

HODDER
Education

MY REVISION NOTES

T-LEVELS

EDUCATION AND EARLY YEARS

T-LEVELS

THE NEXT LEVEL QUALIFICATION

EDUCATION AND EARLY YEARS

- + Plan and organise your revision
- + Reinforce skills and understanding
- + Practise exam-style questions



Louise Burnham
Penny Tassoni

SUPPORTED BY
Boost

HODDER
Education

My Revision Planner

Element 1 Wider context

- | | REVISED | TESTED | EXAM READY |
|--|--------------------------|--------------------------|--------------------------|
| 14 1.1 The differences between a range of childcare and education provision from 0 to 19 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 1.2 The different responsibilities of each of the identified roles, the entry requirements and possible career progression routes in the sector | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Element 2 Supporting education

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 22 2.1 The origin and purpose of the EYFS and the National Curriculum from Key Stage 1 to Key Stage 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 2.2 How teachers/practitioners can effectively support children and young people in their education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28 2.3 Current theoretical and pedagogical approaches applied in education and the evidence that underpins them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37 2.4 How metacognition supports children and young people to manage their own learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38 2.5 How practitioners provide effective feedback and why it is important in supporting educational development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39 2.6 Why up-to-date and appropriate technology is important to effectively support educational development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40 2.7 How personal, educational and environmental factors may affect engagement and development in reading, literacy and mathematics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Element 3 Safeguarding, health and safety and wellbeing

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 44 3.1 The requirements and purpose of legislation in relation to educational settings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45 3.2 How statutory guidance informs policies and procedures in educational settings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47 3.3 The importance of children's and young people's emotional health and its impact on overall wellbeing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47 3.4 The difference between a child or young person 'at risk' and 'in need' | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49 3.5 Factors that may indicate that a child or young person is in danger or at risk of abuse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50 3.6 The legal definition of a position of trust, as defined by the Sexual Offences (Amendment) Act 2000, and how power and influence can be used and abused | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | REVISED | TESTED | EXAM READY |
|----|-----|--|---------|--------|------------|
| 51 | 3.7 | Grooming: an individual developing a relationship, trust and emotional connection with a child or young person so that they can manipulate, exploit and abuse them | ● | ● | ● |
| 52 | 3.8 | The range of indicators that an adult in a setting may have inappropriate relationships with children and young people | ● | ● | ● |
| 53 | 3.9 | How abuse, neglect, bullying, persecution and violence may impact on development and behaviour | ● | ● | ● |

Element 4 Behaviour

- | | | | | | |
|----|------|--|---|---|---|
| 55 | 4.1 | How the stages of social, emotional and physical development may inform behaviour, and how practitioners can use this information to meet needs | ● | ● | ● |
| 57 | 4.2 | How a range of individual, environmental and educational factors can positively or negatively influence behaviour | ● | ● | ● |
| 59 | 4.3 | The link between self-esteem, identity and inappropriate behaviour, and the effects of over-confidence as well as low self-esteem | ● | ● | ● |
| 60 | 4.4 | How self-image, self-esteem and the ideal self inform self-concept | ● | ● | ● |
| 61 | 4.5 | Why children and young people must know how to adapt behaviour to different social contexts | ● | ● | ● |
| 62 | 4.6 | Why it is important to set and follow behaviour management policy and processes | ● | ● | ● |
| 63 | 4.7 | How home, family circumstances and care history can affect behaviour | ● | ● | ● |
| 64 | 4.8 | How children/young people may respond to both positive and negative verbal and non-verbal communication from adults | ● | ● | ● |
| 66 | 4.9 | How and why practitioners use positive approaches to motivate behaviour, attainment and achievement | ● | ● | ● |
| 66 | 4.10 | How and why practitioners use a range of strategies for setting clear expectations of behaviour | ● | ● | ● |
| 67 | 4.11 | How and why practitioners use a range of strategies to support children and young people to develop self-regulation and resilience | ● | ● | ● |
| 68 | 4.12 | How and why practitioners use a range of strategies to respond to behaviour | ● | ● | ● |
| 69 | 4.13 | How and why practitioners use a range of strategies to motivate children and young people to test and stretch their skills and abilities, including setting realistic expectations | ● | ● | ● |
| 70 | 4.14 | How practitioners assess risks to their own and others' safety when dealing with challenging behaviour | ● | ● | ● |

