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

Core Knowledge and Understanding

Element 7: Child Development

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 7: Child Development

Section 1: Multi Choice Questions & Short Answer Questions

Total for this section: 24 marks

1	The practitioner wants to promote language development of children. They should use paired reading activities in which of one of the following age ranges.

  A 2-4 years
  B 4-7 years
  C 7-11 years
  D 11-19 years

[1 mark]

AO1 = 1 mark

Award **one** mark for the correct answer.
Answer: **B**

2	**Which** one **of the following is a feature of Piaget's 'Formal Operational Stage' of development?**

  A Use of abstract thinking
  B Use of adaptive thinking
  C Use of complex thinking
  D Use of symbolic thinking

[1 mark]

AO1 = 1 mark

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

3	**Define the term 'receptive language'.**
	[1 mark]

AO1 = 1 mark

Award **one** mark for a definition:
- what we understand others to say or mean (1)
- being able to understand the language and communication of others (1)
- the ability to comprehend or understand what is being said (1).

Accept other appropriate responses.

4	**Describe** one **way that circle time supports the language development of children aged 2-4 years.**
	[1 mark]

AO2 = 1 mark

Award **one** mark for a description:

- encourages children to listen to each other/ promotes active listening/sharing of experiences (1)
- promotes discussion amongst children (1)
- encourages recall of previous experiences and knowledge (1)
- gives less dominant children an opportunity to speak (1)
- allows a child to contribute in an area of personal interest (ie talking about their chosen items in a show and tell situation) (1)
- supports children to turn-take during conversation (1)
- introduces new words/ language (1)
- informs the practitioner to understand where children might have issues with language or speaking, ie confidence, limited vocabulary (1).

Accept other appropriate responses.

5	**The development of memory is important to children's cognitive development.**
	Identify one **activity that supports the development of memory in children aged 3 years** and **describe how the activity supports the development of memory in children aged 3 years.**
	[2 marks]

AO1 = 1 mark
AO2 = 1 mark

Award up to **two** marks for an activity and a description:
- games such as Kim's game where the child tries to remember the items on a table (1 AO1) and has to guess which item the practitioner has removed (1 AO2)
- using Stories and rhymes with repetitive verses (1 AO1) encourages the child to remember and join in the repeated verse (1 AO2)
- sequencing activities after a story such as Goldilocks and the three bears (1 AO1) encourages the child to remember the sequence of events (1 AO2)
- asking children about past events (1 AO1) to encourage the child to recall details about what happened (1 AO2).

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

Accept other appropriate responses.

6 **Identify** two **social** or **emotional skills children should have developed by the age of 3-4 years** and **describe how practitioners can support the development of** each **social** or **emotional skill.**

[4 marks]

AO1 = 2 marks
AO2 = 2 marks

Award up to **two** marks for each skill and description:

- following instructions (AO1) practitioners should give children clear and age appropriate instructions when they participate in activities/routines (AO2-1)
- sharing with other children (AO1) practitioners should provide opportunities to facilitate sharing such as limited equipment or plan activities for children to work in pairs or small groups (AO2-1)
- turn taking during activities (AO1) practitioners should provide activities such as board games or carpet activities that require children to take turns and provide support to children to comply (AO2-1)
- self-control (AO1) practitioners should Identify the markers that individuals display when becoming frustrated/upset/angry and provide support through effective communication or actions to de-escalate the situation (AO2-1)
- developing friendships (AO1) practitioners should plan activities with different groups of children to encourage socialisation. Pair up children who are more outgoing with less confident children. Encourage the buddy system (AO2-1)
- expressing feelings (AO1) practitioners should provide opportunities for children to express feelings: role play activities/books/discussion and offer support / model empathy (AO2-1).

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

Accept other appropriate responses.

7	Jacob works at a day nursery with babies aged 4-9 months. Jacob provides tummy time and a baby gym to promote the babies' physical development.
	Describe one **way that** each **of the following will promote the babies' physical development:**
	i) **tummy time**
	ii) **a baby gym**
	[4 marks]

AO2 = 4marks

Award up to **two** marks for each description:
- tummy time activities help babies to strengthen their back, neck and arm muscles (1) as they use them to support their bodies as they look at and reach for the objects around them (1)
- a baby gym will support the development of muscles in the babies arms and legs as well as encourage fine motor movement (1) because the baby has to reach to touch and explore the baby gym(1).

Accept other appropriate responses.

