T Level Technical Qualification in Education and Childcare

Core Knowledge and Understanding

Paper A

Mark scheme

NCFE
CACHE

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: Wider Context and Supporting Education

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

1	In which year was education made compulsory in England for children aged 5 to 10 years?
	A 1680
	B 1780
	C 1880
	D 1980
	[1 mark]

AO1 = 1 mark

Award **one** mark for the correct answer

Answer: **C** (1880)

2	Describe two **characteristics of private school provision.**
	[2 marks]

AO1 = 2 marks

Award **one** mark for each characteristic:

- there is a fee to attend (1)
- some private schools choose not to follow the national curriculum (1)
- they are not funded by the government (1)
- although inspected, this is not always by Ofsted (1)
- admission can be single sex (1)
- often have smaller class sizes than government-funded schools (1)
- some have a specialist focus, such as musical theatre (1).

Accept other appropriate responses.

3	A private school has 392 boys and 490 girls enrolled.
	What is the ratio of boys to girls?
	Give the ratio in its simplest form.
	[2 mark]

AO3 = 2 marks

1 mark: 490 ÷ 392 or (1 :) 1.25
1 mark: 4 : 5

4 (a)	**Outline** one **prime area of learning and development in the Early Years Foundation Stage (EYFS) framework.**
	[1 mark]

AO1 = 1 mark

Award **one** mark for a prime area:

- communication and language development; involves giving children opportunities to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations (1)
- physical development; involves providing opportunities for children to be active and to develop their co-ordination, control, and movement, and to make healthy choices in relation to food (1)
- personal, social and emotional development; involves helping children to develop a positive sense of themselves, form positive behaviours and relationships (1).

Accept other appropriate responses.

4 (b)	**Describe** two **ways a teacher could support reception class children to develop in the prime area you outlined in question** 4(a)**.**
	[2 marks]

AO2 = 2 marks

Award **one** mark for each way:

- communication and language development – the teacher could provide a language rich environment including areas where the children can talk (1)
- communication and language development – the teacher could ask the children open-ended questions during play to encourage conversation (1)
- physical development – the teacher could provide clay for the children to explore to encourage use of fine manipulative skills (1)

- physical development – the teacher could provide outdoor climbing equipment to help the children practise their gross motor skills (1)
- personal, social and emotional development – the teacher could provide encouragement for the children by giving a sticker when they have shown effort (1)
- personal, social and emotional development – the teacher could provide role play activities for the children to express their feelings and emotions (1).

Accept other appropriate responses.

NB: Students should make links to the prime area identified in question 4(a). Students who have described a prime area other than that identified in 4(a) can be awarded the marks if they provide the name of the prime area within the description.

5	**Describe** two **ways that hearing loss can affect the reading development of a child aged 6 years.**
	[2 marks]

AO2 = 2 marks

Award **one** mark for each way:

- the child may struggle to decode because they do not hear speech sounds clearly (1)
- the child may attend medical appointments and miss out on a reading concept such as digraphs being taught (1)
- the child may struggle to fully hear the teacher's explanation which means they do not gain an understanding of a new concept such as blending (1)
- the child may experience pain related to the hearing loss which distracts them from making progress with their phonetic knowledge (1)
- the child may feel self-conscious of how their voice sounds to others which hampers development of reading confidence (1)
- the child may have a difficulty understanding words with multiple meaning (such as plane and plain) making reading comprehension more difficult (1)
- the child may be unfamiliar with words in the text, and this may mean that recognising words takes more time (1).

Accept other appropriate responses.

6	**Explain** one **reason why secondary school teachers observe pupils during lessons.**
	[2 marks]

AO2 = 2 marks

Award up to **two** marks for:

- enables teachers to find out about pupils' individual developmental stage and needs (1) and then plan lessons to promote learning and progress (1)
- helps teachers to plan and provide suitable intervention (1) to ensure pupils are supported and challenged (1)
- provides teachers with information on how pupils use and participate in the learning environment (1) which helps the teacher review the environment to meet pupils' needs (1)
- enables teachers to find out about pupils' learning styles (1) and then plan activities that best facilitate learning (1)
- helps teachers to find out about pupils' interests (1) which will support planning of engaging activities (1)
- enables teachers to find out how pupils are coping during transitions (1) and supports them to adjust their practice to ensure the young person is fully supported (1).

Accept other appropriate responses.

