

# **T Level Technical Qualification in Education and Childcare**

## **Core Knowledge and Understanding Paper B**

### **Mark scheme**

v3.2: Specimen assessment materials  
September 2021  
603/5829/4

Internal reference: EAC-0001-03

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 any 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.

**Section A: Child Development**

**Total for this section: 27 marks  
[24 marks, plus 3 marks for QWC]**

<b>1</b>	Which <b>one</b> of the following gross motor skills would a child be expected to have developed by the age of 2 years?	<b>[1 mark]</b>
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**AO1 = 1 mark**

Answer **B** (jump with feet together)

<b>2</b>	Give <b>two</b> indicators that may suggest a young person has difficulty with receptive language <b>and</b> give <b>one</b> strategy used to develop a young person's receptive language.	<b>[3 marks]</b>
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**AO1 = 2 marks**

**AO2 = 1 marks**

Award **one** mark for each indicator, up to **two** marks:

- inability to concentrate outside the expected norms (1)
- inability to follow instructions suitable to their age (1)
- repeating questions rather than giving an answer (1)
- giving irrelevant responses to questions (1).

Award **one** mark for the strategy:

- support spoken language with gestures and visual cues (1)
- ensure the child is giving full eye contact before instructions are given (1)
- use positively stated language (1)
- provide instructions sequentially as they are expected to happen (1)
- minimise information to process by using concise language (1).

**Accept other appropriate responses.**

<b>3</b>	Explain <b>two</b> ways an adult can promote language development in children aged one year. <b>[4 marks]</b>
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**AO1 = 2 marks**

**AO2 = 2 marks**

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

- say simple sounds like 'ma' and 'da' (AO1 1) and encourage children to make the sounds back (AO2 1)
- share colourful picture books (AO1 1) and make the sounds that the animals in the book make (AO2 1)
- add on to what children say (AO1 1) for example if a child says "dog" say "yes, a small, brown dog is there" (AO2 1)
- talk to the children when carrying out activities such as helping them dress (AO1 1) so that they can become better familiarised with words and concepts (AO2 1)
- providing a language rich environment with words next to pictures (AO1 1) so the children have the visual cues of pictures against the word representation (AO2 1).

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

**Accept other appropriate responses.**

<b>4</b>	A child aged 5 years starts school with poor speech and communication skills.  Analyse how practitioners could support the child's acquisition of language.  <b>[4 marks]</b>
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**AO3 = 4 marks**

Award up to **four** marks for the coherent analysis of approaches:

- a language rich environment, for example, displays and signs, would help the child to consolidate understanding of familiar words (1) and learn new words as he/she is constantly exposed to text (1). The environment should not be too 'busy' (1), as this would act as a distraction from the meaningful word reinforcement available for the child (1)
- provide children with opportunities to share books in small groups, individually and using props to act out stories (1) to help them increase vocabulary and prompt discussion about the story (1) when children can share their ideas and talk about past experiences (1) this would allow them the opportunity to use a range of tenses and practice conversation and pronunciation (1)
- provide the child with a range of opportunities for listening to peers and adults (1) so that these skills can be practiced and reinforced (1) the child must be given the opportunity to express themselves at their own pace (1) to ensure they do not feel added pressure or discomfort which may impact on their willingness to use these skills (1).
- Provide a range of opportunities for the child to communicate with adults in a safe environment (1) which is quiet, calm and provides support for the child to attempt different words (1) this allows the child to practice conversation and communication (1) and make mistakes in a supportive and constructive environment (1).

**5** Ayesha is struggling to settle in to her nursery class. She often cries when she arrives in the morning and always asks to be the first to leave at the end of the day.

Evaluate how attachment theories could be applied to practice to support Ayesha to settle into nursery.

You **must** evaluate **two theories** in your response.

Your response should demonstrate:

- how the attachment theories can be applied to practice to support Ayesha settle into nursery
- a reasoned judgment about how to best support Ayesha with reference to theory.

