

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

Core Knowledge and Understanding

Element 8: Observation and Assessment

Element 9: Reflective Practice

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 8: Observation and Assessment
Element 9: Reflective Practice

Section 1: Multi Choice Questions & Short Answer Questions

Total for this section: 24 marks

1 Which one of the following describes summative assessment?

- A** Is at the end of a study programme
- B** Shows the amount of daily progress
- C** Takes place at the start of a course
- D** Usually takes place each week

[1 mark]

AO1 = 1 mark

Award one mark for the correct answer.

Answer: **A**

2 Which one of the following is a teacher's responsibility when assessing primary school children?

- A** Completing the EYFS progress check
- B** Diagnosing individual children's health conditions
- C** Monitoring children's attainment
- D** Signing off end of key stage statutory assessments.

[1 mark]

AO1 = 1 mark

Award one mark for the correct answer.

Answer: **C**

3 Identify two ways that practitioners can meet their own professional development needs.

[2 marks]

AO1 = 2 marks

Award **one** mark for each way:

- keeping a reflective journal (1)
- appraisals, setting and reviewing goals (1)
- planned observation by mentor/manager (1)
- peer observations to observe the practice of others (1)
- team meetings (1)
- short courses (1)
- independent research and reading (1)

- subscribing to newsletters/journals/briefings (1)
- feedback from colleagues or parents (1)
- shadowing and visits to other settings (1)
- external training, workshops or conferences (1).

Accept other appropriate responses.

4	Give three reasons why primary school teachers provide parents and carers with regular feedback on their child's developmental progress.
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[3 marks]

AO2 = 3 marks

Award **one** mark for each reason:

- informs parents of rate of child's progress within Key Stage 1 and key stage 2 curriculum (1)
- parents/carers may be encouraged to share information about the child (1)
- improves parental /setting relationship/partnership working to support child's progression (1)
- increases motivation to support child to learn at home (1)
- Supports identification of intervention needs when child does not follow Key Stage 1 and key stage 2 curriculum (1)
- educates parents on ways to support learning outside of the school setting (1)
- highlights child's strengths and weaknesses which may be different at home (1)
- provides information to parents about the Key Stage 1 and key stage 2 curriculum milestones (1).

Accept other appropriate responses.

5	Explain how formative assessment supports the progress and attainment of primary school children.
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[3 marks]

AO2 = 3 marks

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

- when carrying out assessments primary school teachers will notice children's interests and incorporate these into planning (1) this supports attainment because the child will be more engaged in the planned activities (1) and therefore acquire a deeper level of learning (1)
- to provide the primary school teacher with evidence for tracking (1) so that they can identify any gaps in learning (1) which will help them to plan effectively for the child or young person (1)
- to provide the primary school teachers with evidence for tracking (1) that might identify that the child or young person isn't meeting expected targets/milestones (1) and appropriate support can be put in place/outside referrals can be made (1)

- to help the primary school teacher to identify levels of attainment (1) to identify and inform next steps (1) so that planning is appropriate to help the child to progress in their development (1).

Accept any other appropriate responses.

NB: Do not award marks for the identification of formative assessment methods.

6	<p>Secondary school teachers are discussing whether the use of technology in classrooms, supports or limits pupils' learning.</p> <p>Explain two advantages and two limitations of the use of technology in a secondary school classroom to support pupils' learning.</p> <p style="text-align: right;">[4 marks]</p>
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AO3 = 4 marks

Award **one** mark for each advantage:

- supports group collaboration when face to face experience is not possible (1)
- ensures technology skills/ expertise within IT is developed – required for social media use and future employment (1)
- gives the young person 'virtual' social experiences not afforded within the setting (1)
- supports diversity within the provision/acceptance of differences, particularly within a setting with limited diversity (1)
- allows for development of transferable skills through taking part in remote meetings etc. (1)
- allows for development of understanding of online safety when using social networks (1).

Award **one** marks for each limitation:

- reduces social collaboration/reduces young person's opportunity for social interactions (1)
- reduces the need to develop actual writing skills (1)
- may not give the teacher the same opportunity to pick up when a pupil is struggling/not understanding (1)
- many young people spend leisure time using technology at the expense of actual social interaction (1)
- some pupils find online learning difficult to engage with/less focused
- may put young person at safeguarding risk if not educated about potential risks as young person may not appreciate the danger (1).