7	Charlie is a teaching assistant who plans and provides intervention activities for a small group of Year 4 children. These children find learning new mathematical concepts difficult so require additional support. Charlie has decided to take a student-initiated approach to the maths sessions.
	Discuss reasons why a student-initiated approach will support the children's mathematical development.
	Your response should demonstrate:
	• understanding of theoretical approaches that underpin the student-initiated approach
	• specific student-initiated strategies Charlie could use in the maths sessions
	• reasoned justifications for implementing a student-initiated approach to support the group of Year 4 children.
	[12 marks plus 3 marks for QWC]

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

Level	Mark	Descriptor
Level 4	10–12	Understanding of theoretical perspectives that underpin the student-initiated approach is comprehensive, **effective** and **relevant**, showing **detailed** understanding and **logical** and **coherent** chains of reasoning throughout. **Accurate** justifications, rational and balanced conclusions or addressed needs are evident and linked to the brief.
		Knowledge and understanding for choosing a student-initiated approach and how this could be applied to practice is **clear** and **fully accurate** with **sustained** focus.
		The answer demonstrates **comprehensive** breadth and / or depth of understanding.
Level 3	7–9	Understanding of theoretical perspectives that underpin the student-initiated approach is comprehensive, **generally effective** and **mostly relevant**, showing **mostly logical and coherent** chains of reasoning. **Mostly accurate** justifications, **mostly rational** and **balanced** conclusions or addressed needs are evident**.**
		Knowledge and understanding of for choosing a student-initiated approach and how this could be applied to practice is **mostly clear** and **generally accurate**, although on occasion **may lose** focus.

		The answer demonstrates **reasonable** breadth and / or depth of understanding, with **occasional** inaccuracies and / or omissions
Level 2	4–6	Discussion is **somewhat effective** and of **some relevance,** with some understanding and reasoning taking the form of **generic statements** with some development. Justifications have some merit (**simplistic** and **brief),** conclusions or addressed needs will have **limited** rationality and balance. Knowledge and understanding for choosing a student-initiated approach and how this could be applied to practice shows some but **limited accuracy,** focus and relevance. The answer is **basic** and shows **limited** breadth and / or depth of understanding, **with** inaccuracies and omissions.
Level 1	1–3	Discussion is limited in effectiveness and relevance. Justifications are tenuous and mostly unsupported, and conclusions or addressed needs, if present, have **little relevance** to the question and lack balance. Knowledge and understanding of the student-initiated approach and how this could be applied to practice has **minimal** focus and relevance. The answer is **fragmented**, with **isolated** points, showing **superficial** breath and / or depth of understanding, with **significant** inaccuracies and omissions.
	0	No relevant material.

Indicative content

Theoretical approaches that underpin the student-initiated approach:

- cognitivism
- constructivism
- humanism
- connectivism.

Specific student-initiated strategies that Charlie could use in the maths sessions:

- use scaffolding to support children by providing responsive support when children need additional explanation with the maths activity
- encourage children to work with their peers when solving maths problems to collaborate and facilitate a 'buddy' system
- build on children's prior mathematical knowledge and provide a task at the correct level for their mathematical development
- encourage children to problem solve to find the answer to a maths challenge by providing manipulatives to support understanding

- facilitate mathematical learning by providing additional explanation to the child in a way that supports the child's preferred learning styles
- provide a range of resources such as number lines, counting cubes, number frames, number squares
- provide appropriate technology to support investigation and problem solving.

Reasoned justifications for use of a student-initiated approach to support the Year 4 children:

- when Charlie allows children to take the lead in the maths activity, they are likely to concentrate on ideas that interest them, allowing them to engage with the objective
- children have a more natural connection with their peers than a teacher, student-initiated learning enables communication between children which supports greater understanding of concepts
- children will become more independent and self-reliant which helps children to develop the ability to develop skills of problem solving when completing maths activities
- working in this way gives children permission to make mistakes and to try again which leads to greater achievements
- encourages children to think for themselves, rather than simply following Charlie's instructions
- encourages all-round mutual support from Charlie and between children in the group rather than promoting competition or a feeling of pressure if errors are made
- allows for the provision and use of flexible manipulatives that will encourage children to problem solve and learn by 'doing' rather than listening or watching
- opportunities for learning are widened as Charlie does not prescribe in detail every detail of the maths session
- higher cognitive functions skills such as analysis, evaluation and inquiry will be fostered
- children can learn in a way that is natural and in line with their preferred learning style
- the content of the task can be made developmentally appropriate for the child, when learning is comfortable and achievable it boosts children's self esteem
- Charlie can make sessions more interesting, if based around children's preferences, this will support concentration and learning
- Charlie can encourage children to work together and collaborate to solve mathematical problems and develop knowledge
- knowledge becomes 'sticky' if learnt by exploration rather than rote.