**[12 marks, plus 3 marks for QWC]**

**AO1 = 4 marks**  
**AO2 = 4 marks**  
**AO3 = 4 marks**

Band	Mark	Descriptor
Band 4	10–12	<p>Discussion is <b>comprehensive, effective</b> and <b>relevant</b>, showing <b>logical</b> and <b>coherent</b> chains of reasoning throughout. <b>Accurate</b> judgements, <b>rational</b> and <b>balanced</b> conclusions or addressed needs are evident.</p> <p>Knowledge and understanding of theories of attachment to Ayesha's situation is <b>clear</b> and <b>fully accurate</b>, with <b>sustained</b> focus.</p> <p>The answer demonstrates <b>comprehensive</b> breadth and/or depth of understanding.</p>
Band 3	7–9	<p>Discussion is <b>generally effective</b> and <b>mostly relevant</b>, showing <b>mostly logical</b> and <b>coherent</b> chains of reasoning. <b>Mostly accurate</b> judgements, <b>mostly rational</b> and <b>balanced</b> conclusions or addressed needs are evident.</p> <p>Knowledge and understanding of theories of attachment to Ayesha's situation is <b>mostly clear</b> and <b>generally accurate</b>, although on occasion <b>may lose</b> focus.</p> <p>The answer demonstrates <b>reasonable</b> breadth and/or depth of understanding, with <b>occasional</b> inaccuracies and/or omissions.</p>
Band 2	4–6	<p>Discussion is <b>somewhat effective</b> and of <b>some relevance</b>, with reasoning taking the form of <b>generic statements</b> with some development. Judgements have <b>some merit (simplistic and brief)</b>, conclusions or addressed needs will have some but limited <b>rationality</b> and <b>balance</b>.</p> <p>Knowledge and understanding of theories of attachment to Ayesha's situation shows some but <b>limited accuracy</b>, focus and relevance.</p> <p>The answer is <b>basic</b> and shows <b>limited</b> breadth and/or depth of understanding, <b>with</b> inaccuracies and omissions.</p>
Band 1	1–3	Evaluation is limited in effectiveness and relevance. Judgements are

		<p>tenuous and mostly unsupported, and conclusions or addressed needs, if present, have <b>little relevance</b> to the question and lack balance.</p> <p>Knowledge and understanding of attachment to Ayesha's situation has <b>minimal</b> focus and relevance to the context.</p> <p>The answer is <b>fragmented</b>, with <b>isolated</b> points, showing <b>superficial</b> breath and/or depth of understanding, with <b>significant</b> inaccuracies and omissions.</p>
	0	No relevant material

**NB** Students can only be awarded a maximum of 6 marks if they only evaluate one theory.

**Attachment theories may include:**

Bowlby – Maternal deprivation  
 Ainsworth – Strange situation  
 Shaffer and Emerson – Stages of attachment  
 Harlow – Contact comfort theory

**Attachment theory may include:**

- one primary attachment to mother figure (monotropy)
- sensitive period (6–24 months) and critical period (birth–2 ½ years) for attachment to be formed, after which a child will not attach
- categorised attachments as – secure, distressed and anxious-ambivalent
- four development stages of attachment (asocial, indiscriminate, specific, multiple)
- Bowlby's theory could dissuade Ayesha's mother from using a nursery/going to work. The guilt and stress that Ayesha's mother may feel may impact on Ayesha's ability to settle in nursery
- Bowlby over simplified attachment, for example, Rutter argued deprivation is the loss or damage to an attachment, privation is where attachment fails to develop
- unlike Bowlby, Rutter said the impact of a lack of attachment can be overcome with good quality care
- much of attachment theory research is culturally biased and focuses only on the mother as the main caregiver. Ayesha may only show distress at being left by her mother and not by her father or other family members
- Shaffer and Emerson suggested that children could have multiple attachments such as other family members, so it is feasible that Ayesha could form attachments with the nursery staff/her key worker
- as Bowlby's theory states attachment is innate it can be applied to all cultures. There is research using the strange situation that suggests culture does impact on attachment. Ayesha's culture may therefore be impacting on her ability to settle in to nursery.

**Reasoned judgements may include:**

- key person system builds a secure attachment with the child (reduces privation – Rutter). Ayesha is assigned to one adult; they provide care, track progress and work with the primary

caregivers. Ayesha however may develop a stronger attachment with another practitioner who is not her keyworker

- parent involvement – partnership between the key person and Ayesha’s parents to devise the settling in plan. The key person learns facts about Ayesha (eg her routine, likes-dislikes). The key person greets Ayesha at the start of a session, they are there as support as she says goodbye and are present at collection, where they can talk about Ayesha’s day – providing a link between the setting and home. Evaluation may include limitations and barriers to working in partnership
- good quality care requires the nursery to provide an enabling environment where Ayesha can express feelings, develop self-control and form friendships through activities. Good quality care can be subjective. Ayesha may not be experiencing good quality care and this is the reason she is finding it difficult to settle in
- staff awareness of attachment theory to enable effective support whilst being mindful of not over analysing Ayesha’s difficulty to settle. The nursery may assume Ayesha is experiencing a lack of attachment or an insecure attachment
- settling in policies to be reflective of the need for long settling periods for children to build attachment with their key person vs the disruption to other children in the nursery of a long settling period for Ayesha.