Element 5 Parents, families and carers

- 72 5.1 The advantages of working with parents, carers and wider families to support children and young people
- 73 5.2 The characteristics of different family structures
- 76 5.3 Possible barriers to effective partnerships with parents, carers and wider families
- 78 5.4 Where to find a range of reliable resources to support parents and carers and the wider family

Element 6 Working with others

- 79 6.1 How agencies and services support children, parents/ carers and wider families
- 80 6.2 The roles of other professionals in supporting children, parents/carers and families
- 82 6.3 How to work collaboratively with other agencies and professionals
- 84 6.4 Why practitioners establish and maintain professional boundaries and relationships with children/young people, families and other professionals

Element 7 Child development

- 86 7.1 The expected patterns of development in infancy, early childhood, middle childhood and adolescence
- 89 7.2 The key concepts of attachment theory and how early attachments influence adult relationships
- 91 7.3 The differences between receptive and expressive language
- 92 7.4 How practitioners, parents, carers and other professionals can promote language development at different ages
- 95 7.5 How children and young people develop friendships from infancy through to adolescence
- 97 7.6 The difference between expected and unexpected transitions, and how these may affect children in positive or negative ways

Element 8 Observation and assessment

- 100 8.1 The purpose of national assessments and benchmarks
- 101 8.2 The different purposes of formative and summative assessment
- 102 8.3 The purpose of accurately observing, recording and reporting on participation, conceptual understanding and progress
- 104 8.4 Different roles that practitioners play in assessment processes and requirements

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Element 9 Reflective practice

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|---------|---------|--------|------------|
| 108 9.1 | ● | ● | ● |
| 110 9.2 | ● | ● | ● |
| 114 9.3 | ● | ● | ● |
| 115 9.4 | ● | ● | ● |
- Key concepts of specific models of reflection
- Current priorities and debates in education
- The importance of receiving ongoing developmental feedback
- How practitioners can meet their own developmental needs

Element 10 Equality and diversity

- | | | | |
|----------|---|---|---|
| 116 10.1 | ● | ● | ● |
| 118 10.2 | ● | ● | ● |
| 119 10.3 | ● | ● | ● |
| 120 10.4 | ● | ● | ● |
| 122 10.5 | ● | ● | ● |
- The basic principles of laws, regulations and codes of practice in relation to equality, diversity and human rights
- The links between legal requirements and the organisational policies and procedures relating to equality, diversity, discrimination, confidentiality and the rights of children and young people
- Why it is important to promote equality, diversity and inclusion
- The consequences of labelling children and young people
- The impact of a range of barriers to participation

Element 11 Special educational needs and disability

- | | | | |
|-----------|---|---|---|
| 124 11.1 | ● | ● | ● |
| 128 11.2 | ● | ● | ● |
| 130 11.3 | ● | ● | ● |
| 131 11.4 | ● | ● | ● |
| 132 11.5 | ● | ● | ● |
| 133 11.6 | ● | ● | ● |
| 134 11.7 | ● | ● | ● |
| 135 11.8 | ● | ● | ● |
| 135 11.9 | ● | ● | ● |
| 137 11.10 | ● | ● | ● |
| 138 11.11 | ● | ● | ● |
- The statutory duties and responsibilities of practitioners supporting children and young people with SEND and the link between the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years 2015
- How professionals and organisations support children and young people with SEND
- The principles of integration, equity and inclusion, and the differences between them
- Appropriate terminology to use when discussing the needs of children and young people with SEND
- The difference between the medical and social models of disability
- How a primary disability may affect development
- The range of cognitive skills necessary for effective educational development, and how single or multiple disabilities might affect these
- How cognitive difficulties might have an impact on language, communication and educational development
- How a chronic condition may affect emotions, education, behaviour and quality of life
- How adults can remove barriers in order to empower and value children and young people
- When and how speech can be supplemented or replaced by AAC

Element 12 English as an additional language

- 140 12.1 The characteristics of the five stages of acquiring an additional language
- 141 12.2 How a range of factors might affect language acquisition
- 142 12.3 How home language affects education and development
- 143 12.4 The communication, social and emotional needs of children/young people being taught EAL
- 144 12.5 How practitioners can use a range of strategies to support children/young people being taught EAL

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Exam practice answers online at

www.hoddereducation.co.uk/myrevisionnotesdownloads

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READY

Countdown to my exams

From September

- ✚ Attend class in person or via the internet if necessary; listen and enjoy the subject; make notes. Make friends in class and discuss the topics with them. Watch the news.