Award a maximum **two** marks for advantages and **two** marks for limitations.

Accept other appropriate responses.

7 Isaac, aged 11 years, is the first member of his family to get a place at a selective grammar school.

Identify and describe two benefits for Issacs's education of attending a selective grammar school.

[4 marks]

AO1 = 2 marks

AO2 = 2 marks

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

- Isaac will be learning alongside other academically able students (AO1-1) this will ensure pace and depth of learning meets Isaac's needs and keep's Isaac engaged (AO2-1)
- high academic expectations (AO1-1) Isaac may fulfil his academic potential
- the school will have a good academic reputation and be well regarded by the wider community (AO1-1) Isaac may feel proud that he has been selected to attend the school (AO2-1)
- less differentiation within teaching due to all students being at a similar academic level (AO1-1) more scope to extend learning so Isaac will be learning at a deeper level (AO2-1)
- mixing with students from a wider demographic (AO1-1) Improved social mobility (AO2-1)
- Isaac is more likely to achieve higher grades (AO1-1) this will allow greater choice post-16 education and HE (AO2-1).

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

Accept other appropriate responses.

8 Amelia is an early years tutor in a further education college. Amelia has started to use the 'blended learning approach' in her class teaching. Amelia has found that some of the young people in the class have adapted well to this approach, though others have found this approach unhelpful.

Discuss three strengths and three limitations of using the 'blended learning approach' to support young people's education.

[6 marks]

AO3 = 6 marks

Award **one** mark for each strength:

- supports and develops independent learning and research skills (1)
- pupils can work at their own pace and in a time that meets their needs and the needs of their families (1)
- develops transferable skills for Higher Education or employment (1)
- reduced cost for the organisation (1)
- content can be personalised to meet individual needs. (1)
- students can pause, rewind and revisit lessons as they need to (1).

Award **one** mark for each limitation:

- not all students have access to IT equipment (1)
- some students need someone to bounce ideas off as they are working (1)
- some students might get too distracted at home and lose focus (1)
- not all students are confident enough to work independently (1)
- increases both teacher and student screen time possibly causing eye strain and headaches (1)
- it can be challenging for teachers to produce resources and offer support to student (1).

Award a maximum of three marks for strengths and three marks for limitations of the approach.

Accept other appropriate responses.

Element 8: Observation and Assessment

Element 9: Reflective Practice

Section 2: Extended Response Question and Case Study

Total for this section: 27 marks
(24 marks + 3 marks QWC)

9	<p>Jack teaches secondary school pupils aged 14-16 years. Jack is required to engage in Continuous Professional Development (CPD) to make sure his subject knowledge and teaching practice is up to date.</p> <p>Analyse why it is important that Jack keeps his teaching practice up to date.</p> <p>Your response should demonstrate:</p> <ul style="list-style-type: none"> an understanding of Jack's professional responsibility to maintain CPD the impact on Jack's teaching practice when his CPD is maintained reasoned judgements regarding the impact on outcomes for young people when Jack maintains CPD. <p style="text-align: right;">[12 marks, plus 3 marks for QWC]</p>
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AO1=4 marks

AO2=4 marks

AO3=4 marks

Plus 3 marks for QWC

Level	Marks	Descriptor
Level 4	10-12	<p>Analysis is comprehensive, effective and relevant; excellent understanding of Jack's professional responsibility to maintain currency within practice is demonstrated.</p> <p>Clear and reasoned understanding on the impact on Jack's teaching and pupil's learning when his CPD is maintained</p> <p>Logical and coherent chains of reasoning when considering the impact on outcomes for young people.</p>
Level 3	7-9	<p>Analysis is generally effective and mostly relevant; good understanding of Jack's professional responsibility to maintain currency within practice is demonstrated.</p> <p>Some reasoned understanding of the impact on Jack's teaching and young people's learning when his CPD is maintained</p> <p>Mostly logical chains of reasoning, although on occasions may lose focus, when considering the impact on outcomes for young people.</p>
Level 2	4-6	<p>Analysis is somewhat effective and of some relevance, some understanding of Jack's professional responsibility to maintain currency within practice is demonstrated.</p> <p>Simplistic or basic reasoned understanding of the impact on Jack's teaching when his CPD is maintained</p>

