

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

Core Knowledge and Understanding

Element 5: Parents, Families and Carers

Element 6: Working with Others

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 5: Parents, Families and Carers,

Element 6: Working with Others

Section 1: Multi Choice Questions & Short Answer Questions

Total for this section: 24 marks

1. Which one of the following professionals works mainly with children from birth to under 5 years-old?

- A Health Visitor**
- B Occupational therapist**
- C School Nurse**
- D Speech therapist**

[1 mark]

AO1= 1 mark

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

Answer: **A**

2 Which one of the following services carry 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: **B**

3 Children grow up in different family structures.

Name two family structures children may grow up in.

[2 mark]

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.

4 State two characteristics of the permissive parenting style.

[2 marks]

AO1 = 2 marks

Award **one** mark for each characteristic:

- high levels of indulgence (1)
- high level or responsiveness (1)
- few rules or expectations (1)
- inconsistency in boundaries (1)
- minimal parental control (1)
- have a 'friend' relationship with children (1).

Accept other appropriate responses.

5 Describe two ways in which working collaboratively improves practitioner referrals.

[2 marks]

AO1 = 2 marks

Award **one** mark for each way:

- less risk of information on the referral being omitted (1)
- reduce risk of information on the referral having errors / inaccuracies (1)
- referral information is more detailed (1)
- increases the appropriateness of the referral (1).

Accept other appropriate responses.

6(a) Identify two ways the 'Action for Children' charity supports families.

[2 marks]

AO1 = 2 marks

Award **one** mark for each way:

- parenting advice, support and education (1)
- providing access to health visitors, midwives, speech therapists (1)
- supporting for children and families with children with disabilities (1)
- fostering, adoption and residential care (1)
- supporting families experiencing domestic violence (1)
- protecting children from abuse (1)
- supporting young people to access learning and jobs (1)
- protecting young people from organised crime and homelessness (1)
- protecting children who have been abused or neglected (1)
- supporting young carers (1)
- campaigning for families to have their voice heard / lobbying and campaigning (1)
- working with families where children are in need or at risk of neglect (1).

Accept other appropriate responses.

6(b) In 2018/19, 387,000 children and young people were helped by Action for Children.

This was an increase of 86,000 from 2017/18

What was the percentage increase between 2017/18 and 2018/19 in the number of children and young people helped by Action for Children?

[2 marks]

AO3 = 2 marks

1 mark: $86000 \times 100 \div (387000 - 86000)$ OE Any full correct method for finding 86000 as a % of 301000

1 mark: 28(.57...) or 28.6 or 29 (%)

7 A practitioner has developed a close friendship with a parent of one of the nursery children.

Assess one negative impact of the practitioner's friendship with the parent.

[3 marks]

AO2 = 1 marks

AO3 = 2 marks

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

- the nursery practitioner may find themselves in conflict with their loyalty to / needs of their friend and the requirements of their role (AO2 1), this may have a negative effect on how they work / the quality of their work may suffer (AO3 1), for example, they may not report a safeguarding concern as they do not want to affect their relationship with their friend (AO3 1)
- the nursery practitioner may discriminate / show favouritism to the child of their friend (AO2 1), this may affect the trust / working relationship between the nursery and other parents, which may have a negative effect on the quality of their work / the quality of their work may suffer (AO3 1) which may contribute to ineffective communication between nursery practitioners and parents which can impact on safeguarding (AO3 1).

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

Accept other appropriate responses.

8 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.

9 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.

10 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 (1 AO1) provides assessment and individual sessions to support young people develop solutions for unacceptable behaviour (1 AO1) they provide information on coping strategies that can be used by the parent at home when their young person is behaving inappropriately (1 AO2)
- speech and language therapist (1 AO1) provide one to one activity sessions for the young person to develop expressive language (1 AO2) they give information to parents on alternative communication methods their young person can use to express their feeling appropriately at home (1 AO2)
- counsellor (1 AO1) helps a young person to cope and work through behavioural issues using different mediums such as talking therapies (1 AO2) parents can receive support by talking through emotions and explore and develop strategies to support the young person's behaviour (1 AO2)

- school nurse (1 AO1) 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 (1 AO2) and parents can encourage use of this resource to help avoid a young person's behaviour escalating out of control (1 AO2).