**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.



**Section B: Observation and assessment and reflective practice**

**Total for this section: 24 marks**

<b>6</b>	Which <b>one</b> of the following is a stage in Kolb's Experiential Learning Cycle?	<b>[1 mark]</b>
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**AO1 = 1 mark**

Answer **B** (Concrete experience)

<b>7</b>	Define 'summative assessment' <b>and</b> give <b>one</b> example of a summative assessment.	<b>[3 marks]</b>
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**AO1 = 3 marks**

Award up to **two** marks for:

- A summative assessment is the assessment of an individuals' learning, skills or academic achievement (1) at the end of a unit/course/academic year (1).

Award **one** mark for:

- EYFSP/Early Years Foundation Stage Profile (1)
- National Curriculum Tests (1)
- GCSE/General Certificate of Secondary Education (1)
- A Level/Advanced Level (1)
- End of term/unit testing (1).

**Accept other appropriate responses.**

<b>8</b>	Describe how early years practitioners use observation as part of the assessment process.	<b>[4 marks]</b>
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**AO2 = 4 marks**

Award up to **four** marks for a description:

- early years practitioners observe children in a range of contexts carrying out different activities (1) the practitioner accurately records what the child does or says (1) in order to assess the child's level of skills and development against developmental norms (1) and identify the individual needs of the child or any atypical development (1).

**Accept other appropriate response.**

<b>9</b>	Explain <b>two</b> reasons why early years practitioners record a child's developmental progress. <b>[4 marks]</b>
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**AO1 = 2 marks**  
**AO2 = 2 marks**

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

- to comply with the current framework – 2-year assessment (1) this allows for early intervention for a child not meeting expected milestones (1)
- to comply with current framework – 'end of profile' assessment (1) this informs the receiving teacher/setting as to a child's current developmental profile (1)
- assessment tracking may show a decline/plateau over time (1) this may alert an early years practitioner to potential issues of health/wellbeing related to the child (1)
- to track a child's holistic development (1) to ensure planning and provision are appropriate in challenge (1).

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

**Accept other appropriate responses.**

<b>10 (a)</b>	Explain <b>one</b> way that Mohamed's training could inform his role when working with learners with Special Educational Needs and Disability (SEND). <b>[2 marks]</b>
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**AO2 = 2 marks**

Award up to **two** marks for a valid explanation:

- Mohamed will be able to develop effective approaches to identification, assessment and intervention in his school (1) so that appropriate waves of intervention are put in place for learners through individualised education planning (1)
- Mohamed will be able to effectively promote diversity of SEN through responding to a range of learner needs including cognition and learning, communication and interaction, sensory and physical needs (1). This means that there will be more transparency about the range of challenges an individual can experience (1)
- Mohamed will be able to apply evidence-based practice learned on the course and utilise the schools' resources effectively (1) so that inclusive practice is ensured for all learners with SEND in the setting (1)
- Mohamed will demonstrate the personal and professional qualities to shape an ethos and culture based on person-centred, inclusive practice (1) so that the needs and interests of learners with SEN are at the heart of decisions made in the school (1).

**Accept other appropriate responses.**

<b>10 (b)</b>	Identify <b>two other</b> ways Mohamed could enhance his CPD <b>and</b> explain how each way may support his future practice as a Teacher. <b>[4 marks]</b>
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**AO1 = 2 marks**

**AO2 = 2 marks**

**AO1**

Award up to a maximum of **two** marks for the ways:

- observing other practitioners (1)
- reading and research (1)
- peer review (1)
- working in other settings (1)
- professional discussion with colleagues (1)
- supervising other junior staff or students (1)
- observed and feedback by manager (1).

**AO2**

Award up to a maximum of **two** marks for:

- acquires new subject knowledge to use and apply in his teaching practice (1)
- develops classroom behaviour management skills from more experienced practitioners (1)
- updates current subject knowledge and ensure practice is up to date (1)
- can target future learning to improve weaknesses in practice (1)
- develops different approaches and methods to apply to own teaching practice (1).