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]

8	**Public Health England has eight principles to support children and young people's emotional health and wellbeing.**
	Which of the following is one **of Public Health England's principles?**
	A **An ethos and environment that promotes equality and values diversity**
	B **An ethos and environment that promotes esteem and values diversity**
	C **An ethos and environment that promotes respect and values diversity**
	D **An ethos and environment that promotes tolerance and values diversity**
	[1 mark]

AO1 = 1 mark

Award **one** mark for:

Answer: **C** (An ethos and environment that promotes respect and values diversity)

9	**Identify** two **ways a college tutor can promote young people's emotional health.**
	[2 marks]

AO1 = 2 marks

Award **one** mark for each way:

- praise achievement when assessed work is handed in on time (1)
- recognise effort when a young person works cooperatively (1)
- encourage participation in exercise at the college's gym (1)
- teach relaxation techniques as part of exam preparation (1)
- refer to support services within college (1)
- signpost support outside of college (1)
- teach self-help strategies such as using mindfulness (1)
- raise awareness of emotional health in tutorials (1)
- make available support materials such as leaflets on anxiety (1)
- listen to concerns about managing workload (1).

Accept other appropriate responses.

10	**Describe** two **ways practitioners can promote self-confidence in pre-school children.**
	[2 marks]

AO2 = 2 marks

Award **one** mark for each way:

- during construction play allow children to make mistakes and make sure the practitioner does not take over or step in too soon to fix a problem (1)
- arrange the environment so children can take control and make their own choices of activities to complete or materials to use (1)
- when completing an activity, talk to the children about the effort they put into the activity and focus less on rewarding completion or getting the answer right (1)
- during a group learning activity, help children to understand everyone makes mistakes and this is an opportunity to learn (1)
- develop positive attachments with children so they feel emotionally safe to try out a new activity (1)
- when supporting a maths activity, the practitioner should praise children's efforts as well as achievement (1)
- provide new experiences, such as visiting a museum, widening children's experience and making it a positive experience (1)
- compliment children during creative tasks by making sure statements are true and reflect the activity that children are engaged in (1).

Accept other appropriate response.

11	The Safeguarding Children Partnership (SCP) carries out the requirements of Working Together to Safeguard Children (2018).
	Identify and describe two **ways a primary school teacher follows procedures set out by the Safeguarding Children Partnership (SCP).**
	[4 marks]

AO1 = 2 marks
AO2 = 2 marks

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

- observe and accurately record as appropriate (AO1 - 1) by keeping a log of concerning comments made or insightful behaviours shown that indicate a safeguarding concern for the child, or families (AO2 - 1)
- keep accurate records (AO1 - 1) including charts and body maps indicating unexplained marks or injuries on the child's body which cause safeguarding concern to share with other professionals (AO2 - 1)
- work collaboratively with safeguarding professionals (AO1 - 1) sharing safeguarding concerns about children's welfare and safety with local children's services (AO2 - 1)
- follow accurate lines of reporting (AO1 - 1) recording and sharing information accurately in a timely manner with the Designated Safeguarding Lead (DSL) when a child is at risk (AO2 - 1)
- maintain professional boundaries when working with others (AO1 - 1) upholding confidentiality and ensuring that information shared is done so on a need-to-know basis to safeguard the child (AO2 - 1)
- work in partnership with other agencies (AO1 - 1) contacting the police if a child or young person is in immediate danger and requires urgent protection (AO2 - 1)
- respond to a child who makes a disclosure (AO1 - 1) without displaying shock or disbelief, accept and take it seriously and reassure the child that they have done the right thing in disclosing (AO2 - 1)
- contribute to multiagency discussion (AO1 - 1) sharing information about incidents, issues and observations that cause concern for a child's safety and wellbeing (AO2 - 1).

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

Accept other appropriate responses.

12	**Give** three **reasons why secondary school teachers must maintain the General Data Protection Regulations (GDPR) 2018.**
	[3 marks]

AO3 = 3 marks

Award **one** mark for each reason:

- ensures the pupils' individual rights relating to consent when storing and sharing pupils' information is respected (1)
- ensures information is stored lawfully and appropriately, preventing data being accidentally or unlawfully used (1)
- ensures relevant procedures are carried out if there is a confidentiality breach (1)
- ensures the school is not liable to be publicly prosecuted if data is used (1)
- ensures the teachers knows the actions to take to keep data safe and secure and prevents sensitive information getting into the wrong hands (1)
- ensures pupils' and parents' rights to privacy are upheld and the parents or children feel confident to share sensitive personal data (1).

Accept other appropriate responses.

