

# Chief Examiner's Report

**T Level Technical Qualification in  
Education and Early Years (Level 3)  
(603/5829/4)**

**Autumn 2023 – core written  
examinations A and B**

## Chief examiner's report

### 603/5829/4 – core written examinations A and B

Assessment dates: core A – 06 December 2023  
core B – 13 December 2023

Paper number: core A – P002182  
core B – P002183

This report contains information in relation to the externally assessed core sub-component provided by the chief examiner, with an emphasis on the standard of student work within these assessments.

The report is written for providers, with the aim of highlighting how students have performed generally as well as any areas where further development or guidance may be required, to support preparation for future opportunities.

#### Key points

- grade boundaries
- standard of student work
- responses to the external assessment questions
- administering the external assessment

It is important to note that students should not sit the core written exam until they have received the relevant teaching of the qualification in relation to this sub-component and that both core written examinations must be taken in any given series that a student sits the core written exam.

#### Grade boundaries

Raw mark grade boundaries for the series are:

	Overall	National boundaries	
		Paper A P002182	Paper B P002183
<b>Max</b>	204	102	102
<b>A*</b>	182	91	90
<b>A</b>	162	81	80
<b>B</b>	142	71	70
<b>C</b>	122	62	60
<b>D</b>	103	52	51
<b>E</b>	84	42	42

Grade boundaries are the lowest mark with which a grade is achieved.

Students receive a grade for the core written exam sub-component as whole, and although there are no official grades for the individual assessments in the core written exam, it can be useful for students and tutors to see how the core written exam grade was achieved. The grade boundaries given for each assessment are known as notional grade boundaries, as they are for illustrative purposes only.

For further information on notional grade boundaries, please see our guide T Levels: Notional Boundaries for the Core Exam Assessments available on the qualification page of our NCFE website.

For further detail on how raw marks are converted to uniform marks scale (UMS), and the aggregation of the core component, please see refer to the Qualification Specification.

### Standard of student work

Overall, many students were able to use a wide range of vocabulary to support clearly expressed and well-structured responses. Students were able to demonstrate knowledge and understanding within their work with most students using appropriate language to express this.

Generally, written communication was structured well and the rules of grammar were applied within student's work showing clear understanding. On occasion, handwriting was difficult to decipher (some scripts were handwritten), which did make the content difficult to read.

Some students chose not to respond to banded questions. In addition, the higher-mark questions lacked depth within the response. Student responses on occasion were off track from the question and, on occasion, students rewrote parts of the question within their responses, which may have lost them valuable time.

Some students were able to successfully respond to the mathematics questions within both core written examinations and could demonstrate their application of mathematics working to support the questioning. However, the majority of students either chose not to respond to the questions or were unsuccessful with calculations.

Providers need to support students' knowledge and understanding of the command verbs within the core written exam and practise for these accordingly.

Some students were able to evaluate and analyse the key concepts of the questions and draw conclusions to demonstrate understanding within responses. There was a lack of clarity/depth seen in student responses in relation to the command verbs, which resulted in full marks not being achieved.

Students should be advised to read questions fully and take note of two-part questioning, noting the scenarios explained, to help them fully answer the questions. Student responses showed that the questions had not been fully understood and, as a result, students lost marks.

It was evident there were some gaps in knowledge, which was often provider related.

### Responses to the external assessment questions

#### Core paper A

#### Section A: this section covers element 1: Wider Context and element 2: Supporting Education

Question 2 – Some students struggled with the concept of constructivist approach and referenced other theorists with many students referring to this as a behavioural approach.

Question 4 – Many students displayed good knowledge and understanding of metacognition, giving good examples of how this would support revision. However, in some cases, students did not complete this question or showed very little or no understanding of metacognition.

Question 5 – Students provided a varied range of different methods to support engagement in reading, as per the question scenario. In some cases, students used examples and prior experiences to develop their explanation point.

Question 6 – In most cases, this question was not attempted by the majority of students. For students who did complete it, knowledge of the Early Years Foundation Stage (EYFS) was limited and did not expand with detail and understanding to reach the higher grades. On the other hand, some students who did achieve the higher-grade banding showed outstanding knowledge and were able to refer to characteristics of effective learning, safeguarding, positive relations and, in some instances, theoretical perspectives, and how this influences early development.

**Section B: this section covers element 3: Safeguarding, Health and Safety and Wellbeing**

Question 7 – In most cases, students answered this question incorrectly and thought keeping children safe in education or safeguarding vulnerable groups was the correct response.

Question 8 – In many cases, students identified policies and procedures as opposed to statutory guidance documentation.

Question 9 – Many students displayed good knowledge of safeguarding and how to deal with any safeguarding disclosures in an appropriate manner.

Question 11 – Some students did not respond to this question with the understanding of which circumstances information could be shared without consent, but rather responded with what types of information could be shared. In many cases, students did not show understanding of what information needs consent prior to sharing in accordance with Data Protection Act 2018.

Question 12 – Students who responded to this question showed good, detailed understanding of safeguarding within early years and education and the importance of implementing procedure within a setting. They provided highly detailed responses with examples to support knowledge and understanding, and they presented coherent chains of reasoning throughout their responses. On the other hand, a large portion of students chose not to respond to this question.

**Section C: this section covers element 4: Behaviour**

Question 13 – In many cases, students did not understand the definition of self-esteem, with many students choosing 'A How confident you are'.

Question 14 – The majority of students responded accurately to this question, giving good examples to show how it would impact his relationships with peer groups.