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

**Accept other appropriate responses.**

**10 (c)** Analyse how applying Gibbs' reflective cycle would contribute to Mohamed's decision to enrol onto the NASENC course.

**[6 marks]**

**AO3 = 6 mark**

Award **one** mark for each application of Gibbs reflective cycle in contributing to Mohamed's decision to enrol onto the NASENC course, up to **six** marks.

- Description – Mohamed would reflect on the specific needs of the learners he works with in his teaching role. Mohamed would recognise the strengths and weaknesses of his current practice in meeting these learners' needs in an effective and meaningful way.
- Feelings – Mohamed would become aware that there are gaps in his knowledge, understanding and skills to meet the needs of learners with additional needs and he would feel responsible for developing his role in order to meet the needs of all learners that he teaches.
- Evaluation – Mohamed would consider the options available to him to best fulfil his intentions, given the practical and educational needs of the learners in his classes.
- Analysis – Mohamed would take into account any relevant factors that may impact on his professional progression, including time constraints, financial implications and distance he would need to travel to undertake a course.
- Conclusion –. Mohamed would be in a position to make a decision about the best approach to meet his professional development needs within a suitable timeframe.
- Action plan – Mohamed would devise a step by step plan to realise his CPD goal, considering the requirements of his current role and the obligation he has to the learners he teaches and the wider teaching team.

**Accept other appropriate responses.**

**Section C: Equality and diversity**

**Total for this section: 24 marks**

<b>11</b>	Which <b>one</b> of the following is the legislation that safeguards individuals through protected characteristics?	<b>[1 mark]</b>
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**AO1 = 1 mark**

Answer **C** (Equality Act 2010)

<b>12</b>	Identify <b>two</b> areas of need under the Special Educational Needs and Disability Code of practice: 0-25 years	<b>[2 marks]</b>
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**AO1 = 2 marks**

Award up to a maximum of **two** marks for:

- communication and interaction (1)
- cognition and learning (1)
- social, emotional and mental health (1)
- sensory and/or physical (1).

**Accept other appropriate responses.**

<b>13 (a)</b>	Define the 'right to be heard' principle.	<b>[1 mark]</b>
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**AO1 = 1 mark**

Award **one** mark for:

Children and young people have the right to express their opinions, feelings and wishes in circumstances which affect their lives and be taken seriously (1).

**NB** Do not award credit for responses that merely express the notion that whatever the child or young person says, goes.

**Accept other appropriate responses.**

<b>13 (b)</b> Explain how the 'right to be heard' principle promotes the rights of children and young people. <b>[4 marks]</b>
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**AO2 = 4 marks**

Award up to **four** marks for a valid explanation:

- gives children and young people the platform to express their views, opinions and wishes (1) and gives adults the responsibility to listen to children and young people's views, opinions and wishes (1) and include these in the decisions made about the child or young person (1) in accordance with their safety, age and level of maturity (1).

**Accept other appropriate responses.**

<b>14 (a)</b> Explain <b>one</b> reason why mental health issues may be a barrier to a young person's participation in education. <b>[2 marks]</b>
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**AO1 = 2 marks**

Award up to **two** marks for:

- mental health issues can affect a young person's attendance (1) so learning opportunities are missed, which can be compounded over time (1)
- unusual behaviour patterns may cause social isolation in school/college (1) causing a lack of participation in group work activities (1)
- medication for a young person's mental health (1) may result in tiredness or inability to concentrate in lessons (1)
- social phobias about contributing in class (1) can lead to a lack of understanding not being challenged by a Teacher (1).

**Accept other appropriate responses.**

**14 (b)** Identify **one** strategy that would support a young person with mental health issues to participate in school education **and explain** how the strategy would do this effectively. **[2 marks]**

**AO1 = 1 mark**  
**AO2 = 1 mark**

Award **one** mark for the identification and **one** mark for the explanation:

- flexible/reduced curriculum could be introduced (AO1 1) so that young people are able to successfully manage the demands of their studies (AO2 1)
- the Teacher could use co-operative learning strategies in lessons (AO1 1) so cohesion in group relationships are supported and allowed to develop over time (AO2 1)
  - a 'time-out' card system could be used (AO1 1) so that young people are empowered to take control of their time during the day, knowing they can take a break if they need to (reducing anxiety) (AO2 1)
  - a thoughts journal could be used in class (AO1 1) so that questions and thoughts about the topic being studied can be recorded and reviewed later (AO2 1).