13	The Supporting pupils at school with medical conditions (2015) guidance informs practice to safeguard children and young people.
	Evaluate the effectiveness of this guidance in safeguarding children and young people with medical conditions.
	Your response should demonstrate:
	• how this guidance informs practice to safeguard children and young people with medical conditions
	• the strengths and limitations of this guidance for safeguarding practice
	• reasoned justifications regarding the effectiveness of this guidance in safeguarding children and young people with medical conditions.
	[12 marks plus 3 marks for QWC]

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

Level	Mark	Descriptor
Level 4	10–12	Evaluation is **comprehensive, effective** and **relevant**, showing **detailed** understanding and **logical** and **coherent** chains of reasoning throughout. **All** links between legislation and safeguarding practice have been **clearly** and **accurately** evidenced with **sustained** focus on the evaluation of the legislation.
		Accurate justifications, **rational** and **balanced** conclusions and addressed needs of children and young people are evident (in relation to how effective the statutory guidance supporting pupils at school with medical conditions (2015) is on informing safeguarding).
		The answer demonstrates **comprehensive** breadth and / or depth of understanding.
Level 3	7–9	Evaluation is **generally effective** and **mostly relevant**, showing **mainly logical** and **coherent** chains of reasoning. **Most** links between legislation and inclusive practice have been evidenced, which are **mostly clear** and **accurate** although on occasion **may lose** focus on the evaluation of the legislation.
		Mostly accurate justifications, **mostly rational** and **balanced** conclusions and addressed needs of children and young people are evident (in relation to how effective the statutory guidance supporting pupils at school with medical conditions (2015).

		The answer demonstrates **reasonable** breadth and / or depth of understanding, with **occasional** inaccuracies and / or omissions
Level 2	4–6	Evaluation is **somewhat effective** and **of some relevance**. **Some** links between legislation and effective practice have been evidenced, which are somewhat **clear** and **accurate** although sometimes **loses** focus on the evaluation of the legislation. Justifications have some merit (**simplistic** and **brief**), conclusions or addressed needs of children and young people in relation to how effective the statutory guidance supporting pupils at school with medical conditions (2015) is on informing practice will have **limited** rationality and balance. The answer is **basic** and shows **limited** breadth and / or depth of understanding, **with** inaccuracies and omissions.
Level 1	1–3	Evaluation is limited in effectiveness and relevance Justifications are tenuous and mostly unsupported, and conclusions or addressed needs, in relation to how effective the statutory guidance supporting pupils in schools with medical conditions (2015) is when including children, if present, have **little relevance** to the question and lack balance. The answer is **fragmented**, with **isolated** points, showing **superficial** breath and / or depth of understanding, with **significant** inaccuracies and omissions.
	0	No relevant material.

How Supporting pupils at school with medical conditions (2015) informs practice to safeguard children and young people with medical conditions:

- when planning routines, the needs of children should be considered, and adjustments made to ensure children are protected from harm caused by illness or health conditions
- children with medical conditions should be supported and their health protected during the school day
- children with medical conditions should have safe and full access to education including trips and physical education
- policies and procedures should be developed to address health care needs and keep children safe while at school
- sufficient training should be available to staff to ensure that children's medical needs are safely supported, and practitioners are confident in their ability to keep children safe
- children's health should not be put at unnecessary risk (for example, infectious diseases), and schools should not accept a child in school where it would be detrimental to the child or the health of their peers
- schools should not wait for formal diagnosis before providing support, and children's health care needs should be at the forefront to ensure children are safeguarded

- safety of the child with medical needs is not the responsibility of one person but a collective responsibility
- co-operation should be maintained between all those working with the child to ensure that children's needs are met and that the child can be safeguarded.

The strengths and limitations of the Supporting pupils at school with medical conditions (2015) guidance for safeguarding practice:

