

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

Core Knowledge and Understanding

Paper B Elements 7–12

Paper number: PXXXXX

Additional sample materials Morning/Afternoon

Time allowed: 2 hours

Student instructions

- Use black or blue ink.
- Fill in the boxes at the bottom of this page.
- Answer **all** questions.
- Read each question carefully.
- You **must** write your responses in the spaces provided. There may be more space than you need.
- You may do rough work in this answer book. Cross through any work you do not wish to be marked.

Student information

- The marks available for each question are shown in brackets. This is to help you decide how long to spend on each question.
- The maximum mark for this paper is 102.
- In questions **6** and **15**, you will be assessed on the quality of your written communication (QWC). Specifically, your ability to:
 - use good English
 - express and organise ideas clearly and logically
 - use appropriate technical terms.
- You may use a calculator.

Please complete the details below clearly and in BLOCK CAPITALS.

Student name _____

Provider name _____

Student number

Provider number

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

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

For the multiple-choice questions, write A, B, C or D in the answer space. Do **not** circle A, B, C or D in the question.

For example:

Answer **C**

If you change your mind about an answer, you **must** put a cross through your original answer and then write your new answer next to it.

For example:

Answer ~~B~~ **B**

Section A: this section covers Element 7 Child development

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

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

- 1 Which **one** of the following is a feature of Piaget's 'formal operational' stage of development? [1 mark]
- A Use of abstract thinking
 - B Use of adaptive thinking
 - C Use of complex thinking
 - D Use of symbolic thinking

Answer _____

- 2 Define the term 'receptive language'. [1 mark]

3 Lily is a student on a childcare course. They are learning about the different aspects of cognitive development.

Lily plans a matching and sorting activity to complete with children aged 3 to 4 years in her placement.

3 (a) Identify **one** aspect of cognitive development.

[1 mark]

3 (b) Describe how matching and sorting can support this area of cognitive development.

[1 mark]

4 Jacob works at a day nursery with babies aged 4 to 9 months. Jacob and their colleagues promote the babies' physical development whilst in the care of the nursery through activities.

Explain **two** ways that Jacob and their colleagues can promote the babies' physical development.

[4 marks]

5 Oscar, aged 18 months, is starting nursery. The nursery has a settling-in policy. This policy requires children to have short visits with their parents before they are left for the first time.

During the first visit, Oscar at first refuses to go into the nursery area. When they go into this area, they only play with toys that are near their father. Oscar falls over during the visit and their father helps them up and checks they are not hurt. During the next two visits, Oscar selects toys at a distance and brings them closer to their father.

Oscar cries when their father leaves but settles quickly. Both Oscar and their father are happy to see each other at the end of the session.

Referring to Ainsworth's attachment theory, justify how **two** behaviours shown by Oscar during the nursery visits demonstrate a secure attachment with their father.

[4 marks]

SAMPLE

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

This section is worth 24 marks.

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

7 Which **one** of the following is a teacher’s responsibility when assessing secondary school children? **[1 mark]**

- A** Completing the EYFS progress check
- B** Diagnosing individual children’s health conditions
- C** Monitoring children’s attainment
- D** Marking pupil’s standard assessment tests (SATs)

Answer _____

8 Emily teaches a class of 29 year 4 children in a primary school. At the beginning of the school year Emily sets the children’s targets for English, mathematics and science.

Throughout the school year Emily and the teaching assistant use a range of formative assessment methods to assess children’s work to check how well they are understanding lessons.

Explain **one** way formative assessment can be used to support the progress and attainment of these primary school children.

[2 marks]

DO NOT WRITE IN THIS SPACE

9 Identify **three** ways that practitioners can meet their own professional development needs. **[3 marks]**

10 Amelia is an early years tutor in a further education college. Amelia has started to use the blended learning approach in her class teaching. Amelia has found that some of the young people in the class have adapted well to this approach and are enjoying being able to work online, though others have found this approach unhelpful and are struggling to meet deadlines and submit work at the expected level.

Assess the strengths and weaknesses of using a blended learning approach in supporting young people's education. **[6 marks]**

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SAMPLE

Please turn over for the next question

11 Noah is a student teacher on placement in a primary school. Noah has carried out an activity with a group of children and his mentor has been asked to reflect on the activity using Kolb's experiential learning cycle.

11 (a) Identify **two** stages in Kolb's experiential learning cycle.

[2 marks]

11 (b) Noah finds it difficult to complete their reflection using Kolb's experiential learning cycle and decides to ask their mentor for help.