**Accept other appropriate responses.**

**15 (a)** Identify the type of discrimination experienced by Oscar. Explain your answer. **[2 marks]**

**AO2 = 2 marks**

Award **one** mark for:

Direct discrimination (1).

Award **one** mark for:

This is when you are treated differently and less favourably than someone else based on reasons of difference. Oscar is being treated differently because of his ADHD by parents asking for him not to be allowed to attend the school trip (1).

**NB** The explanation must be linked to the effect that this type of discrimination has on Oscar to be awarded a mark. Do not credit responses that merely describe direct discrimination.

**Accept other appropriate responses.**

**15 (b)** Explain **two** effects of negative labelling on Oscar **and** analyse the impact of each.

**[4 marks]**

**AO2 = 2 marks**

**AO3 = 2 marks**

Award up to a maximum of **two** marks for each effect and **two** marks for each potential impact:

- There is the risk of self-fulfilling prophecy as the labelling of Oscar as a child who behaves inappropriately may result in him internalising the low expectations put upon him (AO2 1). Therefore, everything that Oscar does is interpreted in the light of the label that he has been given (AO3 1).
- Oscar may accept the label he has been given and behave in angry/aggressive ways (AO2 1). This reinforces the validity of the label for those that applied the label (AO3 1).
- Oscar's Teachers may come to accept less from Oscar and not challenge inappropriate behaviour and/or low achievement (AO2 1). This negatively impacts on Oscar's opportunities for development as he is not 'pushed' in the same way as other learners. (AO3 1).
- Oscar may feel depressed and rejected by his peer group as he 'knows' he is different (AO2 1). This could cause Oscar to withdraw from school and not want to participate (AO3 1).
- Oscar may feel isolated as the other children (and their parents) may not want to be around him in case they are labelled in the same way (AO2 1). Oscar will become socially isolated and Oscar's inappropriate behaviour could then escalate as he wants to gain any kind of attention (AO3 1).

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

**Accept other appropriate responses.**

**15 (c)** Evaluate how Oscar's family background may be a barrier to his participation in education.

**[6 marks]**

**AO3 = 6 marks**

Award **one** mark for each aspect of Oscar's family background that may be a barrier to his participation in education up to **six** marks:

- Being long-term unemployed will mean that the family are likely to be financially unstable. This means that Oscar will not have access to extra-curricular activities or equipment and resources that would be required to support his learning.
- Oscar's parents had negative experiences at school and so may not feel at all comfortable interacting closely with teaching staff or see the value of the support available to Oscar, instead choosing to disengage from the support process.
- Oscar's parents are not attending the meetings that are arranged to support him and so Oscar himself may come to devalue these events. This results in his own disengagement from school and the support available to him.
- Oscar's parents may struggle to attend meetings due to requirements to attend interviews with the Department for Work and Pensions during the day. Missing these would mean that benefits payments cease; financial considerations may be a priority for Oscar's parents as the experience of struggling financially can lead to marital and mental health issues.
- The lack of participation in school shown by Oscar's parents may also impact on-going



parent evenings or school plays; events which are important in helping learners establish a sense of belonging and worth in school.

- Oscar's parents may pass on their own negative attitudes to learning and school through the way they talk about Teachers and learning at home. They may not challenge negative comments about school from Oscar, and choose to reaffirm them instead.
- The lack of qualifications gained by Oscar's parents may lead to Oscar not acknowledging the benefits of education, this would impact on his own desire to participate in education in a way which meets his own developmental needs.
- Oscar's parents' lack of learning results in them not being able to help Oscar with homework and independent learning tasks. This would likely impact on Oscar's own frustration with the tasks and create a negative cycle as he would then be in trouble at school with teaching staff as homework requirements had not been met.
- The early education curriculum places importance on the value of effective partnership working to enhance learners access to the curriculum, as Oscar's parents often miss scheduled appointments, required partnership working cannot be effectively developed.
- Oscar may lack motivation as he perceives his parents to be home all day and may want to do the same. Role models are highly significant in children's lives, particularly primary carers, so Oscar is likely to adopt some of these behaviours as social norms.

