

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

Core Knowledge and Understanding (Paper B Elements 7–12)

Paper number: **P002183**Time allowed: **2 hours**Assessment date: **Wednesday 13 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 7 Child development

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 levels is associated with 'Intimate, Mutually Shared Relationships' in Robert Selman's framework for understanding developmental trends in children's friendships?

[1 mark]

- A Level 0 Friendship
- B Level 1 Friendship
- C Level 2 Friendship
- D Level 3 Friendship

Answer _____



2 Making friendships is one aspect of children’s social and emotional development.

Identify **two** other aspects of children’s social and emotional development.

[2 marks]

3 Isaac is a student on an early years college course. As part of the course, Isaac attends a work placement at a nursery. In college, Isaac has been learning about expected patterns of children’s development and how this relates to early years practice.

(i) Apart from social and emotional development, identify **two** other areas of child development Isaac will learn about in college.

(ii) Explain **one** way that Isaac will use his knowledge of child development in placement.

[4 marks]



4 Bowlby developed a theory of attachment based on maternal deprivation.
Referring to Bowlby’s theory, explain **one** effect of maternal deprivation.
[2 marks]

5 Charlie is aged 12 years and attends secondary school. Charlie is in the early stages of gender transition. The practitioners will involve Charlie in planning how their gender transition will be supported by the school.

Assess the impact of practitioners involving Charlie in planning how their gender transition will be supported by the school.
[3 marks]



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6 Emily is a childminder caring for four children aged 2 to 3 years. She has observed the language development of the two younger children is delayed.

Emily decides to apply Bruner’s Language Acquisition Support System (LASS) theory to support the children’s language development.

Discuss how Bruner’s LASS theory can be applied by Emily to support the children’s language development.

Your response must include:

- reasoned judgements
- conclusions about the application of Bruner’s LASS theory to support the children’s language development.

[12 marks, plus 3 for QWC]



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

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 is a stage in Boud, Keogh and Walker's model of reflection?

[1 mark]

- A** Active conceptualisation
- B** Active experimentation
- C** Reflective observation
- D** Reflective process

Answer _____

8 There is debate over the advantages and disadvantages of selective education. Identify **one** advantage and **one** disadvantage of selective education.

[2 marks]

Advantage _____

Disadvantage _____

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9 Noah is aged 9 years and attends primary school. The primary school teachers have identified, through formative assessment, that Noah is not making the expected progress in handwriting.

Explain **one** way the formative assessment results can be used by the teachers to support Noah's progress in handwriting.

[2 marks]

10 Sebastian is a primary school teacher. For the last ten years, Sebastian worked with year 1 classes, but this year will work with a year 3 class. As part of his role, Sebastian must engage in continuous professional development (CPD).

Explain **two** reasons why Sebastian must engage in CPD.

[4 marks]



11 A group of education and early years students are debating the potential impact of future national curriculum reforms in education.

Evaluate the potential impact of national curriculum reforms on teaching and learning in educational settings.

[3 marks]

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Section C: Element 10 Equality and Diversity

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

- 13** Which **one** of the following sets out the four broad areas of need? **[1 mark]**
- A** Equality Act 2010
 - B** General Data Protection Regulation (GDPR) 2018
 - C** SEND code of practice 2015
 - D** United Nations Convention on the Rights of the Child 1989

Answer _____

- 14** Mental health issues and the curriculum can be barriers to a child’s or young person’s participation.
Identify **two** other potential barriers to a child’s or young person’s participation. **[2 marks]**

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15 Under the UK General Data Protection Regulation (GDPR), an organisation which experiences a data breach can be fined up to a maximum amount of either £17.5 million or 4% of its annual income, whichever is higher.

Lily processes student records for a university.

The university's annual income is £431.5 million.

Lily gives a presentation about the consequences of a data breach.

She advises that the maximum the university can be fined is £17.5 million.

Is Lily correct?

You must show your working.

[2 marks]

16 Tanveer is a secondary school head teacher. This term one of his school improvement priorities is to ensure that all pupils who want to can attend extra-curricular activities.

Describe **two** strategies Tanveer can implement to remove barriers to ensure that all pupils who want can attend extra-curricular activities.

[4 marks]



17 Mia is aged 14 years and attends secondary school. Recently, her teachers have become concerned about Mia’s mental health. She has become withdrawn within school and prefers to spend break times alone.

Assess **one** way that Mia’s mental health could impact on her participation in education.

[3 marks]

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18 Natalia is the chair of governors at a secondary school. Natalia and the board of governors are completing a yearly review of the school's policies and procedures. The yearly review involves assessing policies and procedures to check they promote children's rights, diversity, and link to legal requirements.

(a) Name **two** equality and diversity policies that promote the rights of children and young people in secondary schools. **[2 marks]**

(b) Explain how **each** policy identified in **18 (a)** supports equality and diversity in the secondary school. **[4 marks]**



Section D: 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.

19 Which **one** of the following is the final stage of acquiring an additional language?
[1 mark]

- A** Advanced fluency
- B** Early production
- C** Intermediate fluency
- D** Speech emergence

Answer _____

20 Visual processing is a cognitive skill that is important for educational development.

Other than visual processing, identify **three** other cognitive skills that are important for educational development.

[3 marks]

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21 Amelia is aged 16 years and is revising for her GCSEs. Amelia has a visual processing disorder which results in Amelia mixing up words, writing letters in reverse, and having difficulties with reading comprehension.

Give **two** strategies the teachers can use to support Amelia in her GCSE revision **and** state how **each** strategy will support Amelia’s revision.

[4 marks]

Please turn over for the next question.



22 Jacob is aged 3 years and attends an early years setting. Jacob is non-verbal.

- (i) Identify **two** high-tech communication systems Jacob can use to support his communication.

- (ii) Describe how **one** of the communication systems identified in (i) can be used to support Jacob's communication.

[4 marks]



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23 Jack is a primary school teacher. In Jack's class there are children with special educational needs and disabilities (SEND). Two of the children have cognitive difficulties. Jack is a new teacher and doesn't have experience of working with children with SEND.

(a) Identify **two** professionals within the school that Jack can work with when providing support for children in his class with SEND.

[2 marks]

(b) For each of the professionals identified in **23 (a)** explain **one** way they can support the children with cognitive difficulties.

[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 (a)	
12		23 (b)	
13		23 (c)	
14			
		TOTAL MARK	

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