		Basic or limited reasoning understanding , with inaccuracies when considering the impact on outcomes for young people.
Level 1	1-3	Analysis is limited in effectiveness and relevance , very little understanding of Jack's professional responsibility to maintain currency within practice is demonstrated. Lack of reasoned understanding of the impact on Jack's teaching and young people's learning when CPD is maintained. The answer is fragmented , with significant inaccuracies and omissions when considering the impact on outcomes for young people.
	0	No creditworthy material

Indicative Content:**An understanding of Jack's professional responsibility to maintain CPD:**

- to ensure currency of sector skills/knowledge
- to ensure he has knowledge that meets teaching specification requirements
- professional responsibility to maintain currency
- professional growth
- improves own performance
- to ensure quality of learning experience for young people
- Jack acknowledges changes to legislation/methods/information.

The impact of CPD on Jack's teaching practice:

- Jack is secure in his teaching which gives him confidence when presenting information to young people
- the information gives to young people is accurate and current, which upholds his professional responsibility as a teacher
- exam preparation meets the specification requirements meaning the curriculum implementation is fit for purpose
- young people's engagement is improved when content is current
- Jack learns new approaches/innovations within teaching which engages and motivates young people to participate
- allows for Jack to identify ways to improve his teaching performance when the need to improve is identified
- gives Jack the opportunity to understand future workforce needs.

Reasoned judgements regarding the impact on outcomes for young people:

- when knowledge is transferred in a way that suits young people, they have best chance of gaining high marks in assessments
- when learning is relevant and up to date, young people engage in their education
- increased opportunities for young people going into work, when their knowledge and skills are relevant and meet employers needs
- to continually improve outcomes for young people
- enjoyment of learning supports continued engagement in education

- success within learning increases motivation and raises aspirations of young people.

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.

Noah is a student on placement in a primary school. Noah has carried out an activity with a group of children and his assessor has asked Noah to reflect on the activity.

10(a) Describe two challenges Noah may experience when reflecting on the activity he carried out with the children.

[2 marks]

AO2 = 2 marks

Award **one** mark for each challenge:

- Noah might not know how to use the models of reflection appropriately and will miss important opportunities for reflection (1)
- Noah might reflect on what the children did or didn't do rather than focus on what he did or didn't do (1)
- Noah might not reflect objectively and may not be able to identify the strengths and weaknesses of his activity (1).
- Noah might be over critical of his activity and dwell on the things that didn't go well rather than reflect on the activity as a whole (1).

Accept any other appropriate responses.

10(b) Noah will follow Kolb's 'Experiential Learning Cycle' to reflect on the activity.

Identify the four stages in Kolb's 'Experiential Learning Cycle'.

[4 marks]

AO1 = 4 marks

Award **one** mark for each stage:

- concrete experience (1)
- reflective observation of a new experience (1)
- abstract conceptualisation (1)
- active experimentation (1).

Accept any other appropriate responses.

10(c) Noah used Kolb's 'Experiential Learning Cycle' when reflecting on the activity.

Analyse how using Kolb's 'Experiential Learning Cycle' will support Noah when reflecting on the activity.

[6 marks]

AO2 = 3 marks

AO3 = 3 marks

Award up to **six** marks for analysis:

- Kolb's model has a clear cycle to follow, giving Noah direction for his reflection (AO2 1), this can increase his self-awareness as he goes through the stages of the model (AO2 1) and build self-confidence as he is able to identify strengths and areas of development (AO2 1) this will help Noah to have a better understanding of his role (AO3 1) and to identify areas where he may need support (AO3 1) which he can then use as a base to plan for this development (AO3 1)
- by using Kolb's model Noah will be able to use his reflection to identify what went well in his activity and what didn't go so well (AO2 1), this will help Noah to think about his activity objectively (AO2 1), this means that he will understand his role and how the children in his setting learn (AO3 1) as a result, his confidence may increase because he understands what he is doing well and seeks support for areas that he needs to improve (AO2 1) from this Noah will be able to plan ways in which he can develop as a practitioner (AO3 1) and will improve outcomes for the children he is working with (AO3 1).

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

Accept any other relevant 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