**Accept other appropriate responses.**

**Section D: Special educational needs and disability  
and English as an additional language**

**Total for this section: 27 marks  
[24 marks, plus 3 marks for QWC]**

<b>16</b>	Which <b>one</b> of the following is a type of classroom adapted to support individuals with SEND?	<b>[1 mark]</b>
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**AO1 = 1 mark**

Answer **C** (Integrated)

<b>17</b>	What is meant by 'primary disability'?	<b>[1 mark]</b>
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**AO1 = 1 mark**

Award **one** mark for:

Primary disability is the disability that causes the greatest challenge to the individual (1).

**Accept other appropriate responses.**

<b>18</b>	An early years practitioner is planning a trip for 18 pre-school children. The trip will be for the full day.  Use the information in Table 1 to:  (a) calculate the overall cost of the trip to include VAT (b) calculate the cost per child, rounded up to the nearest pound.	<b>[2 marks]</b>
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**AO2 = 2 marks**

$$18 \times £8.00 = £144.00$$

$$\text{VAT cost: } £144 \times 0.2 \text{ (20\%)} = £28.80$$

$$144 + 28.80 = £172.80$$

$$\text{Total cost of trip: } £172.80 + 40 = £212.80 \text{ (1)}$$

$$212.80 \text{ divided by } 18 = 11.82. \text{ Rounded up to the nearest pound} = £12.00 \text{ (1).}$$

**GMC2**

*Estimating, calculating and error checking, particularly, apply routine skills with confidence and fluency to solve technical problems.*

<b>19</b>	Explain <b>two</b> reasons why it is important to provide bilingual resources to support a young person with English as an additional language.	<b>[4 marks]</b>
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**AO2 = 4 marks**

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

- appropriate resources empower a young person with English as an additional language to access the formal curriculum (1). This type of empowerment will support the young person's confidence in other areas of learning and development (1).
- appropriate resources enable a learner with English as an additional language to understand class materials and ask subject-specific questions about any areas for improvement (1). This will go on to support the child's progression through the curriculum and help in achieving the best outcomes (1).
- having appropriate resources can help to overcome language as a barrier to communication (1). This enables a young person to develop friendships with others, supporting their social development and emotional health (1).
- the provision of appropriate resources has a wider impact as other young people observe how appropriate it is to differentiate in this way, promoting wider tolerance and inclusivity (1). This could result in fewer incidences of bullying and segregation of other cultures and more understanding and acceptance of all individuals (1).

**Accept other appropriate responses.**

<b>20</b>	Evaluate the use of mobile technologies within the classroom to support a child with a language disorder.	<b>[4 marks]</b>
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**AO3 = 4 marks**

Award up to **four** marks for a coherent evaluation:

- mobile devices have specific apps that can easily be downloaded and used to effectively support a child with a language disorder (1) these devices are socially valued which minimises any stigma attached to traditional speech-generating devices (1). However, there may be the temptation for children to become distracted by the entertainment aspect of mobile devices (1) which would result in ineffective use of the equipment and poor results linked to the development of the child's language disorder (1).

**Accept other appropriate responses.**

**21** Discuss how the social model of disability aims to remove barriers for people with disabilities.

Your response should demonstrate:

- knowledge and understanding of the social model of disability
- how this model informs practice to remove barriers for people with disabilities
- a reasoned judgement for implementing this practice.