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.

Element 5: Parents, Families and Carers
Element 6: Working with Others
Section 2: Case studies

Total for this section: 24 marks

Ayesha is aged 15 years. A year ago, Ayesha's mother died and she now lives with her father.

Ayesha's tutor has noticed that Ayesha has lost weight and her school attendance has declined. The tutor has made a referral to the school counsellor and had a meeting with Ayesha's father.

Her father reported that Ayesha has a much older boyfriend and that she has run away from home several times. She has also been caught stealing from shops and drinking alcohol.

11(a) Explain one way Ayesha will be supported by her father and tutor working together.

[2 marks]

AO1 = 2 marks

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

- working together supports Ayesha as it keeps lines of communication between the tutor and the father open so problems can be identified and addressed quickly (1), so problems will be less likely to escalate, which will reduce the impact of unwanted behaviour on Ayesha's wellbeing (1)
- working together supports Ayesha as it increases Ayesha's awareness that people (her father and tutor) care for her wellbeing (1), this will make Ayesha feel valued / have a positive effect on her self-concept (1)
- working together supports Ayesha as her father and tutor can share information to make informed decisions concerning the action taken to address Ayesha's problems (1), ensuring the most appropriate action is taken to support Ayesha's needs (1)
- working together supports Ayesha as it provides Ayesha with support both inside / outside of the home / school environment (1), this increases the support Ayesha has access to, which can increase wellbeing by reducing the risk of unwanted behaviours (1).

Accept other appropriate responses.

11 (b) Describe one way each of the following practitioners can support Ayesha's wellbeing:

- (i) a youth worker**
- (ii) a general practitioner (GP).**

[4 marks]

AO1 = 2 marks

AO2 = 2 marks

Award up to **two** marks for (i) and up to **two** marks for (ii):

- (i) youth worker – can work directly with Ayesha, helping her build life skills, develop healthy relationships and make decisions that are right for her (AO1 1) so Ayesha has the skills and knowledge to positively address areas of her life that are putting her at risk, such as her relationship with her boyfriend, drinking, shop lifting and running away from home (AO2 1)
- (ii) GP – can provide medical intervention and advice on healthy eating, investigate reasons for weight loss, provide contraception (AO1 1) this will support Ayesha's physical health, reducing the risk of STIs, unwanted pregnancy, reduced illnesses due to poor diet (AO2 1)

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

Accept other appropriate responses.

11(c) Assess three ways the school counsellor can work with Ayesha.

[6 marks]

AO2 = 3 marks

AO3 = 3 marks

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

- the counsellor can provide emotional support for Ayesha in dealing with the death of her mother (AO2 1), this will help Ayesha deal with her emotions in a safe and supported environment (AO3 1)
- the counsellor can help Ayesha find safe ways / strategies to manage her emotions / distress instead of resorting to risk-taking and harmful behaviours, such as drinking, shoplifting (AO2 1), as the ways and strategies have come from Ayesha not the counsellor, Ayesha will be more committed to make positive changes, than if she was being told what she should do (AO3 1)
- Ayesha can gain insight into her behaviours (AO2 1), this insight will help Alesha address her negative / destructive behaviours such as drinking, shoplifting, running away from home (AO3 1)
- Ayesha needs to be open to discussing painful events / feelings, such as her mother's death (AO2 1), this may be too distressing for Ayesha to do and mean counselling will be unable to help Ayesha (AO3 1)
- the counsellor cannot provide advice on what Ayesha should do (AO2 1), Ayesha may have unrealistic expectations of how a counsellor can help her (AO3 1)

- the counsellor cannot provide support with Ayesha's health issues, such as sexual health, weight loss and alcohol abuse (AO2 1) therefore support is not holistic and other professionals need to be involved in supporting Ayesha (AO3 1).

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

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).

12(a) Isaac could contact local charities to source reliable information to support Marco's family.

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 resource:

- 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.

12(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 pupils 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 pupils 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 Isaacs social life could be viewed and used by parents to complain 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.

12 (c) Marco's parents speak English as an Additional Language (EAL).

Explain three ways Isaac can communicate effectively with the 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 parents can further support Marco (AO3 1).

Accept other appropriate responses.

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Change History Record

| Version | Description of change | Date of Issue |
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