information posters (AO1 1)
- being directed to Student Services (AO1 1)
- discussion within tutorial (AO1 1).

Award **one** mark for each benefit:

- improved attendance gives greater access to FE learning (AO2 1)
- increased opportunity to acquire knowledge and understanding may result in better outcomes/higher grades for Ayesha (AO2 1)
- ensures Ayesha's participation in all aspects of her education offer (AO2 1)
- gives Ayesha equality of opportunity in line with her peers (AO2 1)
- supports safeguarding of Ayesha as she travels to and from college (AO2 1)
- allows access to extra-curricular activities supporting holistic wellbeing (AO2 1).

Award a maximum of **one** mark for AO1 and **two** marks for AO2.

**Accept other relevant responses.**

**14 (a)** Identify and describe two protected characteristics in the Equality Act 2010.

[4 marks]

**AO1 = 2 marks**

**AO2 = 2 marks**

Award up to **two** marks for each identification and description:

- age (AO1 1) giving equal opportunities for all ages (within the law) not excluding due to age (e.g. employment) (AO2 1)
- race (AO1 1) not discriminating by colour of skin or ethnicity (AO2 1)
- sex (AO1 1) equal opportunity for male/females (AO2 1)



- sexual orientation (AO1 1) respecting a person's sexual identity (AO2 1)
- pregnancy and maternity (AO1 1) not excluding due to pregnancy or having a baby (AO2 1)
- gender reassignment (AO1 1) the right to identify as chosen gender (AO2 1)
- religion or belief (AO1 1) the right to worship (AO2 1)
- marriage or civil partnership (AO1 1) equal rights for couples, married or not (AO2 1)
- disability (AO1 1) the right to fully participate in society, right to reasonable adjustments (AO2 1).

Award a maximum of **two** marks for AO1 and **two** marks for AO2.

**Accept other relevant responses.**

<b>14 (b) Describe two ways the Equality Act 2010 underpins policy or procedure in a secondary school.</b>
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**[2 marks]**

**AO2 = 2 marks**

Award **one** mark for each way:

- outlines professional responsibility to maintain equality within all aspects of school practice (1)
- outlines the characteristics that should be protected - to be considered when developing policies (1)
- promotes policies which ensure equality for all/minimises the chance of indirect discrimination within school routines (1)
- informs practice in relation to practice /promotes accessibility for all, for example the need to make reasonable adjustments within school (1)
- informs policy in relation to supporting the rights of all pupils to participate (1).

**Accept other relevant responses.**

**15** **Emily works in the reception class of a primary school, with children aged 4 to 5 years. Emily supports the children’s developing independence in readiness for Year 1.**

**Discuss ways that Emily can support the children’s developing independence through having realistic expectations.**

**Your response should demonstrate:**

- **understanding of realistic expectations of reception class children**
- **how Emily can support the children’s developing independence through having realistic expectations**
- **reasoned justifications regarding the impact of realistic expectations on the children’s developing independence.**

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

**AO1 = 4 marks**  
**AO2 = 4 marks**  
**AO2 = 4 marks**

<b>Level</b>	<b>Marks</b>	<b>Descriptor</b>
Level 4	10-12	<p>Discussion <b>demonstrates excellent understanding</b> of realistic expectations of reception class children.</p> <p>The discussion around ways Emily can support the children's independence is <b>detailed</b> and <b>comprehensive</b>.</p> <p>Reasoned justification that is <b>logical</b> and <b>coherent</b> in relation to the impact of Emily having expectations of the reception class children.</p>
Level 3	7-9	<p>Discussion <b>demonstrates good understanding</b> of realistic expectations of reception class children.</p> <p>The discussion around ways Emily can support the children’s independence is <b>reasonably detailed</b>.</p> <p>Reasoned justification that is <b>mostly logical</b> and <b>mainly coherent</b> in relation to the impact of Emily having expectations of the reception class children.</p>
Level 2	4-6	<p>Discussion <b>demonstrates some understanding</b> of realistic expectations of reception class children.</p> <p>The discussion around ways Emily can support the children’s independence is <b>limited in detail</b>.</p>