**[12 marks, plus 3 marks for QWC]**

**AO1 = 4 marks**

**AO2 = 4 marks**

**AO2 = 4 marks**

Band	Mark	Descriptor
Band 4	10–12	<p>Discussion is <b>comprehensive, effective</b> and <b>relevant</b>, showing <b>logical</b> and <b>coherent</b> chains of reasoning throughout. <b>Accurate</b> judgements, <b>rational</b> and <b>balanced</b> conclusions or addressed needs are evident.</p> <p>Knowledge and understanding of how the social model of disability aims to remove barriers for people with disabilities is <b>clear</b> and <b>fully accurate</b>, with <b>sustained</b> focus.</p> <p>The answer demonstrates <b>comprehensive</b> breadth and/or depth of understanding.</p>
Band 3	7–9	<p>Discussion is <b>generally effective</b> and <b>mostly relevant</b>, showing <b>mostly logical</b> and <b>coherent</b> chains of reasoning. <b>Mostly accurate</b> judgements, <b>mostly rational</b> and <b>balanced</b> conclusions or addressed needs are evident.</p> <p>Knowledge and understanding of how the social model of disability aims to remove barriers for people with disabilities is <b>mostly clear</b> and <b>generally accurate</b>, although on occasion <b>may lose</b> focus.</p> <p>The answer demonstrates <b>reasonable</b> breadth and/or depth of understanding, with <b>occasional</b> inaccuracies and/or omissions.</p>
Band 2	4–6	<p>Discussion is <b>somewhat effective</b> and of some <b>relevance</b>, with reasoning taking the form of <b>generic statements</b> with some development. Judgements have <b>some merit (simplistic and brief)</b>, conclusions or addressed needs will have <b>some</b> but <b>limited rationality</b> and <b>balance</b>.</p> <p>Knowledge and understanding of how the social model of disability aims to remove barriers for people with disabilities shows some but <b>limited accuracy</b>, focus and relevance.</p> <p>The answer is <b>basic</b> and shows <b>limited</b> breadth and/or depth of understanding, <b>with</b> inaccuracies and omissions.</p>
Band	Mark	Descriptor
Band 1	1–3	<p>Discussion is limited in effectiveness and relevance. Judgements are tenuous and mostly unsupported, and conclusions or addressed needs, if present, have <b>little relevance</b> to the question and lack balance.</p> <p>Knowledge and understanding of how the social model of disability aims to remove barriers for people with disabilities has <b>minimal</b> focus and</p>

		relevance.
		The answer is <b>fragmented</b> , with <b>isolated</b> points, showing <b>superficial</b> breadth and/or depth of understanding, with <b>significant</b> inaccuracies and omissions.
	0	No relevant material

## Indicative content

### The social model of disability:

- the social model defines disability as not caused by an individual's 'impairment' but by the way society is organised
- the values and presumptions that society holds therefore becomes the barrier that individuals face rather than the impairment itself
- due to the way that the social model defines disability, it follows that this model defines that the interventions that can be taken to reduce or remove barriers, must take place at a social level
- due to the way that the social model defines disability, the members in society are responsible for challenging their own prejudices and attitudes towards disability; questioning where these have originated from and how they impact on others
- while physical, sensory, intellectual or psychological variations may cause individual functional limitation or impairments, these do not have to lead to disability unless society fails to take account of and include people regardless of their individual differences
- it is in opposition to the dominant medical model of disability which medicalises disability and, in turn, means it is something for the individual with the disability to 'deal with'. It is their responsibility.

### Informing practice:

- this model is a civil rights approach to disability where the rights of the person guides the support provided
- requires promotion of person-centred care and listening to the voices of individuals with disabilities to gain their unique insight and world view
- the social model identifies systematic barriers, negative attitudes and exclusion by society
- these are all factors we can, as a society, be proactive about addressing, leading to the removal of barriers for individuals with disabilities
- the model is more widely accepted by organisations which support children or young people with a disability, through inclusive practice and planning to meet an individual's specific needs
- focus of disability is society's failings to meet the specific needs of people. For example, by installing physical adaptations to the environment to ensure individuals have access to fully participate in the way that able-bodied persons can.

### Reasoned judgements may include:

- when barriers are removed the individual with the impairment can have autonomy and equality with other members of society
- other members of society do not 'see' the impairment
- developed by individuals with a disability who were frustrated with the lack of relevance of the medical model to their own lives.
- the approach gives individuals with a disability a voice, which in itself is a barrier which has

been overcome

- the social model of disability looks beyond dated procedures and acknowledges the potential that people with disabilities can fulfil
- the model is supported by legislation (Equality Act 2010) protecting individuals with disabilities under the 'protected characteristics' status
- in viewing disability as normal rather than abnormal there is no unnecessary exclusion from full participation in society. It broadens conversations about inclusivity and the different forms that 'disability' can take.

**Accept any 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.

### Assessment Objective Grid

Question	AO1	AO2	AO3	QWC	Total
1	1*				1
2	2	1			3
3	2	2			4
4			4		4
5	4	4	4	3	15
6	1*				1
7	3*				3
8		4			4
9	2	2			4
10(a)		2			2
10(b)	2	2			4
10(c)			6		6
11	1*				1
12	2				2
13(a)	1*				1
13(b)		4			4
14(a)	2				2
14(b)	1	1			2
15(a)		2			2
15(b)		2	2		4
15(c)			6		6
16	1*				1
17	1*				1
18		2**			2
19		4			4
20			4		4
21	4	4	4	3	15
<b>Total</b>	<b>30</b>	<b>36</b>	<b>30</b>	<b>6</b>	<b>102</b>

\*Kil

\*\*Maths

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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021