- the guidance requires practitioners in school to draw up individual healthcare plans in consultation with relevant health care professionals and requires practitioners to work collaboratively, sharing knowledge that will benefit the care and treatment of the child. Following implementation of the guidance will result in opportunities to share information and expertise which will impact on delivery of effective practice meeting children individual needs. However, there may be limited time available in school and facilitating this collaborative work could be difficult therefore shared health care planning may not go ahead which could impact on the quality and care provided for the child
- cover arrangements are required to be in place in case of staff absences to ensure consistency of care and maintain safe working practices and care routines. This guidance will ensure that all practitioners know their roles and responsibilities and medical treatment does not get overlooked. Although this may be difficult to achieve within a setting as staff are often over-stretched with duties, in addition this relies on staff communicating with each other and producing clear records which can be time-consuming
- practitioners should not give prescription medicines or undertake healthcare procedures without appropriate training - this will support respectful treatment of children and avoid harm or negligence by school practitioners because of lack of knowledge, understanding or skill. However, in an emergency situation this may cause a dilemma if a child requires treatment only available by an untrained practitioner
- wherever possible children should be allowed to carry or have safe access to their own medication - this guidance supports the child's autonomy, promoting independence and confidence; however, recording and monitoring of medication that is self-administered would be more difficult to track and oversee which could present issues when accurate records are required for monitoring and practice
- if a child refuses to take medication or carry out a necessary procedure, practitioners should not force them to do so - this supports children's rights and is positive in encouraging autonomy; however, this could limit medical treatment and the child's welfare could be adversely impacted. If a child is unwell, or young, they may not be able to make a safe and informed choice, a child may be seriously harmed as a result of their free will to choose
- medication should be stored safety to avoid children having unsafe access. This ensures children are safe and only receive medication as prescribed or directed. However, in some cases storing medication in this way will not encourage children to be independent and self-reliant when managing their medical condition and result in children becoming dependent on the care provided by others
- written records of medication administered to children should be kept, this ensures that parents are fully aware of medication taken by their child and avoids any under or overdose of medication, keeping children safe and healthy
- no child under 16 should be given prescription or non-prescription medication without a parent's consent. This guidance will ensure that medication is only given when there is a

medical reason to do so and ensures that doses are safe for the age of the child and within recommended amounts. Practitioners do not have the medical training to decide on medical treatment options.

Reasoned justifications regarding the effectiveness of the Supporting pupils at school with medical conditions (2015) guidance in safeguarding children and young people with medical conditions.

- the guidance is effective as it triggers practitioners to develop healthcare plans which will make sure all practitioners are fully informed about the child's needs. The information and knowledge in the healthcare plan will inform treatment and make sure that a child is safeguarded, and cared for in a way that will maintain good health
- the guidance is effective as it prompts schools to have sufficient cover arrangements in place, in case of staff absences. By putting in place these arrangements, the child's medical needs are not overlooked, and the child's health and wellbeing is protected. When there are sufficient staff available, children will not miss out on potentially essential treatment and their physical health is safeguarded and maintained
- the guidance stresses the importance of training those administering medication to make sure that the child is effectively cared for. If training is not prioritised, medical care could be carried out incorrectly which could result in treatment or medication being incorrectly administered and a child's condition could worsen, putting the child's life at risk
- the guidance is effective as it supports children's independence and identifies that when children / young people are mature enough they should have control of their medication or medical treatment, for example, use an inhaler quickly when symptoms arise which will ensure that further difficulties are avoided. If the guidance did not expect this of schools, children could become less autonomous
- the guidance is effective as it clearly communicates the expectation of school staff encouraging them to be respectful and not apply force when medication is administered. This guidance positively impacts on the child as following the guidance will protect children from unnecessary emotional and physical trauma and respect children's rights
- the guidance is effective in safeguarding children as it makes it clear that children should not have access to other children's medication, and prevents other children from potentially becoming ill and at risk of serious health issues or death
- the guidance effectively promotes safeguarding, as written records of medication administered are required which will ensure that children are given the correct dosage and therefore children are safeguarded from physical harm caused by too much or the incorrect mediation or treatment being administered.

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

14	**Which** one **of the following describes a child's ability to manage their behaviour and control impulse?**
	A Self-reflection
	B Self-regulation
	C Self-reliability
	D Self-resilience
	[1 mark]

AO1 = 1 mark

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

Answer: **B** (Self-regulation)

15	**Psychologists suggest there are three elements that inform children's self-concept.**
	Identify one **element that informs children's self-concept.**
	[1 mark]

AO1 = 1 mark

Award **one** mark for:

- self-image (1)
- self-esteem (1)
- ideal self (1).

16	**Identify and describe** one **way practitioners can support the development of positive self-concept in children aged 3 to 5 years.**
	[2 marks]

AO1 = 1 mark
AO2 = 1 mark

Award up to **two** marks for:

- be mindful of the language used (AO1 - 1) do not label children with words such as lazy or aggressive, instead, look for children's strengths (AO2 - 1)

- provide children with opportunities for success (AO1 - 1) give age-appropriate tasks which children can complete independently with ease (AO2 - 1)
- praise children for their positive actions (AO1 - 1) use non-verbal prompts such as 'thumbs up' to reinforce positive attributes or behaviours (AO2 - 1)
- make children feel special (AO1 - 1) taking an interest in what the children do, letting children know how pleased you are with their progress or attitude (AO2 - 1)
- have realistic expectations (AO1 - 1) provide activities that children can achieve as well as those that are more challenging (AO2 - 1)
- do not show favouritism (AO1 - 1) spend time with all children, praising them equally and with enthusiasm (AO2 - 1)
- challenge negative self-comments spoken by children (AO1 - 1) replace these by giving positive counterbalancing comments (AO2 - 1).