Question 15 – Many students responded to this question with a range of different non-verbal communication methods to support positive behaviour. However, in some instances, students did not fully read the question and responded with different forms of positive behaviour such as 'saying well done'.

Question 18 (a) – Students provided a good range of responses for different social situations where behaviour must be adapted. However, in many cases, students responded with scenarios of a similar nature such as 'church or mosque', which only allowed opportunity for one mark to be given in this instance.

Question 18 (b) – Most of the students responded well with strong rationale for strategies of how clear expectations could be set showing knowledge and understanding of strong positive reinforcement to support behaviour. However, in some instances, students did not refer to the scenario stated in question 18 (a) and some of the strategies were not age-appropriate for primary school children.

**Section D: this section covers element 5: Parents, Families and Carers and element 6: Working with Others**

Question 19 – In many cases, students showed limited understanding of the different parenting styles and were unable to link them with the example given in the question, with the majority of students' choosing 'B Helicopter parenting'.

Question 20 – Most students overall had excellent knowledge of the different services within the NHS to support mental health and how they support young people.

Question 21 – In most cases, students were unsuccessful with the mathematical question and, in some cases, students' mathematical equations were complex and incorrect, resulting in the answer being displayed incorrectly. For example, the answer was 23% but students wrote their answers as 2.3%

Many students chose not to answer this question.

Question 22 – Most students were able to describe how working commitments could impact on partnership working. However, there was a mixed response in students' understanding of how mistrust of staff could affect partnership working. In some cases, students perhaps lacked focus and discussed 'disliking staff members' or 'staff gossiping and children telling parents'. Students were not able to articulate responses to achieve the full four marks.

Question 23 – In some cases, students showed a lack of understanding linked to the scenario, so lacked focus and accuracy within their response. In a few cases, students referred to parenting styles and how this impact partnership working negative.

## **Core paper B**

### **Section A: this section covers element 7: Child Development**

Question 1 – The majority of students did not show understanding of Selman's 5 Stages of Children's Friendship framework and were unable to differentiate between the different friendship's levels.

Question 2 – Most students showed good understanding of the different developmental areas and were able to positively explain how knowledge of development supports the importance of placement. In some cases, students were able to reflect on their own experience in placement.

Question 4 – The majority of students showed good understanding of maternal deprivation. However, some responses indicated the question had not been fully understood.

Question 6 – Most students showed limited understanding of Language Acquisition Support System (LASS) theory, with limited mark responses, or chose not to respond to the question. Students who did respond to the question showed outstanding knowledge of the theoretical perspective and showed understanding of the case scenario. Students were able to provide a strong rational and balanced judgements within their responses.

### **Section B: this section covers element 8: Observation and Assessment and element 9: Reflective Practice**

Question 8 – Some students misunderstood what 'selective education' is and the responses given reflected this, resulting in limited or no marks being given.

Question 9 – A common mistake amongst students with this question was that students explained what tutors can do to support handwriting during an examination process, rather than explaining the importance of formative assessments.

Question 10 – Most students were able to show good understanding of the importance of continuing professional development (CPD) and were able to show good examples of how CPD can support the tutor within the case scenario. In some cases, students only gave one developed explanation point within their response, which resulted in only two marks to be awarded.

Question 12 – Most students were able to respond and showed understanding of the impact of Gibb's reflective cycle within their responses. Students showed good knowledge with reasoned responses, which were, in most cases, very detailed. Students provided good examples within their responses and were able to break down the reflective cycle to give placement examples.

### **Section C: this section covers element 10: Equality and Diversity**

Question 14 – Some students responded to this question with additional responses to potential barriers of mental health, rather than other potential barriers to participation.

Question 15 – In most cases, students chose not to respond to this question; some students would start to complete their mathematical equations in their responses but did not complete them.

Question 17 – Many students were able to give a strong assessment to explain how mental health could impact on participation. In some cases, students' responses were somewhat underdeveloped, which resulted in not achieving full marks; however, overall good understanding was shown.

Question 18 (a) and 18 (b) – Many students responded to 18 (a) by identifying different legislations as opposed to policies to promote equality and diversity. As a result, students missed out on marks given in 18 (b) due to unsuccessfully answering 18 (a).

### **Section D: this section covers element 11: Special Educational Needs and Disability and element 12: English as an Additional Language**

Question 19 – Many students indicated a lack of understanding of the final stage of acquiring an additional language as advanced fluency.

Question 20 – In some cases, students showed a lack of understanding around the content of the question and cognitive skills. Instead, students showed a range of different developmental skills such as physical abilities.

Question 21 – Many students responded to this question with examples of what would have supported the student in the case study within her examinations, rather than strategies to support examination revision as the question states.

Question 22 – Some students demonstrated a lack of understanding around 'high-tech' communications (as detailed within the question) and gave responses with examples of any form of communicational types such as Makaton and picture exchange communication (PEC) cards. As a result, students achieved little or no marks if they were unsuccessful when responding to this question.

Question 23 (a) – The majority of students had good understanding of a range of different professional personnel that would be able to assist and support, if required, with special educational needs and disabilities (SEND).

Question 23 (c) – Some students demonstrated limited knowledge where brief responses were given. Some students only responded with one detailed assessment point; this limited the marks examiners could give as the question clearly states two assessment points to be given.

### **Administering the external assessment**

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#).

Students must be given the resources to complete the assessment and these are highlighted within the [Qualification Specific Instructions Document \(QSID\)](#).