

**T Level Technical Qualification in Education and Early Years  
(603/5829/4)****Core Knowledge and Understanding (Paper A Elements 1–6)**

Paper number: **P002054**  
Assessment date: **Friday 9 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 **7** and **18**, 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 1 Wider context, and Element 2 Supporting education

This section is worth 24 marks, plus 3 marks for QWC.  
Answer **all** questions in the spaces provided.

- 1 Operant conditioning is a principle of which **one** of the following theoretical approaches to learning?

[1 mark]

- A Behaviourist
- B Cognitivist
- C Constructivist
- D Humanist

Answer \_\_\_\_\_

- 2 A new pupil joins a secondary school. The school's admission form states that the pupil is bilingual.

Define the term bilingual.

[1 mark]

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3 Tanveer has recently achieved a degree in childhood education but does not have qualified teacher status.

Identify **one** sector-related job role that Tanveer could apply for.

[1 mark]

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4 The connectivist approach to learning was first introduced by two theorists.

(i) Name **one** theorist who first introduced the connectivist approach.

(ii) Give **two** key principles of the connectivist approach.

[3 marks]

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5 An education and childcare student is attending industry placement. The placement assessor observes the student's practice against specific observation criteria and then provides feedback.

Explain **one** reason why the assessor should provide the student with feedback that is relevant to the specific observation criteria.

[2 marks]

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6

Marco is a secondary school teacher working with pupils aged 12 years. Marco is concerned that some of the pupils in his lessons appear disengaged in their own learning.

Explain **two** strategies Marco can use to engage the pupils in their own learning.  
**[4 marks]**

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7 Chloe is a reception class teacher working with children aged 4–5 years. Chloe applies Bruner’s child development theory to her teaching to support the children’s learning.

Discuss ways that Chloe could apply Bruner’s child development theory to her teaching to effectively support the children’s learning.

Your response should demonstrate:

- understanding of the key principles of Bruner’s child development theory
- application of Bruner’s child development theory to reception class teaching
- reasoned justifications for applying Bruner’s child development theory to support the learning of reception class children.

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

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**Section B: Element 3 Safeguarding, health and safety and wellbeing**

This section is worth 24 marks.  
Answer **all** questions in the spaces provided.

**8** A practitioner in a secondary school is concerned that another member of staff is developing an inappropriate relationship with one of the pupils.

The practitioner should refer this concern to which **one** of the following:

[1 mark]

- A** chair of school governors
- B** designated safeguarding lead
- C** head teacher at another school
- D** social worker at children’s services

Answer \_\_\_\_\_

**9** A secondary school pupil has attempted to access websites considered to contain extremist content during an ICT lesson.

(i) Name the statutory guidance document that informs the safeguarding of individuals vulnerable to radicalisation.

(ii) Describe **one** way that practitioners in a secondary school can follow this statutory guidance when working with this pupil.

[3 marks]

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**10** The Sexual Offences (Amendment) Act 2000 provides a definition of a 'position of trust'.

(i) Give the definition of a 'position of trust' as provided by The Sexual Offences (Amendment) Act 2000.

(ii) Describe **one** way a person in a 'position of trust' could abuse their own power and influence when working with a child or young person.

**[3 marks]**

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**Please turn over for the next question.**



**11** Safeguarding practice reviews have identified a range of parental factors that may indicate a child is at risk of abuse.

(i) Identify **two** parental factors that may indicate a child is at risk of abuse.

(ii) Assess the extent to which **one** of the parental factors identified in (i) may put a child at increased risk of abuse.

**[5 marks]**

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**12 (a)** A national charity has provided safeguarding information for primary school practitioners.

The information provides advice on the legal safeguarding requirements of primary school settings and actions practitioners must take to effectively safeguard children in their care.

Identify **two** statutory guidance documents that inform the primary school's safeguarding policies and procedures.

**[2 marks]**

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**12 (b)** During a Key Stage 1 staff meeting, a teacher discusses her concerns regarding one of the children in her class. The teacher's concerns relate to changes in the child's usually calm and positive behaviour, and the child's irregular patterns in school attendance.

