

# **T Level Technical Qualification in Education and Childcare (603/5829/4)**

**Core Knowledge and Understanding**

**Element 4: Behaviour**

**End of Topic Test**

**Mark Scheme**

**Version 1.0 Summer 2021**

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.

**Element 4: Behaviour**

**Section 1: Multi Choice Questions & Short Answer Questions**

**Total for this section: 24 marks**

<b>1</b>	<p><b>Which one of the following is a definition of a ‘peer relationship’?</b></p> <p><b>A - A relationship with people of a similar age</b> <b>B - A relationship with people who are friends</b> <b>C - A relationship with people with a similar level of education</b> <b>D - A relationship with people with a similar upbringing</b></p> <p style="text-align: right;"><b>[1 mark]</b></p>
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**AO1 = 1 mark**

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

Answer: **A**

<b>2</b>	<p><b>Which one of the following describes a child’s ability to manage their behaviour and control impulse?</b></p> <p><b>A Self-reflection</b> <b>B Self-regulation</b> <b>C Self-reliability</b> <b>D Self-resilience</b></p> <p style="text-align: right;"><b>[1 mark]</b></p>
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**AO1 = 1 mark**

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

Answer: **B**

**3(a) 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).

**3(b) Mia is moving to a new school where she will make new friends.**

**Define the term 'self-concept' and analyse how a positive self-concept could impact on Mia's social development.**

**[4 marks]**

**AO1 = 1 mark**

**AO3 = 3 marks**

Award **one** mark for a definition:

- self-concept is how a person thinks about / believes / perceives themselves to be (AO1 1).

Award up to **three** marks for each analysis:

- Mia may believe she is a friendly and likeable person, that she has good social skills, has personal qualities that make her a good friend (AO3 1) this can result in Mia being confident in her social interactions / when making friends (AO3 1) this confidence is likely to increase the success of Mia's social interactions, which will further reinforce her positive self-concept (self-fulfilling prophecy) (AO3 1).

Award a maximum of **one** mark for AO1 and **three** marks for AO3.

**Accept other appropriate responses.**

**3(c) Identify and describe one way practitioners can support the development of positive self-concept in children aged 3- 5 years.**

**[2 marks]**

**AO1 = 1 mark**

**AO2 = 1 mark**

Award up to **two** marks for one way

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

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

**Accept other appropriate responses.**

**4 Secondary school teachers have reported a link between a pupil's bullying behaviour and their level of emotional development.**

**Explain one way a pupil's level of emotional development can be linked to their bullying behaviour.**

**[3 marks]**

**AO2 = 3 marks**

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

- a pupil's emotional development will be affected by their level of emotional maturity (1), they may not have the maturity to manage their own emotions (1), they may bully others as a way of expressing their own feelings (1)
- a pupil may not have developed empathy / may have low levels of empathy (1) that would allow them to understand how their bullying affects others (1), they bully as they cannot put themselves in the position of the person being bullied (1).

**Accept other appropriate responses.**

<b>5</b>	<p><b>Jack is aged 4 years and has started pre-school. Jack is shy and has difficulty playing with other children.</b></p> <p><b>Give two examples of how a pre-school practitioner's non-verbal communication could affect Jack's behaviour.</b></p> <p style="text-align: right;"><b>[4 marks]</b></p>
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**AO2 = 4 marks**

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

- use eye contact when praising Jack for playing with other children (1), this strengthens the message of how well he is doing, which will encourage Jack to play with the children again (1)
- use positive facial expressions such as smiling (1), this will make Jack feel at ease / reduce his anxiety when he joins in play with other children (1)
- use gestures when interacting with Jack, such as nodding, thumbs up when Jack tries to / joins in play with other children (1), as Jack's behaviour is being reinforced, this will encourage Jack to continue (1).

**Accept other appropriate responses.**

<b>6</b>	<p><b>Teachers use a range of strategies to deal with inappropriate behaviour in educational settings.</b></p> <p><b>(i) Identify two inappropriate behaviours pupils aged 16 years may demonstrate in a classroom.</b></p> <p><b>(ii) For each of the inappropriate behaviours, describe a behaviour management strategy the class teacher could apply.</b></p> <p style="text-align: right;"><b>[4 marks]</b></p>
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**AO1 = 2 marks**

**AO2 = 2 marks**

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

- talking when the teacher is talking (1 AO1) the teacher could provide non-verbal cues such as 'a look' to remind the young person they should not be talking (1 AO2)
- disruptive behaviour (AO1 1) the teacher could respectfully encourage the young person to move away from the classroom environment and have some time out (1 AO2)
- 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 (AO11) 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 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.**

<b>7</b>	<p><b>Give two examples of how a teacher's verbal communication during a literacy lesson can affect a young person's learning.</b></p> <p style="text-align: right;"><b>[4 marks]</b></p>
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**AO2 = 4 marks**

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

- using an encouraging tone of voice when a young person is working hard to achieve a challenging literacy objective (1) will show approval to the young person and encourage the young person to keep persevering with the task through to completion (1)
- giving praise for effort such as saying 'that's cool' (1) boosts the young person's self-esteem, encouraging the young person that the teacher/practitioner considers they have the capacity to achieve providing a trigger to motivate the young person (1)
- lowering the pitch of the spoken word (1) will help prompt young people to keep on task and remain focussed and then the young person will be able to complete because they have listened and have knowledge (1)
- being open to and encouraging questions from young people (1) will help the young person see that the teacher/practitioner is approachable and open to offer support which will help the young person access support if required (1).