6–8 weeks to go

- ✚ Start by looking at the specification – make sure you know exactly what material you need to revise and the style of the examination. Use the revision planner on pages 4–8 to familiarise yourself with the topics.
- ✚ Organise your notes, making sure you have covered everything on the specification. The revision planner will help you to group your notes into topics.
- ✚ Work out a realistic revision plan that will allow you time for relaxation. Set aside days and times for all the subjects that you need to study, and stick to your timetable.
- ✚ Set yourself sensible targets. Break your revision down into focused sessions of around 40 minutes, divided by breaks. These Revision Notes organise the basic facts into short, memorable sections to make revising easier.

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2–6 weeks to go

- ✚ Read through the relevant sections of this book and refer to the exam tips, exam summaries, typical mistakes and key terms. Tick off the topics as you feel confident about them. Highlight those topics you find difficult and look at them again in detail.
- ✚ Test your understanding of each topic by working through the 'Now test yourself' questions in the book. Look up the answers online at www.hoddereducation.co.uk/myrevisionnotesdownloads
- ✚ Make a note of any problem areas as you revise, and ask your teacher to go over these in class.
- ✚ Look at past papers. This is one of the best ways to revise and practise your exam skills. Write or prepare planned answers to the exam practice questions provided in this book. Check your answers online at www.hoddereducation.co.uk/myrevisionnotesdownloads
- ✚ Use the revision activities to try out different revision methods. For example, you can make notes using mind maps, spider diagrams or flash cards.
- ✚ Track your progress using the revision planner and give yourself a reward when you have achieved your target.

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One week to go

- ✚ Try to fit in at least one more timed practice of an entire past paper and seek feedback from your teacher, comparing your work closely with the mark scheme.
- ✚ Check the revision planner to make sure you haven't missed out any topics. Brush up on any areas of difficulty by talking them over with a friend or getting help from your teacher.
- ✚ Attend any revision classes put on by your teacher. Remember, they are an expert at preparing people for examinations.

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The day before the examination

- ✚ Flick through these Revision Notes for useful reminders, for example, the exam tips, exam summaries, typical mistakes and key terms.
- ✚ IMPORTANT: Check the time (is it morning or afternoon?) and place of your examination. Keep in touch with other students in your class.
- ✚ Make sure you have everything you need for the exam – pens, highlighters and water.
- ✚ Allow some time to relax and have an early night to ensure you are fresh and alert.

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My exams

Paper A

Date:

Time:

Location:

Paper B

Date:

Time:

Location:

Exam breakdown

To gain this qualification, you will need to pass two exams and also complete an employer set project (ESP) which assesses you in relation to the core skills but is linked to your occupational specialism (Early Years or Assisting Teaching).

This section focuses on the two exams that are linked to the core elements.

Five things you need to know about the core assessment:

- 1 Exams are held twice a year.
- 2 There are two papers – Paper A and Paper B – that cover the core elements between them.
- 3 Paper A covers Core elements 1–6.
- 4 Paper B covers Core elements 7–12.
- 5 Each paper is worth 35 per cent of your grade for the core component.

Question types

There are three types of question in papers A and B:

- + multiple-choice questions
- + short-answer questions
- + extended response.

You will need to be familiar with each type of question. Extended response questions are usually worth more marks than multiple-choice questions or short-answer questions.

Exam tips

- + Always read through the whole exam paper before starting. This way you can begin to think about the extended response questions as you are doing the more straightforward questions.
- + Make sure that you leave enough time for the extended response questions. These are worth more marks than the other questions.

