

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

Core Knowledge and Understanding (Paper A Elements 1–6)

Paper number: **P002182**Time allowed: **2 hours**Assessment date: **Wednesday 6 December 2023**Time: **9:00am – 11:00am****Student instructions**

- Use black ink.
- Fill in the boxes at the bottom of this page.
- Answer **all** questions.
- Read each question carefully.
- You **must** write your responses in the spaces provided. There may be more space than you need.
- You may do rough work in this answer book. Cross through any work you do not wish to be marked.
- If you use a supplementary answer booklet, you must add your student name, student number and provider number to the front cover of the booklet. Insert your supplementary answer booklet inside this question paper at the end of your exam.

Student information

- The marks available for each question are shown in brackets. This is to help you decide how long to spend on each question.
- The maximum mark for this paper is **102**.
- In questions **6** and **12**, you will be assessed on the quality of your written communication (QWC). Specifically, your ability to:
 - use good English
 - express and organise ideas clearly and logically
 - use appropriate technical terms.
- You may use a calculator.

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

Student Name:

Provider Name:

Student Number:

Provider Number:



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

For example:

Answer **C**

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

For example:

Answer ~~C~~ **B**

Section A: Element 1 Wider context and Element 2 Supporting education

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

- 1 Which **one** of the following is a specific area of learning in the early years foundation stage (EYFS)?

[1 mark]

- A Communication and language
- B Personal, social and emotional development
- C Physical development
- D Understanding the world

Answer _____



2 Give **two** key principles of the constructivist approach to learning. **[2 marks]**

3 State **two** national curriculum subjects which are compulsory at key stage 1. **[2 marks]**

4 Oscar teaches year 10 pupils in a secondary school. Oscar is researching the impact of metacognition on pupils' exam preparation.

(i) Define the term 'metacognition'.

(ii) Explain **one** way metacognition can positively impact on the exam preparation of pupils.

[3 marks]



5 Amelia is aged 4 years and is showing little interest in reading. Her parents are discussing ways to support Amelia’s engagement and development in reading.

- (i) Give **two** ways Amelia’s parents can support her engagement in reading.
- (ii) Explain how **one** of the ways given in **(i)** would support Amelia’s development in reading.

[4 marks]



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

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

7 Which **one** of the following pieces of legislation defines employees' duties to protect themselves and each other? **[1 mark]**

- A** General Data Protection Regulation (GDPR) (2018)
- B** Health and Safety at Work etc. Act (1974)
- C** Keeping Children Safe in Education (2021)
- D** Safeguarding Vulnerable Groups Act (2006)

Answer _____

8 State **two** statutory guidance documents that inform safeguarding practice in a primary school. **[2 marks]**

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9 Emily is a primary school teacher. She manages the volunteers who come into school to listen to children read. Another teacher at the school raises a concern with Emily, suggesting one of the volunteers may have developed an inappropriate relationship with a child.

Describe **one** appropriate action Emily should take when dealing with this concern.

[2 marks]

10 Safeguarding training for adults who work with young people highlights how the experience of abuse may affect a young person's relationships with others.

Assess how the experience of abuse may affect a young person's relationship with other responsible adults.

[3 marks]



11 The Data Protection Act 2018 allows teachers, in certain situations, to share a young person's information with other professionals without gaining the young person's consent.

- (i) Identify **two** pieces of information concerning a young person that a teacher may need to share with other professionals.
- (ii) Explain **one** reason why information concerning a young person may need to be shared with other professionals without the young person's consent.

[4 marks]



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Section C: Element 4 Behaviour

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

13 Which **one** of the following is the definition of self-esteem? **[1 mark]**

- A** How confident you are
- B** How determined you are
- C** How you see yourself
- D** How you value yourself

Answer _____

14 Practitioners have observed that Noah, aged 14 years, has not yet developed the level of empathy expected for his age.

Noah has difficulty accepting the views of others and is often critical of the beliefs and ideas other people have. If others become upset by this criticism, Noah laughs and says they are just being oversensitive.

Explain **one** way that Noah’s level of empathy may impact on his relationships with his peers.

[2 marks]

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15 Identify **three** types of non-verbal communication a school teacher may use to encourage a child's positive behaviour.

[3 marks]

Please turn over for the next question.