**Accept other appropriate responses.**



**Element 4: Behaviour**  
**Section 2: Case Studies**

**Total for this section: 24 marks**

<p><b>8(a)</b></p>	<p><b>Marco aged 17 years has moderate learning and behavioural difficulties. Marco is meeting the norms for physical development. Marco displays aggressive outbursts in unfamiliar situations or when his routine is disrupted.</b></p> <p><b>Marco attends a centre where he is supported to develop life skills, such as cooking, self-care and shopping to prepare him for independent living.</b></p> <p><b>In two months', time the centre will be moving to a new building within a local college and Jessica, a new practitioner, will be supporting Marco.</b></p> <p><b>Jessica wants to reduce risks to her own safety when working with Marco.</b></p> <p><b>Describe one strategy Jessica could use and explain how this strategy would be effective in reducing risks to Jessica's safety.</b></p> <p><b>[2 marks]</b></p>
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**AO2 = 1 mark**

**AO3 = 1 mark**

Award up to **two** marks for a description and explanation:

- being aware of Marco's previous history of aggression (AO2 1), this is effective as triggers can be identified before they occur and strategies that have previously been effective can be put in place to reduce future aggression (AO3 1)
- recognising triggers for Marco's aggression, such as being in an unfamiliar situation (AO2 1), this is effective as aggressive behaviour can be predicted and strategies put in place to reduce / prevent it (AO3 1)
- the practitioner assesses the likelihood of harm to themselves (AO2 1), this is effective as an informed decision by the practitioner can then be made, as to the level of risk from Marco's aggression and the likelihood of harm and impact of strategies (AO3 1)
- the practitioner can follow policies and procedures in order to know the appropriate action to take when Marco is aggressive (AO2 1), this is effective as it prepares and provides the practitioner with an awareness of appropriate actions/ensures the practitioner is working professionally and within the guideline given by their role / ensures the practitioner knows how to report problems (AO3 1).

Award a maximum of **one** mark for AO2 and **one** mark for AO3.

**Accept other appropriate responses.**

**8(b) At the age of 17 years, Marco has experienced puberty.**

**Describe how two physical changes Marco experienced during puberty may affect his behaviour.**

**[4 marks]**

**AO1 = 4 marks**

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

- hormones increase – testosterone (1) which may increase Marco's aggression (1)
- hormone changes can cause mood swings (1) which increase arguments / conflict (1)
- body mass, increased strength (1) which can result in Marco's aggression being more destructive (1)
- body changes may cause feelings of anxiety (1) which may be expressed in Marco's negative coping behaviours (1).

**Accept other appropriate responses.**

**8(c) Explain three ways Jessica can support Marco to develop resilience to cope with the changes he will experience.**

**[6 marks]**

**AO2 = 3 marks**

**AO3 = 3 marks**

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

- role-play situations that Marco will face due to the changes (AO2 1), this will help Marco prepare / have experience of changes and how he will feel (AO3 1)
- sharing stories that encourage Marco to reflect on how he is feeling, and how he and others have coped with change in the past (AO2 1), this will support Marco in knowing he and others have coped with change before and will again (AO3 1)
- modelling coping skills, such as breathing exercises when feeling angry (AO2 1), this will give Marco coping strategies that he has practised before and he knows works (AO3 1)
- encouraging Marco to think of productive ways he can solve the problems he will face (AO2 1), this empowers Marco to take control of his feelings and behaviour (AO3 1)
- providing opportunities for social connections (AO2 1) so Marco can express his feelings and gain emotional support (AO3 1)
- teaching Marco how to reframe the challenges of the changes in a positive light, such as opportunity to make new friends, the benefits of the new building's facilities (AO2 1), this will help Marco feel more positive about the changes (AO3 1)
- creating opportunities for Marco to experience changes in a supportive environment, such as meeting the new member of staff (AO2 1), this will help Marco know that he can deal with changes (AO3 1).

Award a maximum of **three** marks for AO2 and **three** marks for AO3.

**Accept other appropriate responses.**

**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 to with Mia’s parents.**

**9 (a) Explain 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 cooperation 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 benefits 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.**

**9(b) Mia is aged 2 years.**

**(i) Describe two milestones in emotional development the nursery practitioners would expect Mia to have reached.**

**(ii) Explain how each of the milestones described in (i) 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 explanation:

- Mia gets frustrated and annoyed because she isn't 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 can't 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 doesn't 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.**

**9(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 well-being 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 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.**

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## Change History Record

Version	Description of change	Date of Issue
1.0	Produced to support Summer 2021 teacher assessed grades	April 2021