

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

Core Knowledge and Understanding

**Element 11: Special Educational Needs and
Disability**

**Element 12: English as an Additional
Language**

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 11: Special Educational Needs and Disability**Element 12: English as an Additional Language****Section 1: Multi Choice Questions & Short Answer Questions****Total for this section: 24 marks**

1 Education, Health and Care (EHC) plans outline additional help children and young people may require and are written after an EHC needs assessment takes place.

At which one of the following ages can an individual request their own EHC needs assessment?

- A 7 years**
- B 11 years**
- C 14 years**
- D 16 years**

[1 mark]**AO1 = 1 mark**

Award one mark for the correct answer

Answer: **D** (16 years)

2 How many stages are there in additional language acquisition?

- A Four**
- B Five**
- C Six**
- D Seven**

[1 mark]**AO1 = 1 mark**

Award one mark for the correct answer:

Answer: **B** (five)

3 Natalia, aged 11 years, has an EHC plan. Next term Natalia will be leaving her primary school to attend the local secondary school.

Explain one reason why Natalia's EHC plan should be shared with the Special Educational Needs Co-ordinator (SENCo) in the secondary school.

[2 marks]**AO2 = 2 marks**

Award **up to two** marks for:

- to ensure continuity of care (1) this will support Natalia to cope with the transition more easily (1)
- to ensure staff are aware of Natalia's support needs (1) this will support staff to plan and select resources in preparation for Natalia starting at the school (1)
- so the school is aware of current interventions and strategies to support Natalia (1) this will give staff understanding of what they need to do to prepare for Natalia (1)
- to make staff aware of any barriers (1) give them the opportunity to assess the environment and make changes prior to Natalia starting (1)
- provides a starting point for a meeting (1) to reassure Natalia/parents that needs will continue to be met (1).

Accept other appropriate responses

**4 Lily is making cupcakes for 30 children.
These are the ingredients needed to make 24 cupcakes.**

250g caster sugar
250g butter
250g self-raising flour
4 large eggs
2 teaspoons vanilla
essence

**Lily wants to make the cupcakes suitable for vegans, so she uses vegan butter.
She also needs to replace each egg with 2 tablespoons of cornstarch and some water.**

How many tablespoons of cornstarch does Lily need to make cupcakes for 30 children?

[2 marks]

AO3 = 2 marks

1 mark: $(30 \div 24) \times 2 \times 4$ OE Any full correct method

1 mark: 10 Correct answer only (award both marks if correct answer is given)

5	<p>Tanveer is a teaching assistant in a primary school. Tanveer is supporting Jack, aged 6 years, who has been diagnosed with an Autistic Spectrum Disorder (ASD).</p> <p>Give two reasons why it is important that Tanveer avoids phrases such as “suffers from ASD” when discussing Jack.</p> <p style="text-align: right;">[2 marks]</p>
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AO2 = 2 marks

Award **one** mark for each reason:

- Tanveer should avoid phrases such as “suffers from” as it implies that Jack is a victim (1)
- phrases such as “suffer from” imply that Jack is in pain (1)
- phrases such as “suffer from” should be avoided as they can cause offense to individuals with SEND (1)
- phrases such as “suffers from” suggest that a person with SEND has a reduced quality of life (1).

Accept other appropriate responses.

6	<p>Safia, aged 9 years, has an auditory processing disorder which affects her learning.</p> <p>i) Define the term ‘auditory processing disorder’.</p> <p>ii) Explain how one indicator of auditory processing disorder may affect Safia’s learning.</p> <p style="text-align: right;">[3 marks]</p>
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AO1 = 1 mark

AO2 = 1 mark

AO3 = 1 mark

AO1:

i) Award **one** mark for:

- auditory Processing is a condition where an individual has difficulties making sense of the sounds they hear (1).

Accept other appropriate responses.

AO2 and AO3:

ii) Award up to two marks for:

- auditory figure-ground difficulties (AO2-1) Safia will find it difficult to stay focused if there is noise in the background. (AO3- 1)
- auditory cohesion difficulties (AO2-1) Safia will find it difficult to cope with verbal problem solving such as in verbal maths problems or comprehension (AO3- 1)
- auditory memory difficulties (AO2-1) Safia will find it difficult remembering information such as lists, or instructions. (AO3- 1)
- auditory attention difficulties (AO2-1) Safia will find it difficult to focus on listening long enough to complete a task (AO3- 1)
- auditory discrimination difficulties (AO2-1) Safia will find it difficult to hear the difference between words that sound similar (AO3- 1).