8	Oscar, aged 18 months, is starting nursery. The nursery has a settling in policy. This policy requires children to have short visits with their parents before they are left for the first time.
	During the first visit, Oscar at first refuses to go into the nursery area. When he does go into this area, he only plays with toys that are near his dad. Oscar falls over during the visit and his dad helps him up and checks he is not hurt.
	During the next two visits, Oscar selects toys at a distance and brings them closer to his dad.
	Oscar cries when his dad leaves him but settles quickly. Both Oscar and his dad are happy to see each other at the end of the session.
	Discuss how Oscar's behaviour during the visits shows that Oscar has a secure attachment with his dad.
	You must **refer to Ainsworth's attachment theory throughout your answer.**
	[4 marks]

AO3 = 4 marks

Award **one** mark for each aspect of Oscar's behaviour accurately applied to Ainsworth's attachment theory:
- Ainsworth suggests that features of a secure attachment are that children seek comfort from their caregiver when scared or anxious, this can be seen in the initial visit where Oscar stays close to his dad in an unfamiliar environment (1)

- Ainsworth suggests that securely attached children use their primary care giver as a safe place from which to explore: this is seen when Oscar initially refuses to go into the nursery area and when he does, only plays with toys that are situated close by his dad (1)
- Oscar's dad is responsive to Oscar's needs when he falls over, which, according to Ainsworth, is a 'caregiver behaviour' of securely attached children (1)
- Ainsworth suggests that a feature of a secure attachment is that both child and carer are happy to see each other on the care givers return. This is seen when both Oscar and his dad are happy to see each other when his dad returns (1).

Accept other appropriate responses.

9	**Tutors in a large further education college have recognised that many new students are finding the transition between school and college difficult. The tutors are developing strategies to support students' transition to college.**
	Evaluate two **strategies tutors could use to support students' transition to college.**
	Your answer must demonstrate one **advantage and** one **limitation of** each **strategy given.**
	[6 marks]

AO2 = 2 marks
AO3 = 4 marks

Award up to **three** marks for an evaluation each strategy:

- improved partnership between the feeder school and FE college (AO2 1) gives students an opportunity to become more familiar with the environment prior to the transition (AO3-1) visits to the large college might increase student anxiety about the upcoming transition (AO3-1)
- giving the students opportunities to meet the FE staff and ask questions (AO2 1) students would be able to address any individual concerns, that were not answered previously or through information already received (AO3-1) students might not have confidence to use the opportunity to address their personal concerns so may still have unaddressed concerns (AO3-1)
- allow students to be involved in identifying procedures they feel will support their individual transition (AO2 1) this would empower students to feel that they have a voice, which would give them confidence (AO3-1) students could have unrealistic expectations of the level of support that can be provided (AO3-1)
- an informative induction programme for students new to the college (AO2 1) this would allow students to gain information and feel the belong to the college, it would give staff an opportunity to recognise where students were feeling anxious (AO3-1) students may lack confidence to engage in the college induction programme (AO3-1)
- having a range of student support services available to be able to refer students with specific issues (AO2 1) this would allow for targeted support which may stop any individual issues/anxieties from getting worse (AO3-1) there may be a delay in setting up the support students require - through financial or resource constraints, which could further impact on their difficulty with the transition to college (AO3-1).

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

Accept other appropriate responses.

Element 7: Child Development

Section 2: Extended Response Questions

**Total for this section: 30 marks
(24 marks + 6 marks QWC)**

10	Tanveer is a senior practitioner in a new baby unit and is responsible for training the baby unit practitioners

Tanveer is researching Bowlby's attachment theory so he can understand how this theory influences practice within the baby unit.

Discuss how Bowlby's theory influences practice in supporting the emotional wellbeing of babies in the unit.

Your response should demonstrate:
- understanding of the key concepts of Bowlby's attachment theory
- links between Bowlby's theory and practice to support the emotional wellbeing of babies
- reasoned judgements regarding ways that Bowlby's theory influences practice in the baby unit.

[12 marks, plus 3 marks for QWC]

AO1=4 marks
AO2=4 marks
AO3=4 marks
Plus 3 marks for QWC

Level	Marks	Descriptor
Level 4	10-12	Discussion is **comprehensive**, **effective** and **relevant**, showing detailed **understanding** of the key concepts of Bowlby's attachment theory.
		The discussion demonstrates **comprehensive** breadth and/or depth of understanding when considering Bowlby's theory and practice to support the emotional wellbeing of babies.
		Logical and coherent chains of reasoning when discussing the influence of Bowlby's theory on practice in the baby unit.
Level 3	7-9	Discussion is generally **effective** and **mostly relevant**, showing understanding of the key concepts of Bowlby's attachment theory
		The discussion demonstrates **reasonable** breadth and/or depth of **understanding**, with **occasional inaccuracies** when considering Bowlby's theory and practice to support the emotional wellbeing of babies
		Some logical chains of **reasoning** when discussing the influence of Bowlby's theory on practice in the baby unit.