Explain **two** appropriate actions the teacher should take to effectively safeguard this child.

**[4 marks]**

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**Section C: Element 4 Behaviour**

This section is worth 24 marks, plus 3 marks for QWC.  
Answer **all** questions in the spaces provided.

**13** Practitioners use mindfulness to support pupils' wellbeing.

Mindfulness can be defined as a mental state where awareness is focused on:

**[1 mark]**

- A** Future experiences
- B** Negative past experiences
- C** Positive past experiences
- D** Present experiences

Answer \_\_\_\_\_

**14** Isaac, aged 14 years, is giving reasons for his school absences to his mentor. The mentor does not look up from his desk and continues to work as Isaac speaks.

Explain **one** way the mentor's response may affect Isaac's behaviour.

**[2 marks]**

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15 Amelia, aged 6 years, scribbles on another child’s artwork during a lesson.

(i) Give **one** strategy the teacher could use to deal with Amelia’s behaviour.

(ii) Justify the use of this strategy to deal with Amelia’s behaviour.

**[4 marks]**

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16 Identify **three** ways that practitioners can model positive behaviour to children in an education and childcare setting.

**[3 marks]**

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**17** Natalia, aged 16 years, attends a parents evening with her mother and father. Her head of year comments that Natalia is often rude when responding to teachers and would benefit from reflecting on her behaviour.

Explain **one** reason why her head of year encourages Natalia to reflect on her own behaviour.

**[2 marks]**

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18 Oscar teaches a group of secondary school pupils. Some pupils in the group are demonstrating challenging behaviour. Oscar recognises that this may be a result of changes that occur during puberty.

Discuss strategies Oscar can use to manage the pupils' challenging behaviour.

Your response should demonstrate:

- understanding of changes that occur during puberty that can affect the behaviour of pupils
- strategies Oscar can use to manage pupils' challenging behaviour
- reasoned justifications for Oscar using the strategies to manage pupils' challenging behaviour.

[12 marks, plus 3 marks for QWC]

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**Section D: Element 5 Parents, families and carers, and Element 6 Working with others**

This section is worth 24 marks.  
Answer **all** questions in the spaces provided.

**19** Which **one** of the following defines a policy? **[1 mark]**

- A** Customs to be followed
- B** Estimates guiding decisions
- C** Opinions to be followed
- D** Principles guiding decisions

Answer \_\_\_\_\_

**20 (a)** Describe **two** ways a charity can support parents/carers of children who experience difficulties with attention and concentration. **[2 marks]**

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**20 (b)** A charity runs a support group for parents of children who experience difficulties with attention and concentration. This year the charity has received a grant of £4000 for the group's running costs. The grant must cover at least 80% of the group's running costs. Each support group session costs £142 to run.

Show that 35 sessions can be run within this budget.

Show all your working.

[2 marks]

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**21** Describe **one** way that practitioners can effectively maintain a nursery's open-door policy.

[2 marks]

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**22** A student at work placement took photographs of children during a school trip. The student shared the photographs on social media.

Analyse the possible impact of the student sharing the photographs on social media.

**[3 marks]**

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**23** Before taking children to another school to play football, the teacher must obtain parental consent.

Explain **one** reason why the teacher needs to obtain parental consent before taking the children to another school to play football.

**[2 marks]**

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Jack is aged 4 years and lives with his mother and baby brother. Next term, Jack will start primary school.

Jack's mother attends an open evening for parents of children joining the primary school. During the open evening she provides the reception class teacher with information about Jack and his family.

The reception class teacher will work in partnership with Jack's mother to support his transition to the school.

- 24 (a)** The reception class teacher is aware that the children joining the primary school experience different family contexts and parenting styles.

Describe **one** characteristic of **each** of the following parenting styles:

- (i) authoritarian
- (ii) permissive.

**[2 marks]**

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- 24 (b)** Explain **two** reasons why the reception class teacher should be sensitive to the different family contexts of children joining the primary school.

**[4 marks]**

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**24 (c)** The reception class teacher will work in partnership with Jack's mother to support his transition to the school.

Analyse **two** benefits of this partnership working to support Jack's smooth transition to school.

[6 marks]

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

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