Explain **two** challenges that Noah may have experienced when using Kolb's experiential learning cycle to reflect on the activity he carried out with the children.

[4 marks]

- 11 (c)** After talking to his mentor, Noah manages to use Kolb’s experiential cycle to reflect on the activity.

Discuss how using Kolb’s experiential learning cycle to reflect on this activity will support Noah’s professional development.

[6 marks]

Horizontal lines for writing the answer.

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Section C: this section covers Element 10 Equality and diversity

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

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

- 12** According to the Equality Act 2010, which **one** of the following is an example of indirect discrimination? **[1 mark]**

- A** A person is treated less favourably than another person because someone thinks that they have a protected characteristic.
- B** A person is treated less favourably than another person because they are friends with someone with a protected characteristic.
- C** A person without a protected characteristic is treated better than a person with a protected characteristic in the same situation.
- D** A person with a protected characteristic is treated the same as a person without protected characteristics in the same situation.

Answer _____

- 13** Identify **one** barrier that may impact on a young person's participation in education. **[1 mark]**

- 14** Ayesha is a secondary school head teacher. Ayesha is planning the annual training on equality, diversity and inclusion for the next school staff development day.
- Explain **one** reason why secondary school teachers should continuously update their training related to inclusive practice. **[2 marks]**

- 15** Natalia is a personal tutor to a vertical tutor group in a secondary school.

Natalia's tutor group includes mixed ability pupils from different year groups, ethnicities and religious backgrounds.

15 (a) Explain **two** ways Natalia can value diversity during tutorials.

[4 marks]

15 (b) Explain **two** benefits to Natalia or their pupils of valuing diversity in the tutor group.

[2 marks]

15 (c) Discuss **one** way that valuing diversity might help Natalia reduce instances of discrimination in the tutor group.

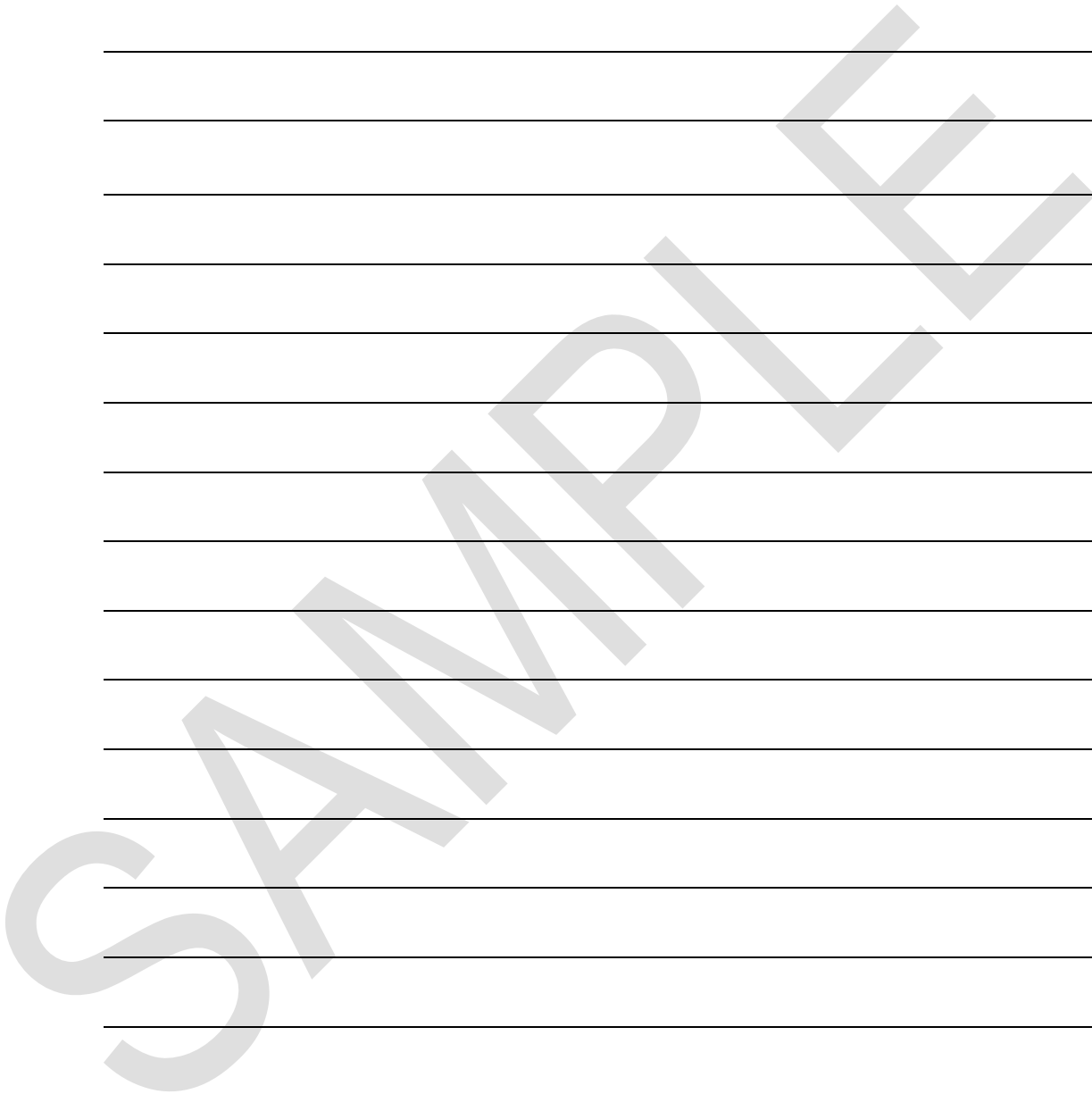
[2 marks]