Level 2	4-6	Discussion is **somewhat effective** and of **some relevance**, showing some understanding of the key concepts of Bowlby's attachment theory The discussion is basic and demonstrates **limited understanding**, with inaccuracies when considering Bowlby's theory and practice to support the emotional wellbeing of babies **Simplistic** logical chains of reasoning when discussing the influence of Bowlby's theory on practice in the baby unit.
Level 1	1-3	Discussion **is limited in effectiveness** and **relevance. showing very little understanding** of the key concepts of Bowlby's attachment theory The answer is **fragmented,** with little understanding, with significant inaccuracies when considering Bowlby's theory and practice to support the emotional wellbeing of babies **Minimal or no logical chains** of reasoning when discussing the influence of Bowlby's theory on practice in the baby unit
	0	No creditworthy material

Indicative Content:

Key concepts of Bowlby's attachment theory:

- explores the effects and reactions to separation of infants from their main carer.
- categorises attachment types
- secure attachment - showing distress on separation but easily comforted on return of carer
- anxious-resistant -attachment, greater levels of distress
- avoidant attachments -minimal stress upon separation and ignores or avoids carer on reuniting
- disorganised or disorientated attachment – no predictable pattern of behaviours.
- identifies separation behaviours, such as crying, clinging, screaming
- suggests attachment behaviours are instinctive
- child attachment style is a function of care child receives in early years
- inconsistence or negligence from care givers is likely to create anxiety for the child surrounding relationships.

Links between Bowlby's theory and practice to support the emotional wellbeing of babies:

- strong links between early attachment experiences and how this may affect children's emotional wellbeing
- key person identified to care for the baby to ensure consistency and creation of a secure bond
- practitioners understanding the anxiety babies may experience and taking measures through practice to support the child to feel secure

- one to one time with the baby to develop a bond with key person or a limited number of carers
- consistent routines within the setting which mirror baby's home routines to give security.

Reasoned judgements regarding the way Bowlby's theory influences practice in the baby unit:

- having a settling-in policy which identifies procedures to meet the needs of the child new to the setting
- partnership working with the parents to develop an understanding of the child's needs/parental concerns in order to swiftly address any concerns/issues with the settling in process
- introduction of key person to liaise with family to facilitate effective communication between home environment and the setting to support the child to settle quickly
- practitioners building strong Partnerships with parents to develop a culture of trust which supports sharing of information, which may be vital to ensure practice meets child's individual needs
- sharing of information between home and the setting to take actions which are responsive to changes in child's needs.

Accept other appropriate responses.

QWC

Mark	Descriptor
3	The answer is clearly expressed and well-structured. The rules of grammar are used with effective control of meaning overall. A wide range of appropriate technical terms are used effectively.
2	The answer is generally clearly expressed and sufficiently structured. The rules of grammar are used with general control of meaning overall. A good range of appropriate technical terms are used effectively.
1	The answer lacks some clarity and is generally poorly structured. The rules of grammar are used with some control of meaning and any errors do not significantly hinder the overall meaning. A limited range of appropriate technical terms are used effectively.
0	There is no answer written or none of the material presented is creditworthy. OR The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.

11	George works in a sixth form college. He teaches young people aged 16-18 years on the Assisting Teaching course. George has arranged the class into small groups. He has asked each group to research a different curriculum model. Each group will then present their findings to the class using professional vocabulary. **Evaluate the use of group presentations as a strategy to promote young people's language development.** **Your response must demonstrate:** • **understanding of young people's language development** • **the strengths and limitations of using group presentations as a strategy to promote young people's language development** • **a reasoned judgement regarding the use of group presentations as a strategy to promote young people's language development.** **[12 marks, plus 3 marks for QWC]**

AO1=4 marks
AO2=4 marks
AO3=4 marks
Plus 3 marks for QWC

Level	Marks	Descriptor
Level 4	10–12	Evaluation is **comprehensive**, **effective** and **relevant**, showing **logical** and **coherent** chains of reasoning throughout. **Accurate** judgements, **rational** and **balanced** conclusions or addressed needs are evident. Knowledge and understanding of theories related to the use of group presentations as a strategy to promote young people's language development is **clear** and **fully accurate**, with **sustained** focus. The answer demonstrates **comprehensive** breadth and/or depth of understanding.
Level 3	7–9	Evaluation is **generally effective** and **mostly relevant**, showing **mostly logical** and **coherent** chains of reasoning. **Mostly accurate** judgements, **mostly rational** and **balanced** conclusions or addressed needs are evident**.** Knowledge and understanding of theories related to the use of group presentations as a strategy to promote young people's language development is **mostly clear** and **generally accurate**, although on occasion **may lose** focus. The answer demonstrates **reasonable** breadth and/or depth of understanding, with **occasional** inaccuracies and/or omissions.
Level 2	4–6	Evaluation is **somewhat effective** and of **some relevance**, with reasoning taking the form of **generic statements** with some development.