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

Accept other appropriate responses.

17	Teachers use a range of strategies to deal with inappropriate behaviour in educational settings.
	(i) **Identify** two **inappropriate behaviours pupils aged 16 years may demonstrate in a classroom.**
	(ii) **For** each **of the inappropriate behaviours**, **describe a behaviour management strategy the class teacher could apply.**
	[4 marks]

AO1 = 2 marks
AO2 = 2 marks

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

- talking when the teacher is talking (AO1 - 1) the teacher could provide non-verbal cues such as 'a look' to remind the young person they should not be talking (AO2 - 1)
- disruptive behaviour (AO1 - 1) the teacher could respectfully encourage the young person to move away from the classroom environment and have some time out (AO2 - 1)
- being unkind to peers (AO1 - 1) the teacher could talk to the young person to encourage the young person to self-reflect on their actions or comments and praise positive changes to future conduct (AO2 - 1)
- using inappropriate language (AO1 - 1) the teacher could use language to clarify expectations and remind the young person of the positive behaviour policy or student code of conduct (AO2 - 1)
- showing racist behaviour (AO1 -1) the teacher could refer to the positive behaviour policy or student code of conduct and use language to clarify expectation and report in line with policy (AO2 - 1)

- bullying others (AO1 - 1) the teacher could implement an appropriate sanction, such as removal of a privilege, and follow the behaviour policy which may require collaborative working and discussion with parents (AO2 - 1)
- being aggressive (AO1 - 1) the teacher could focus on the behaviour by giving a sanction and respectfully encourage the young person to move away from the classroom environment (AO2 - 1).

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

Accept other appropriate responses.

18	(i) **Give** two **examples of positive verbal communication a teacher can use during a literacy lesson.**
	(ii) **Describe how** each **way of communicating can support a pupil's learning.**
	[4 marks]

AO2 = 4 marks

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

- using an encouraging tone of voice when a pupil is working hard to achieve a challenging literacy objective (1) will show approval and encourage the pupil to keep persevering with the task through to completion (1)
- giving praise for effort such as saying, 'that's cool' (1) encourages the pupil that the teacher considers they have the capacity to achieve providing a trigger to motivate the pupil (1)
- lowering the pitch of the spoken word (1) will help inform and prompt the pupil to keep on task and remain focussed to complete their work (1)
- being open to and encouraging questions from pupils (1) will help pupils see that the teacher is approachable and open to offer support if required (1).

Accept other appropriate responses.

Version 1.2

> **Mia is aged 2 years and attends nursery. Recently Mia has experienced angry outbursts and often says 'me do it' when taking part in the nursery routines or activities. Mia regularly gets tearful when she cannot independently complete tasks. Mia finds it difficult to follow instructions and frequently says 'no' to the requests of early years practitioners. The practitioner team at the nursery have asked to talk with Mia's parents.**
>
> **19 (a)   Describe** two **ways talking with Mia's parents will help the nursery practitioners manage Mia's behaviour effectively.**
>
> **[2 marks]**

AO2 = 2 marks

Award **one** mark for each way:

- will help the practitioners gather relevant information from Mia's parents about Mia's behaviour at home to inform a behaviour management plan at the nursery (1)
- will provide the practitioners with the opportunity to offer / discuss support, advice and signpost services available to Mia's parents if they are experiencing concerns regarding Mia's behaviour at home (1)
- will help the practitioners find out about any change in circumstances at home, such as bereavement, that may be affecting Mia's behaviour at the nursery (1)
- Mia's parents know their child best and they may be able to talk through the reasons why Mia is finding it difficult to show co-operation and follow instructions at this time (1)
- evidence suggests that when managing behaviour, it is important to have consistency and talking to Mia's parents will allow for joint working that will benefit Mia by ensuring consistent support is provided at home and in the nursery (1)
- will promote open feedback and future information sharing which will support Mia if other issues arise (1)
- will generate ideas and help develop successful practice within the nursery to help manage Mia's behaviour (1).

Accept other appropriate responses.

19 (b)	Mia is aged 2 years.
	(i) Describe two **milestones in emotional development the nursery practitioners would expect Mia to have reached.**
	(ii) Describe how reaching each **of these milestones could affect Mia's behaviour.**
	[4 marks]

AO2 = 2 marks
AO3 = 2 marks

Award **one** mark for each milestone:

AO2

- Mia is more independent and wants to carry out tasks by herself (1)
- Mia is impulsive and unable to manage her emotions (1)
- Mia gets frustrated when unable to do things herself (1)
- Mia is not yet able to consistently share (1)
- Mia cannot understand others' point of view (1)
- Mia is not yet able to show empathy (1).