		Reasoned justification that is <b>simplistic</b> in relation to the impact of Emily having expectations of the reception class children.
Level 1	1-3	<p>Discussion <b>demonstrates limited understanding</b> of realistic expectations of reception class children.</p> <p>The discussion around ways Emily can support the children's independence is <b>simplistic and lacks clarity</b>.</p> <p>Reasoned justification is <b>not evident</b> in relation to the impact of Emily having expectations of the reception class children.</p>
	0	No creditworthy material

### Indicative Content

#### Understanding of realistic expectations of reception class children may include:

- age-and stage-appropriate expectations
- consideration of developmental delay
- reception class children may lack confidence/be shy which could impact on holistic development
- may be some children's first experience in an educational setting
- transition from nursery/home to school may have been challenging
- children have a unique experience of early years settings
- children have a unique experience of parenting styles within the home
- recognising children's individual experiences of independence, ie in the home environment.

#### How Emily can support the children's developing independence through realistic expectations may include:

- Emily can offer appropriate level of support to meet the children's individual needs and encourage appropriate level of independence
- during illness or transitions Emily should offer well-considered support appropriate to circumstances/needs of children
- Emily's age-appropriate expectations must take account of the individual child's cognitive and communicative stages of development
- Emily should take account of any developmental delay experienced by the child
- Emily should communicate at an appropriate level to convey expectations
- Emily should recognise the environment can present difficulties for the children to be independent
- Emily should recognise a child's capacity to undertake new tasks and individual experiences of independence, ie in the home environment
- Emily should have an awareness and ability to change expectations when a child may feel less secure within a new/unfamiliar environment to undertake tasks/routines independently and may require more support than usual to feel confident.

**Reasoned justifications regarding the impact of Emily’s expectations on the children’s developing independence may include**

- if Emily offers the children too much support, it will reduce opportunities for individual independence and children may become frustrated
- children might feel reluctant to try to be independent if they are not offered appropriate support, they need to carry out routines
- if Emily does not have realistic expectations, children may become anxious during routines
- lack of support may result in routines being deliberately missed out by children who lack confidence to be independent
- children’s individual needs are not met if expectations are not realistic
- children may be put at health/safety risk whilst carrying out routines if not supported to undertake the routine correctly
- if Emily has unrealistic age-appropriate expectations, children will not understand expectations/may be less confident in undertaking tasks/routines independently
- when expectations are appropriate, Emily can offer appropriate level of support to meet the children’s individual needs and encourage appropriate level of independence
- too little support may make tasks unachievable independently, which could lead to low self-esteem.

**Accept any other appropriate responses.**

**QWC**

<b>Mark</b>	<b>Descriptor</b>
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 D: Special educational needs and disability and English as an additional language**

**Total for this section: 24 marks**

**16 An eye-tracking device can be used as a tool to communicate. This tool is an example of which one of the following?**

- A High-tech communication system**
- B Low-tech communication system**
- C No-tech communication system**
- D Picture Exchange communication system**

**[1 mark]**

**AO1 = 1 mark**

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

Answer: **A**

**17 Name two external professionals who may work with a primary school teacher to support a child with a disability.**

**[2 marks]**

**AO1 = 2 marks**

Award **one** mark for each professional:

- educational psychologist (1)
- physiotherapist (1)
- speech and language specialist (1)
- specialist nurse (1)
- health visitor (1)
- area SENDCo (1).