		Judgements have **some merit** (**simplistic** and **brief**), conclusions or addressed needs will have some but limited **rationality** and **balance**. Knowledge and understanding of theories related to the use of group presentations as a strategy to promote young people's language development shows some but **limited accuracy,** focus and relevance. The answer is **basic** and shows **limited** breadth and/or depth of understanding, **with** inaccuracies and omissions.
Level 1	1–3	Evaluation is **limited in effectiveness** and **relevance**. Judgements are **tenuous** and mostly **unsupported**, and **conclusions** or **addressed needs**, if present, have **little relevance** to the question and lack balance. Knowledge and understanding of theories related to the use of group presentations as a strategy to promote young people's language development has **minimal** focus and relevance to the context. The answer is **fragmented**, with **isolated** points, showing **superficial** breath and/or depth of understanding, with **significant** inaccuracies and omissions.
	0	No creditworthy material

Indicative Content:
Understanding of young people's language development.

- At this stage, young people are able to use literacy skills to access and share information using a range of media such as the internet, books, dictionaries.
- At this stage, young people are able to use a range of formats to present their ideas such as written assignments, booklets, posters and presentations; and are able to use different language styles for different occasions.
- At this stage, young people have complex reading skills, including detailed comprehension and have an extensive and varied vocabulary.
- At this stage, reading for research, creating and presenting encourages use of subject specific, technical language. This will help young people to become familiar with professional vocabulary and begin to use it appropriately.
- At this stage young people are developing confidence in public speaking which helps the development of language as students become better at reading and developing their memory.

The strengths and limitations of using group presentations as a strategy to promote young people's language development.

- Presentations help young people to practise use of vocabulary and grammar as well as speaking, reading, writing and listening.
- Less vocal group members might feel more confident to express themselves in a small group and therefore use more professional vocabulary than if they were involved in a whole class discussion.

- There might be too many ideas and students don't know which ones to use. This might negatively affect the use of professional vocabulary as young people might want to use all of the ideas rather than learning to be selective, clear and concise in their presentation.
- Group presentations encourage team work and collaboration. This will help to promote the use of professional vocabulary as young people use their new vocabulary to share ideas and develop their presentation.
- If there are disagreements they can take longer to resolve, this might mean more time is spent trying to solve problems than on the development of the presentation, so opportunities to research and develop use of professional vocabulary are lost.
- Not all young people will feel confident in pronouncing words that they have not heard before or may worry about using them out of context, this may prevent them from using the word and opting for another safer word. This might support the development of their receptive language but limit their expressive language development.
- The teacher might group students of mixed ability. This will encourage peer tutoring with the more able students scaffolding the lower ability student's development of language whilst consolidating their own understanding.

Reasoned judgements regarding the use of group presentations as a strategy to promote young people's language development.

- Feedback given to students helps them to develop and strengthen their use of language and communication in a safe environment.
- Doesn't always take account of individual needs, such as if a students is hearing impaired and does not have a sign for new professional vocabulary or the group might speak to the communication support worker before the hearing impaired student, or the conversations might move quickly leaving the hearing impaired students out of conversations, and so they do not get to use the new vocabulary.
- The young people may feel anxious. If they are feeling anxious they might not be able to process the new vocabulary or understand how to use it in context. They might feel overwhelmed and withdraw from discussions and not benefit from practising the new vocabulary in context.
- The teacher might put students together who don't get on well. This might prevent students from speaking out or contributing as much as they would in a more comfortable group. This will prevent them from engaging as well as they could in the research and presentation, causing them to miss opportunities to use and develop their use and understanding of the new 'professional vocabulary'.
- Some young people within the group may take over and try to dominate the group, not allowing all voices to be heard. This might prevent quieter students from speaking and therefore from practising using the new professional vocabulary.
- The teacher may deliberately group students who share similar work ethics. This will mean that young people who might usually sit back and let others lead, will have to take a more active role in the group and so will be more likely to have to use the new professional vocabulary.

Accept other appropriate responses.

QWC

Mark	Descriptor
3	The answer is clearly expressed and well structured. The rules of grammar are used with effective control of meaning overall. A wide range of appropriate technical terms are used effectively.
2	The answer is generally clearly expressed and sufficiently structured. The rules of grammar are used with general control of meaning overall. A good range of appropriate technical terms are used effectively.
1	The answer lacks some clarity and is generally poorly structured. The rules of grammar are used with some control of meaning and any errors do not significantly hinder the overall meaning. A limited range of appropriate technical terms are used effectively.
0	There is no answer written or none of the material presented is creditworthy. OR The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.

Document information

Owner: Head of Assessment Design

Change History Record

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1.0	Produced to support Summer 2021 teacher assessed grades	April 2021