AO3

Award **one** mark for each description:

- Mia gets frustrated and annoyed because she is not fully able to be independent (1)
- saying no to other adults who offer help and Mia showing uncooperative behaviour (1)
- Mia responds without control or awareness of the consequences of her actions (1)
- Mia then shows tantrums and emotional outbursts in response to feelings of frustration (1)
- Mia shows frustration and has angry outbursts (1)
- may respond aggressively towards others (1)
- Mia is unable to share and grabs toys from other children (1)
- may push children to ensure that she gets the toy she wants to play with (1)
- Mia becomes impatient when having to wait (1)
- have a temper tantrum because she cannot get the result she wants at a particular time (1)
- Mia throws herself to the ground (1)
- when others need or views come before her own or she does not get what she wants (1)
- Mia expresses feelings by crying and shouting loudly (1).

Award a maximum of two marks for AO2 and two marks for AO3.
Accept other appropriate responses.

19 (c)	**Explain** three **reasons why the nursery practitioners must follow the behaviour management policy when supporting Mia.**
	[6 marks]

AO3 = 6 marks

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

- following the behaviour management policy ensures the team know the agreed way in which they should respond to Mia's behaviour and the strategies they must use (1) this will ensure Mia's behaviour is managed appropriately and Mia is respected, treated fairly and consistently (1)
- parents may have chosen the nursery because of the behaviour management procedures and strategies that will be used (1) following the behaviour management policy will ensure the parents' expectations of how their child will be managed are implemented and expectations met (1)
- following the behaviour management policy promotes consistency in adult behaviour (1) all adults know how they should respond which promotes consistency reinforcing expected behaviours and improving behaviour within the nursery (1)
- following the behaviour management policy sets realistic expectations of behaviour (1) and ensures children are responded to in a way that is appropriate for their age and needs and not based on a practitioner's preference (1)
- following the behaviour management policy ensures the safety and wellbeing of children in the nursery, as the policy is based on best practice and an understanding of children's needs (1) and includes approaches that are agreed by Ofsted and in line with legislation (1)
- following the behaviour management policy ensures children are treated equally based on the policy and not from a stereotypical or racial view (1) this has a positive impact on children as they are treated with equality and fairness (1).

Accept other appropriate responses.

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

Total for this section: 24 marks

20	**Which** one **of the following services carries out Education, Health and Care (EHC) needs assessments?**
	A **Special Educational Needs evaluation team**
	B **Special Educational Needs implementation team**
	C **Special Educational Needs planning team**
	D **Special Educational Needs review team**
	[1 mark]

AO1 = 1 mark

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

Answer: **D** (Special Educational Needs review team)

21	**Identify** two **job roles of a school nurse.**
	[2 marks]

AO1 = 2 marks

Award **one** mark for each role:

- carry out health assessments (1)
- home visits to families in need (1)
- provide health education, advice, and signposting to other sources of information (1)
- provide immunisation clinics (1)
- advise and support schools with their public health agendas, for example healthy eating advice, stop smoking programmes (1)
- safeguarding and service coordination (1).

Accept other appropriate responses.

22	Primary school teachers work collaboratively with other agencies and professionals to achieve better outcomes for children. Explain how collaborative working achieves better outcomes for children. **[4 marks]**

AO3= 4 marks

Award up to **four** marks for:

- helps practitioners work towards a shared goal (1) by keeping focussed and working together resources are joined, saving time (1) and duplication of professional services (1) will help support to be offered in a timely and effective manner supporting the children's progress (1)
- enables ideas to be shared (1) professionals will have different thoughts and perspectives on a child's situation and their needs depending on their own professional background (1) practitioners can play to their strengths and this will develop a strong team around the child (1) this will support the child to receive help from a range of professional disciplines helping give them the best opportunity to learn (1)
- makes sure appropriate referrals take place (1) as everyone working collaboratively can see who is completing which elements of support (1) and clear definition and distribution of roles (1) ensures everyone knows their responsibilities and this makes sure the children are not overlooked, or presumed to be another's responsibility, and opportunities to support achievement are not missed (1).

Accept other appropriate responses.