**Accept other appropriate professionals.**

**18 Secondary schools have a range of organisational policies to support young people with additional needs. One policy is the Special Educational Needs and Disability (SEND) policy.**

**Identify one other secondary school policy that supports pupils with Special Educational Needs and Disability (SEND) and explain how implementing this policy supports the pupils' educational experience.**

**[3 marks]**

**AO1 = 1 mark**

**AO2 = 1 mark**

**AO3 = 1 mark**

Award up to **three** marks for each policy and explanation:

- Equality Policy (AO1 1) ensures that all young people are treated with equal regard (AO2 1) young people are more likely to have positive self-regard that will support their participation in educational opportunities (AO3 1)
- Accessibility Policy (AO1 1) ensures all young people are able to participate fully (AO2 1) young people have access to experiences/activities that will contribute to their learning and development (AO3 1)
- Anti-bullying Policy (AO1 1) protects young people from stereotyping and unwanted behaviours from others (AO2 1) it supports young people to be who they are, valued and respected, meaning they will have confidence to participate fully within the learning environment (AO3 1)
- Behaviour Policy (AO1 1) identifies the expected behaviours and consequences of not meeting these standards (AO2 1) it supports SEND learners to modify their own behaviour within the learning environment, which allows for improved participation (AO3 1).

Award a maximum of **one** mark for AO1, **one** mark for AO2 and **one** mark for AO3.

**Accept other appropriate responses.**

**19 Safia, aged 10 years, is being taught English as an Additional Language (EAL). Safia's teachers are meeting to discuss how her lack of spoken English is impacting on Safia's education.**

**Explain three ways Safia's lack of spoken English may be impacting on her education.**

**[6 marks]**

**AO2 = 3 marks**

**AO3 = 3 marks**

Award up to **two** marks for each way:

- Safia may not be able to understand rules and expectations within lessons (AO2 1) Safia may lack in confidence in trying new activities for fear of making mistakes (AO3 1)
- Safia may be unable to follow instructions for everyday classroom routines (AO2 1) she may have fewer opportunities to develop independence skills relative to her age (AO3 1)
- Safia may be unable to communicate own needs (AO2 1) Safia may become frustrated or withdrawn when her own needs are not met which may impact on her relationships with others (AO3 1)
- Safia may be unable to share own likes/dislikes (AO2 1) Safia may not feel she has a voice to contribute to planning (AO3 1)
- difficulty communicating and joining in with peers (AO2 1) Safia lacks opportunity for social interactions that support development of language and communication (AO3 1)

- Safia will not have the capacity to show understanding /ability (AO2 1) practitioners' limited understanding of Safia's current abilities which will limit opportunities to extend skills and knowledge (AO3 1)
- lack of communication leading to feelings of isolation (AO2 1) may lower Safia's self-concept and confidence making Safia less likely to want to/uncomfortable to participate in the learning environment (AO3 1).

Award a maximum of **three** marks for AO2 and **three** marks for AO3.

**Accept other appropriate responses.**

**Jessica is aged 11 years and has recently joined secondary school. Jessica has cerebral palsy which means she must use a wheelchair most of the time during the day.**

**Jessica experiences a range of barriers to participation in school. Jessica's teachers and other professionals are meeting with Jessica to help overcome these barriers, so that Jessica feels empowered to participate in school life.**

**20 (a) Identify two barriers which may prevent Jessica from participating in school life.**

**[2 marks]**

**AO1 = 2 marks**

Award **one** mark for each barrier:

- limited access for Jessica in her wheelchair/resources which are inaccessible to Jessica (1)
- lack of partnership working within school to meet Jessica's needs (1)
- a curriculum not planned to reflect Jessica's needs (1)
- inflexible school routines which do not support Jessica's independence (1)
- negative attitudes towards Jessica's condition not addressed (1)
- lack of technology/specifically designed software which could give Jessica more independence in school (1).

**Accept other appropriate responses.**

**20 (b) Describe two strategies Jessica’s teachers could use to overcome the barriers identified in 20(a) and the impact of each strategy on Jessica’s participation in school life.**

**[4 marks]**

**AO2 = 2 marks**

**AO3 = 2 marks**

Award up to **two** marks for each strategy and impact:

- ensure there is wheelchair access throughout the building and facilities that Jessica will need to use (AO2 1) this will allow Jessica to independently access facilities and physically manage her own school routine (AO3 1)
- partnership working will ensure all information is available from a range of individuals with diverse experience of Jessica’s needs when making decisions (AO2 1) this will ensure that strategies agreed and put in place will be the most appropriate and support Jessica to enjoy all aspects of school life (AO3 1)
- partnership working will ensure that decisions made are communicated to everyone within the school who is involved with teaching or supporting Jessica (AO2 1) this will ensure there is consistency within opportunities and expectations (AO3 1)
- when planning curriculum, ensure Jessica is involved in the process (AO2 1) an understanding of Jessica’s needs, views and opinions will ensure that the curriculum Jessica accesses meets her individual needs and ensures full inclusion for Jessica which will support Jessica to meet her holistic potential (AO3 1)
- full and consistent implementation of school policies and procedures to ensure negative attitudes are addressed **or** pastoral education throughout the school which addresses negative attitudes (AO2 1) a culture of acceptance will ensure Jessica’s wellbeing is supported and she is viewed with positive regard (AO3 1)
- the implementation of specific technology/ software which will support Jessica to independently access her learning and improve the quality of participation (AO1 1) this will give Jessica more control over school life leading her to be academically challenged and feel valued (AO3 1).

Award a maximum of **two** marks for AO2 and **two** marks for AO3.

**Accept other appropriate responses.**



**20 (c) Jessica's teachers are meeting with other professionals to empower Jessica to participate in school life.**

**Explain three ways that the teachers working in partnership with other professionals will empower Jessica to participate in school life.**

**[6 marks]**

**AO2 = 3 marks**

**AO3 = 3 marks**

Award **two** marks for each way:

- when Jessica is aware that barriers are being considered by a range of experts who understand her challenges, she will have confidence that her needs are understood (AO2 1) Jessica will feel valued as an individual first rather than being identified by her disability (AO3 1)
- partnership working will allow for a more rigorous identification of a whole range of barriers and ways to remove them (AO2 1) Jessica will have access to all aspects of school life, some of which may be more important to her than others perceive, therefore improving her well-being (AO3 1)
- partnership working may identify where Jessica can be supported to be more independent within her studies (AO2 1) this will allow Jessica to fulfil her academic potential and to support her to feel pride in her achievements (AO3 1)
- partnership working supports identification and removal of barriers to social integration and promotes full inclusion within the school community (AO2 1) in consequence, Jessica will feel more acknowledged as an equal and valued as a peer (AO3 1)
- when Jessica is able to participate through the removal of barriers and through partnership working, she will feel valued and her self-image will be supported. (AO2 1) An improved self-image will empower Jessica and allow her to feel confident to realise her potential/less restricted by her disability resulting in improved wellbeing (AO3 1).

Award a maximum of **three** marks for AO2 and **three** marks for AO3.

**Accept other appropriate responses.**

### Assessment Objective Grid

Question	AO1	AO2	AO3	QWC	Total
<b>Section A</b>					
1	1				1
2	2	2			4
3		2	2		4
4	2	1			3
5	4	4	4	3	15
<b>Total</b>	<b>9</b>	<b>9</b>	<b>6</b>	<b>3</b>	<b>27</b>
<b>Section B</b>					
6	1				1
7a	2				2
7b		2			2
8			3		3
9	2	2			4
10a	2				2
10b		2	2		4
10c		3	3		6
<b>Total</b>	<b>7</b>	<b>9</b>	<b>8</b>		<b>24</b>
<b>Section C</b>					
11	1				1
12			2		2
13	1	2			3
14a	2	2			4
14b		2			2
15	4	4	4	3	15
<b>Total</b>	<b>8</b>	<b>10</b>	<b>6</b>	<b>3</b>	<b>27</b>
<b>Section D</b>					
16	1				1
17	2				2
18	1	1	1		3
19		3	3		6
20a	2				2
20b		2	2		4
20c		3	3		6
<b>Total</b>	<b>6</b>	<b>9</b>	<b>9</b>		<b>24</b>
<b>Paper total</b>	<b>30</b>	<b>37</b>	<b>29</b>	<b>6</b>	<b>102</b>
<b>Tolerance</b>	<b>25-30</b>	<b>33-38</b>	<b>28-33</b>	<b>6</b>	<b>102</b>

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