16 A primary school deputy head teacher has responsibility for monitoring pupil behaviour within school. The deputy head teacher has found links between pupils with low self-esteem and inappropriate behaviour.

Assess the link between pupils' low self-esteem and inappropriate behaviour.

[3 marks]

17 Marco is aged 17 years and attends college. He is the youngest child in a blended family. His parents take an uninvolved approach to parenting.

Marco's behaviour in college is often disruptive so the college tutors are meeting to discuss possible circumstances that may be affecting Marco's behaviour.

Assess how Marco's family circumstances may be affecting his behaviour in college.

[3 marks]



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18 Mr. Kumar is a primary school teacher working with children in year 2. He is planning to take the children on a trip to the local library. Mr. Kumar is discussing the trip with the children to ensure they understand expectations for behaviour.

The local library is a social context where the children must adapt their behaviour.

(a) Identify **two** other social contexts where children must adapt their behaviour. **[2 marks]**

(b) (i) Give **two** strategies Mr. Kumar could use to set clear expectations for the children's behaviour during the trip.

(ii) Explain how **one** of the strategies given in **(i)** sets clear expectations for the children's behaviour during the trip. **[4 marks]**



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- (c) Referring to the **two** contexts given in answer to question **18 (a)**, assess the impact of children adapting their behaviour to meet the different social contexts. **[6 marks]**

Please turn over for the next section.



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 A parent who is controlling and insists on obedience from their child demonstrates characteristics of which **one** of the following parenting styles? **[1 mark]**

A Authoritarian

B Helicopter

C Instinctive

D Permissive

Answer _____

20 State **one** service within the National Health Service (NHS) that young people with mental health concerns could access **and** give the purpose of this service. **[2 marks]**

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- 21** Jessie is a counsellor; she has been producing a report on mental health issues in young people since 1999.

She refers to the following information concerning mental health trends in children and young people aged 5–15 years by gender in England in 1999, 2004 and 2017.

Mental health issues % of children and young people aged 5–15 years	Boys			Girls			All		
	1999	2004	2017	1999	2004	2017	1999	2004	2017
All issues (trends)	11.8	12.2	13.1	7.5	7.9	9.3	9.7	10.1	11.2
Emotional issues	4.2	3.3	5.6	4.4	4.5	6.1	4.3	3.9	5.8
Behavioural issues	7.5	8.2	7.1	3.3	4.0	3.9	5.4	6.2	5.5
Hyperactivity issues	2.5	2.7	2.9	0.5	0.3	0.8	1.5	1.5	1.9
Other less common issues	n/a	2.3	2.8	n/a	0.6	1.2	n/a	1.5	2.1

(data from <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>)

Calculate the percentage difference of emotional issues identified in boys between the years 2004 and 2017.

You must show your working.

[2 marks]



22

Practitioners in a nursery have identified 'work commitments' and 'mistrust of staff' as barriers to effective partnership working between parents/carers and the nursery practitioners.

- (i) Describe **one** way that a parent's/carer's work commitments may impact on effective partnership working with the nursery practitioners.
- (ii) Describe **one** way that parent's/carer's mistrust of staff may impact on effective partnership working with the nursery practitioners.

[4 marks]



23 Lily is aged 9 years and attends primary school. She lives with her parents, older sister and three younger brothers. Her older sister has a physical disability.

Lily has recently joined year 5 and the class teacher wants to learn about her background to ensure that she can be sensitive to Lily and her family context.

Assess the potential impact of establishing and maintaining relationships with Lily's parents.

[3 marks]



24 Natalia lives with her mother and two younger siblings. Natalia’s mother left school without completing her GCSE examinations. Her mother now works shifts and attends a part-time college course to improve her literacy skills.

In year 8, Natalia spent 6 weeks recovering from an operation, during this time she did not attend school or leave home. Although physically recovered from the operation, anxiety has prevented her from fully returning to school. Now in year 9, she continues to experience anxiety and is attending only 72% of her lessons.

(a) Identify **two** ways that the school can support pupils who are experiencing anxiety. **[2 marks]**

(b) The head of year wants to work in partnership with Natalia’s mother to ensure improved outcomes for Natalia.

(i) Give **two** possible barriers to effective partnership working between Natalia’s mother and the head of year.

(ii) Describe how **one** of the barriers given in **(i)** can be overcome. **[4 marks]**



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

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