16

Isaac is the chair of governors at a local primary school. Isaac is preparing the school policies and procedures for their annual review. One of these policies is the Special Educational Needs and Disability (SEND) policy. This policy will outline the specific practices that will be implemented to support the equality of education for children with SEND.

Evaluate how implementing an effective SEND policy in an educational setting such as a primary school, supports the legislation and provides equality of education for children with SEND.

[12 marks, plus 3 marks for QWC]



SAMPLE

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

This section is worth 24 marks.

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

17 How many stages are there in additional language acquisition?

[1 mark]

- A** Four
- B** Five
- C** Six
- D** Seven

Answer _____

18 Tanveer is a teaching assistant in a primary school. Tanveer is supporting Jack, aged 6 years, who has been diagnosed with autistic spectrum disorder (ASD).

Give **two** reasons why Tanveer should avoid phrases such as 'suffers from ASD' when discussing Jack.

[2 marks]

- 19 Jessica is making cupcakes for 30 children in their form class. These are the ingredients needed to make 24 cupcakes.

250 g caster sugar
 250 g butter
 250 g self-raising flour
 4 large eggs
 2 teaspoons vanilla essence

Jessica wants to make the cupcakes suitable for vegans, so they use a vegan replacement instead of butter. Jessica also needs to replace each egg with 2 tablespoons of cornflour and some water.

How many tablespoons of cornflour does Jessica need to make cupcakes for 30 children?

You must show your working out.

[2 marks]

- 20 Identify **three** characteristics of the 'speech emergence' stage of additional language acquisition.

[3 marks]

21 Mia is aged 15 years and has cystic fibrosis (CF) which is a life limiting chronic health condition. Mia is often admitted to hospital for two weeks at a time for treatment. Mia has daily medication and requires a specific diet and mealtime routine.

21 (a) Identify **two** ways that having a chronic health condition may affect Mia emotionally.

[2 marks]

21 (b) Explain the reasons why Mia may experience **one** of the emotions you have identified in question 20(a).

[2 marks]

22 Safia, aged 3 years, has recently moved to the UK from France with their family. Safia enjoyed attending a nursery in France. Safia understands and speaks very little English.

The practitioners in Safia's new nursery setting are using a range of strategies to support Safia's acquisition of English as an additional language (EAL).

22 (a) Identify **two** factors that could affect Safia's acquisition of English as an additional language.

[2 marks]

22 (b) i) Identify **two** ways that Safia's culture can be celebrated in the nursery. **[2 marks]**

ii) Describe how **one of the ways** identified supports Safia's acquisition of English as an additional language. **[2 marks]**

SAMPLE

Please turn over for the next question

22 (c) The nursery practitioners label the storage boxes on the classroom shelves to show the picture **and** name of the activity the boxes contain. The practitioners also use songs and rhymes to scaffold learning and support Safia’s acquisition of English as an additional language.

Explain why the nursery practitioners use **each** of the following strategies to support Safia’s acquisition of English as an additional language:

- labelling to show pictures and words on storage boxes
- songs and rhymes to scaffold learning.

[6 marks]

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of issue
v1.0	Repackaged for version created for topic tests		April 2021
v1.1	Repackaged and rebranded from topic tests to sample material		November 2021
v1.2	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