23	**Identify** one **professional who supports young people with behaviour difficulties** and **describe this professional's role in supporting these young people and their families.** **[3 marks]**

AO1 = 1 mark
AO2 = 2 marks

Award up to **three** marks for the professional and description:

- educational psychologist (AO1 - 1) provides assessment and individual sessions to support young people develop solutions for unacceptable behaviour (AO1 - 1) they provide information on coping strategies that can be used by the parent at home when their young person is behaving inappropriately (AO2 -1)
- speech and language therapist (AO1 - 1) provides one to one activity sessions for the young person to develop expressive language (AO2 - 1) they give information to parents on alternative communication methods their young person can use to express their feelings appropriately at home (AO2 - 1)

- counsellor (AO1 - 1) helps a young person to cope and work through behavioural issues using different mediums, such as talking therapies (AO2 - 1), parents can receive support by talking through emotions and explore and develop strategies to support the young person's behaviour (AO2 - 1)
- school nurse (AO1 - 1) can provide resources such as traffic light planning cards for the young person to help develop and support the young person to manage their responses to feelings of anger (AO2 - 1) and parents can encourage use of this resource to help avoid a young person's behaviour escalating out of control (AO2 - 1).

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

Accept other appropriate responses.

NB: response must include the professional's role in supporting both the child and the family. For example, where a student gives two descriptions relating to the child, only one mark must be awarded. Answers must reflect the child and the family.

24	Children grow up in different family structures.
	Name two **family structures children may grow up in.**
	[2 marks]

AO1 = 2 marks

Award **one** mark for each structure:

- nuclear (1)
- single parent (1)
- extended (1)
- foster-adoptive (1)
- blended / step (1).

Accept other appropriate responses.

> **Isaac is a secondary school teacher. Marco, a new pupil, joined the class at the beginning of term. After a few weeks, Marco sent a social media request asking Isaac to join his online social network.**
>
> **After attending school regularly for the first half term, Marco started having many absences. Isaac would like to meet with Marco's parents to discuss the absences and offer information to support the family. Marco's parents speak English as an Additional Language (EAL).**
>
> **Isaac could contact local charities to source reliable information when supporting Marco's family.**
>
> **25 (a)   Identify** two other **sources of reliable information Isaac could contact when supporting Marco's family.**
>
> **[2 marks]**

AO1 = 2 marks

Award **one** mark for each source:

- the NHS (1)
- healthcare centres (1)
- community centres (1)
- Citizens' Advice (1).

Accept any other appropriate responses.

NB: Only accept the service and not a professional job role.

> **25 (b)   Give** four **reasons why Isaac should not accept the request to join Marco's online social network.**
>
> **[4 marks]**

AO2 = 4 marks

Award **one** mark for each reason:

- joining a pupil's online personal network is not permitted by the school staff conduct policy (1)
- accepting this request could blur professional boundaries between the teacher and the pupil (1)
- accepting a request could lead to a breach of confidentiality and a safeguarding issue (1)
- the teacher could be at increased risk of accusations of grooming or unprofessional behaviour (1)
- accepting this pupil's request and maybe not another pupil's request may look like favouritism and show bias towards students (1)
- Isaac may become a victim of online bullying and become vulnerable to victimisation (1)

- accepting a request may open up communication between the pupil's parents and Isaac that is not monitored and could become inappropriate (1)
- images and personal details of Isaac's social life could be viewed and used by parents to complain about or victimise Isaac (1)
- a student may misread the acceptance of a request and see this as an opportunity to become 'friends' then any issues that arise within the educational setting will be more difficult for Isaac to approach and the pupil to accept (1)
- the pupil could be put at an increased safeguarding risk (1).

Accept other appropriate responses.

25 (c)	**Marco's parents speak English as an Additional Language (EAL).**
	Describe three **ways Isaac can communicate effectively with Marco's parents** and **how** each **way will support effective communication.**
	[6 marks]

AO2 = 3 marks
AO3 = 3 marks

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

- Isaac should sensitively find out from Marco the language the parents speak and if the parents would like interpretation support at face-to-face meetings, Isaac should then contact an interpreter who can provide support (AO2 - 1) this will ensure Isaac can be fully understood by the parents and the parents can also communicate clearly with Isaac via the interpreter (AO3 - 1)
- Isaac should allocate more time to face-to-face meetings or telephone contact because the language barrier may mean extra time is needed to explain and clarify questions or responses (AO2 - 1) this will help information to be clearly understood and make sure that misunderstandings do not take place (AO3 - 1)
- Isaac could use online technology platforms that translate written words, as professional translators may not be available at school, Isaac could use an online translation service to help translate emails or written communication (AO2 - 1) this will ensure Isaac can convey accurate information to parents and the parents can further support Marco (AO3 - 1).

Accept other appropriate responses.

Assessment Objective Grid

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

Paper total	30	38	28	6	102
Tolerance	25–30	33–38	28–33		

Document information

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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	Question 7 updated following TQ annual review.	August 2022	September 2022