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

Accept other appropriate responses.

7	Identify three characteristics of the 'speech emergence' stage of additional language acquisition.
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[3 marks]

AO1 = 3 marks

Award **one** mark for each characteristic:

- learners of the new language typically acquire a vocabulary of up to 3,000 words (1)
- they learn to communicate by putting the words in short phrases, sentences, and questions which may not be grammatically correct. (1)
- learners of the new language begin reading and writing in their second language (1).

Accept other appropriate responses.

8 Identify and explain two ways that having a chronic health condition can affect a child's emotional development.

[4 marks]

AO1 = 2 marks

AO2 = 2 marks

Award up to **two** marks for each identification and explanation:

- the child may feel angry (AO1-1) due to limitations in the activities they are able to participate in (AO2 1)
- the child may feel frustrated (AO1-1) with ongoing medical appointments and medical intervention (AO2 1) or by lack of understanding from others (AO2-1)
- they might feel sad (AO1-1) or hopeless (AO1-1) that they have to live with an ongoing condition (AO2-1) that they have to keep on top of medication (AO2-1) or attend lots of medical appointments (AO2-1) that they feel different to their friends (AO2-1)
- they might feel anxious (AO1) if they have managed to get their condition into remission and worry about it coming back (AO2-1).

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

Accept other appropriate responses.

9 Muhammed, who is a wheelchair user, attends a mainstream primary school. Teachers support Muhammed by making adaptations to the school environment to ensure the principles of inclusion are maintained.

- Describe three adaptations teachers can make to the school environment to ensure the principles of inclusion are maintained.**
- Explain how each adaptation to the school environment described in 19 i) will support Muhammed's participation in the primary school.**

[6 marks]

AO2 = 3 marks

AO3 = 3 marks

Award up to **two** marks for each adaptation and explanation:

- the physical environment could be altered to allow for safe movement (furniture spacing/ramps, etc.) (AO2-1) this would allow Muhammed to be more independent – which would build confidence (AO3-1)
- specialist equipment such as lower sinks or adjustable height desks/tables (AO2-1) This would give Muhammed access, enabling him to participate alongside peers – which supports independence/builds self-esteem (AO3-1)
- discrete specialist support (AO2-1) to allow Muhammed to feel able to participate fully – with confidence, support should be as minimal as is suitable for Muhammed to develop independence (AO3-1)

- changes to Muhammed's school routines (AO2-1) to ensure Muhammed's safety later start times/earlier finishes to the day/ lessons to avoid busy times in corridors, etc. which could pose a risk to Muhammed (AO3-1).

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

Accept other appropriate responses.

Element 11: Special Educational Needs and Disability**Element 12: English as an Additional Language****Section 2 Case Studies****Total for this section: 24 marks**

Marco is aged 5 years and attends the local primary school. When he was aged 3 years, Marco was diagnosed with autism. This condition particularly affects Marco's ability to communicate with others. Marco rarely interacts with his peers or adults and he spends long periods of time looking at his favourite cartoon character on his tablet.

Marco often has difficulty coping with the natural changes to routine during the school day, such as mealtimes or outdoor play.

The school practitioners use 'Augmentative and Alternative Communication (AAC)' to communicate with Marco and help him cope with natural changes during the school day. This includes no-tech and low-tech communication methods.

10(a) Identify two no-tech communication methods the practitioners could use to communicate with Marco.

[2 marks]**AO1 = 2 marks**Award **one** mark for each method:

- use of body language/facial expressions (1)
- pointing (1)
- communication partner (1)
- objects of reference (1)
- signing (1)
- simple language/vocalisations (1).

Accept other appropriate responses.

10(b) Explain two ways a Picture Exchange Communication (PEC) system will help Marco cope with the natural changes to routine during the school day.

[4 marks]**AO3 = 4 marks**Award up to **two** marks for each way:

- to show Marco he will be moving from one activity to another (1) which will give Marco time to process the information and reduce potential for upset (1)
- allow Marco to see pictorially the routine of the day (1) which will inform him of the set-up of the day, which will give Marco prior warning of changes (1)
- Marco lacks communication skills so a PEC will help to inform him of the structure of the day (1) this will allow for more acceptance of changes and reduce anxiety (1)

- other children may observe the PEC and support Marco (1) This will allow him to have some interaction with others in the group (1)
- the use of a PEC will be a constant in Marco's day (1) Marco will eventually use this as a go-to resource to gain information (1)
- informing Marco visually of the upcoming change will allow him to feel in control (1) This understanding may support Marco to feel empowered and less anxious or upset when change happens (1).