Multiple-choice questions

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Some questions in the exam will be multiple choice. These are sometimes called MCQs. To answer these, you need to select the correct answer from four options. Here is an example of a multiple-choice question:

- 1 A room leader works
 - a in a day nursery
 - b in a school
 - c in a sixth form college
 - d in a playgroup

How to tackle this question

Think about what a room leader does to help you identify where they work. Read through the four answers. The correct answer to this question is a.

Tips

- + Always read through all of the answers before making a decision.
- + Sometimes two answers will seem possible, but one will always be the right one in that situation.
- + If you do not know the answer, always guess. You have a one in four chance of getting it right!

Short-answer questions

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Short-answer questions usually require you to write one or two sentences.

Short-answer questions are made up of command words such as 'identify' or 'describe'. Command words tell you what you need to do to answer the question. Look carefully at these before writing an answer, as the length of your answer will depend on the command.

Look at Table 0.1, produced by NCFE, which explains the meaning of different command words. These verbs are most likely to be used in a short-answer question.

Table 0.1 Command words in short-answer questions

Command word	Use
Choose	Select from a range of alternatives.
Compare	Identify similarities and/or differences.
Describe	Give an account of or set out characteristics or features.
Explain	Set out purposes or reasons or make something clear in relation to a particular situation. An explanation requires understanding to be demonstrated.
Give examples	Answers should include relevant examples in the context of the question.
Identify	Name or otherwise characterise.
List	Give a selection of answers, as many as the question indicates.
Name	Identify using a recognised technical term.
Outline	Set out main characteristics or features.
State	Express in clear, brief terms.
Summarise	Give a brief statement of the main points.

Source: NCFE T level-support materials command verbs October 2021

Revision activity

Match the command word to its correct definition:

Identify	Set out purposes or reasons or make something clear in relation to a particular situation. An explanation requires understanding to be demonstrated.
Describe	Name or otherwise characterise.
Explain	Give an account of or set out characteristics or features.

Here is an example of a short-answer question:

Identify one resource and describe how it can be used to support a child or young person with English as an additional language (EAL).

How to tackle this question

This question is in two parts.

- ✚ First write down the name of a resource.
- ✚ In a couple of sentences, write about what it is and how it is used.
- ✚ For example: 'A dual language book has the text in English and the home language. It can help children and young people make the link between English words and words in their home language.'

Tips

- ✚ Read the question carefully and underline each of the command words.
- ✚ Look to see how many marks the question is worth. Two marks may mean that you need to put down two pieces of information.
- ✚ Keep to the point when answering. You will not gain more marks just by writing a long answer.

Typical mistake

Remember not to write more information than is needed in a short-answer question. If you do, you will not have enough time to complete the extended response questions.

Extended response

Paper A and Paper B will each have a small number of questions that require a longer answer, and more marks are available for these questions.

Extended response questions usually require you to show that you are able to analyse information and also apply knowledge to a situation. You may include an example to make your point. For example: 'While reward charts may work in the short term, additional strategies *such as involving a child in their learning* may provide longer-term motivation.'

Read the command words carefully, and make sure that your answers meet the requirements of the question.

Look at Table 0.2, produced by NCFE. It explains the meaning of different command words that might be used in an extended response question.

Table 0.2 Command words in extended response questions

Command word	Use
Assess	Evaluate or estimate the quality of a given topic to make an informed judgement; may include advantages and disadvantages.
Analyse	Separate information into component parts. Make logical, evidence-based connections between the components.
Consider	Review and respond to given information.
Describe	Give an account of or set out characteristics or features.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea. There should be some element of balance, although not necessarily equal weighting.
Evaluate	Review information and bring it together to make judgements and conclusions from available evidence. Students may also use their own understanding to consider evidence for and against.
Explain	Set out purposes or reasons or make something clear in relation to a particular situation. An explanation requires understanding to be demonstrated.
Justify	Support a case or idea with evidence. This might reasonably involve discussing and discounting alternative views or actions.
Show	Provide structured evidence to reach a conclusion.
Summarise	Brief statement of the main points.
Suggest (what/why/how)	Present a possible cause or solution. Apply knowledge to a new situation to provide a reasoned explanation.
Use or using	Answer must be based on information given in the question. In some cases, students may be asked to use their own knowledge and understanding.

