

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

## Core Knowledge and Understanding

Paper B Elements 7–12

Paper number: PXXXXX

Specimen 2020

Morning/Afternoon

Time allowed: 2 hours

### Student instructions

- Use black or blue ink.
- Fill in the boxes at the bottom of this page.
- Answer **all** questions.
- Read each question carefully.
- You **must** write your responses in the spaces provided. There may be more space than you need.
- You may do rough work in this answer book. Cross through any work you do not wish to be marked.

### Student information

- The marks available for each question are shown in brackets. This is to help you decide how long to spend on each question.
- The maximum mark for this paper is 102.
- In questions **5** and **21**, you will be assessed on the quality of your written communication (QWC). Specifically, your ability to:
  - use good English
  - express and organise ideas clearly and logically
  - use appropriate technical terms.
- You may use a calculator.

Please complete the details below clearly and in BLOCK CAPITALS.

Student name \_\_\_\_\_

Provider name \_\_\_\_\_

Student number  Provider number

**Do not turn over until the invigilator tells you to do so.**

To be completed by the examiner			
Question	Mark	Question	Mark
1		13(a)	
2		13(b)	
3		14(a)	
4		14(b)	
5		15(a)	
6		15(b)	
7		15(c)	
8		16	
9		17	
10(a)		18	
10(b)		19	
10(c)		20	
11		21	
12			
			TOTAL MARK

For the multiple choice questions, write A, B, C or D in the answer space. Do **not** circle A, B C, or D in the question.

For example:

Answer   **C**  

If you change your mind about an answer, you must put a cross through your original answer and then write your new answer next to it.

For example:

Answer   ~~B~~ **B**  

**Section A: this section covers Element 7 Child Development**

This section is worth 24 marks, plus 3 marks for QWC.

Answer **all** questions in the spaces provided.

**1** Which **one** of the following gross motor skills would a child be expected to have developed by the age of 2 years?

**[1 mark]**

- A** Walk backwards
- B** Jump with feet together
- C** Skip on alternate feet
- D** Balance on one foot

Answer \_\_\_\_\_

**2** Give **two** indicators that may suggest a young person has difficulty with receptive language **and** give **one** strategy used to develop a young person's receptive language.

**[3 marks]**

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**3** Explain **two** ways an adult can promote language development in children aged one year.

**[4 marks]**

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**4** A child aged 5 years starts school with poor speech and communication skills.  
Analyse how practitioners could support the child's acquisition of language.

**[4 marks]**

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**Section B: this section covers Element 8 Observation and assessment, and Element 9 Reflective practice**

This section is worth 24 marks.

Answer **all** questions in the spaces provided.

**6** Which **one** of the following is a stage in Kolb's Experiential Learning Cycle? **[1 mark]**

- A** Active conceptualisation
- B** Concrete experience
- C** Reflective experimentation
- D** Significant outcomes

Answer \_\_\_\_\_

**7** Define 'summative assessment' **and** give **one** example of a summative assessment. **[3 marks]**

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**8** Describe how early years practitioners use observation as part of the assessment process.

**[4 marks]**

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**9** Explain **two** reasons why early years practitioners record a child's developmental progress.

**[4 marks]**

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Mohamed has been a Teacher for six years. He has recently acquired learners in his classes who require support for specific additional needs. Mohamed has decided to develop his knowledge, understanding and skills to work effectively with this group of learners, by studying for a National Award in Special Educational Needs Co-ordination (NASENC).

On successful completion of the course Mohamed will be able to add this to his CV and CPD profile.

10 (a)

Explain **one** way that Mohamed's training could inform his role when working with learners with Special Educational Needs and Disability (SEND).

[2 marks]

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10 (b)

Identify **two other** ways Mohamed could enhance his CPD **and** explain how each way may support his future practice as a Teacher.

[4 marks]

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**Section C: this section covers Element 10 Equality and diversity**

This section is worth 24 marks.

Answer **all** questions in the spaces provided.

**11** Which **one** of the following is the legislation that safeguards individuals through protected characteristics?

**[1 mark]**

- A** Care Standards Act 2000
- B** Disability Discrimination Act 1995
- C** Equality Act 2010
- D** Human Rights Act 1998

Answer \_\_\_\_\_

**12** Identify **two** areas of need under the Special Educational Needs and Disability Code of practice: 0-25 years.

**[2 marks]**

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**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]**

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**15** Oscar is 11 years old and has Attention Deficit Hyperactivity Disorder (ADHD). The secondary school that Oscar attends has organised an end of term trip. Several parents of other children who have known Oscar since primary school have suggested to Oscar's Teacher that he shouldn't attend the trip as his behaviour has not been appropriate in the past.

Oscar's Teacher tries to work closely with his parents to ensure that his specific needs can be supported in school. Oscar's Teacher arranges regular meetings with them, but they often miss appointments despite being at home during the day. Oscar's parents are unable to support him with his homework as they both had negative experiences at school and left with few qualifications. Both parents are experiencing long-term unemployment.

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

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**Section D: this section covers Element 11 Special educational needs and disability, and Element 12 English as an additional language**

This section is worth 24 marks, plus 3 marks for QWC.

Answer **all** questions in the spaces provided.

**16** Which **one** of the following is a type of classroom adapted to support individuals with SEND?

**[1 mark]**

**A** Augmented

**B** Dynamic

**C** Integrated

**D** Sensory

Answer \_\_\_\_\_

**17** What is meant by 'primary disability'?

**[1 mark]**

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18

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 full day trip, including VAT
- (b) calculate the cost per child, rounded up to the nearest pound.

**Table 1**

<b>Parkside outdoor learning centre</b>		
<b>Price list 2020-2021</b>		
Infants 1-2 years	£3.50 ½ day	£6.00 full day
Pre-School 3-5 years	£4.50 ½ day	£8.00 full day
Key stage 1	£5.00 ½ day	£9.00 full day
Key stage 2	£5 ½ day	£9.00 full day
<b>All prices are subject to 20% VAT.</b>		

  

<b>Coach hire</b>
£40.00 full day

[2 marks]

(a)

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(b)

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**19**

Explain **two** reasons why it is important to provide bilingual resources to support a young person with English as an additional language.

**[4 marks]**

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20

Evaluate the use of mobile technologies within the classroom to support a child with a language disorder.

**[4 marks]**

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# Document information

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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