Accept other appropriate responses.

10(c)	Discuss three advantages and three limitations of using high-tech communication systems to support Marco's communication during the school day. <div data-bbox="1318 804 1477 840" style="text-align: right;">[6 marks]</div>
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AO3 = 6 marks

Award one mark for each advantage:

- Marco's chosen medium is the tablet which means he is more likely to understand how to engage with other high-tech systems (1)
- previous experience may mean Marco is more open to other high-tech systems to widen his communication skills (1)
- hi-tech systems could be used to reinforce low-tech strategies, e.g. visual prompts on a tablet rather than an actual picture, at times of change (1)
- varying types of high-tech systems will support him to be less reliant on his tablet for communication
- Marco may show interest in other children using a high-tech system, prompting simple communication with them (1)
- the devices can be portable meaning that they can go with Marco wherever he chooses to be in the setting
- devices can be shared with home, to support consistent approach to encouraging communication (1).

Award one mark for each limitation:

- the tablet is Marco's medium of choice, therefore using this device it is not helping to develop his wider communication skills (1)
- Marco could have pre-existing ideas about what he wants to do with the tablet and not be receptive to using it in a different way which will limit opportunities for Marco to enhance his communication (1)
- using other high-tech may result in over reliance on high-tech systems, with no improvement in communication/ is not helping to improve his social interaction/communication skills with others (1)

- devices may be left in the wrong location (e.g. left at home) leaving no means to communicate (1)
- the high-tech may fail, therefore leaving Marco with no means to communicate
- financial implications of repair or update to devices (1).

Award a maximum of **three** marks for advantages and **three** marks for limitations.

Accept other appropriate responses.

Safia, aged 3 years, has recently moved to the UK from France with her family. Safia enjoyed attending a nursery in France. Safia understands and speaks very little English.

The practitioners in Safia's new nursery setting are using a range of strategies to support Safia's acquisition of English as an additional language (EAL).

11 (a) Identify two factors that could affect Safia's acquisition of English as an additional language.

[2 marks]

AO1 = 2 marks

Award **one** mark for each factor:

- age (1)
- developmental stage (1)
- personality (1)
- special Educational Needs or Disabilities (1)
- the learning environment (1)
- available support (1).

Accept other appropriate responses.

11(b) Identify two ways that Safia's culture can be celebrated in the nursery and how each way supports her acquisition of English as an Additional Language.

[4 marks]

AO1 = 2 marks

AO2 = 2 marks

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

- Safia can share key words and phrases from their own language with children and practitioners (AO1-1) this will give Safia confidence to also try using words in English as she sees practitioners and children also trying to learn French (AO2 -1)
- images and posters of France could be displayed (AO1 -1) this will help Safia to feel welcome and as though her language is respected in the setting which will help Safia feel secure enough to start using spoken English (AO2-1)

- serving traditional French foods at snack, lunch or dinner time (AO1-1) will help Safia to feel welcome and happy helping her to progress more quickly because when she feels she is included in the setting she will develop the confidence to start using spoken English (AO2 1)
- having books with stories of French traditions (AO1-1) will engage Safia in books and stories, this supports Safia's acquisition of English as she engages in story telling (AO2-1).

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

Accept other appropriate responses.

11 (c) The Early Years Practitioners label the storage boxes on the classroom shelves to show the picture and name of the activity the boxes contain. The practitioners also use songs and rhymes to scaffold learning and support Safia's acquisition of English as an additional language.

Explain why the Early Years Practitioners use each of the following as a strategy to support Safia's acquisition of English as an additional language.

- i) Labels showing pictures and words on storage boxes**
- ii) Songs and rhymes to scaffold learning.**

[6 marks]

AO3 = 6

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

- having the name of the activities alongside the pictures will expose Safia to written English (1), this will complement the exposure Safia has to spoken English when at nursery (1); and will help Safia to learn of the names for the different activities and resources such as "dinosaurs" in English (1).
- songs and rhymes support scaffolding of EAL because they involve a lot of repetition of words alongside actions(1); the actions provide non verbal clues to alongside the words in the songs (1) and will help to scaffold Safia's understanding of spoken language(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