Source: NCFE T level-support materials command verbs October 2021

Note that the command words 'describe' and 'explain' may be used in both short-answer and extended response questions.

Revision activity

Match each word to the correct definition:

Discuss	Review information and bring it together to make judgements and conclusions from available evidence. Students may also use their own understanding to consider evidence for and against.
Evaluate	Support a case or idea with evidence. This might reasonably involve discussing and discounting alternative views or actions.
Justify	Present key points about different ideas or strengths and weaknesses of an idea. There should be some element of balance, although not necessarily equal weighting.

Tips

- ✚ Underline the command words when looking at an extended response question.
- ✚ Read through your answer and check for punctuation and spellings. For these higher-level questions, extra marks are available for 'quality of written communication'.

Here is an example of an extended answer question:

Evaluate **three** strategies to support children and young people to develop self-regulation.

How to tackle this question

- ✚ First, you need to choose three strategies.
- ✚ For each strategy, explain how it could support self-regulation.
- ✚ Write about the advantages and disadvantages of the strategies. For example, do any have drawbacks, or are not suitable in some situations? What are the advantages of using one strategy as compared to another?

Some extended response questions require quite long responses. The question may be in several parts. Make sure you have addressed each part of the question in your answer. Sometimes case studies are used for these types of questions.

Here is an example:

Marcus is two years and six months old. He lives with his mother and father. He attends nursery three days a week. At his two-year progress check, his expressive language has been raised as a concern. He points to objects but can say fewer than five words.

- ✚ Explain the importance of assessment in the early years.
- ✚ Identify two strategies that might support Marcus' language development.
- ✚ Consider the value of working in partnership with Marcus' parents.

How to tackle this question

Start by looking carefully at the age of the child. In this case Marcus is only two years old. Your answer must reflect this.

The question is divided into three parts. Write your answer in three parts.

- 1 Give reasons why assessment is important and link this to Marcus' situation. For example, what might have happened if Marcus' language delay had not been noticed?
- 2 There are many strategies that support language development, but you need to choose two that are relevant for his age group.
- 3 With examples, write about the benefits for Marcus if the setting and the parents work together. Include examples of how this might work in practice while showing how they will benefit Marcus. For example, Marcus' parents may provide information about his interests at home that can be used to plan activities that will encourage him to participate.

You will need to make more than one point to show a depth of understanding and knowledge.

Typical mistake

Don't only describe or explain a strategy. If you forget to evaluate its effectiveness, you will lose marks.

Typical mistake

Remember:

- ✚ to provide answers that are relevant to the information given in the case study
- ✚ not to include more information than is required. If the question asks for two strategies, do not include three!

1 Wider context

All those who work in education and childcare settings should know about the different kinds of provision which are available. You should also be aware of the roles which exist within each organisation.

1.1 The differences between a range of childcare and education provision from 0 to 19 years

A wide range of childcare and education services exist to meet the needs of children and young people up to the age of 19.

Childcare provision

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This term is generally used to describe the available care for babies and children until they start school. This may be accessed through childminders, nurseries and pre-schools.

Childminders

Childminders care for children in their homes, sometimes alongside their own children. They are professionals who will meet the welfare, learning and development needs of children and must follow the requirements of the Early Years Foundation Stage (EYFS).

Childminders must also register and be inspected by **Ofsted** (the Office for Standards in Education, Children's Services and Skills). They may apply for two different types of registration, although many providers are on both registers as this gives them more flexibility with their age range:

- + Early years register: this is for childminders who care for children from birth to 31 August after their fifth birthday.
- + Childcare register: this has two parts – compulsory registration for childminders caring for children from five to eight years, and voluntary registration for childminders caring for children aged eight and over.

Ofsted A government department which has responsibility for inspecting services providing education and skills, including those who care for babies, children and young people.

Nurseries

There are different types of nurseries which children can attend from birth to five years.

Table 1.1 Different types of nurseries

Type of nursery	Explanation and description
Day nursery	Usually private and run by non-profit-making charities, day nurseries are paid for by parents or carers, although there are also government-funded free places for three- and four-year-olds.
Statutory/maintained nursery class	Usually attached to a primary school and free to attend.
Nursery school	Similar to a nursery class, but statutory/maintained nursery schools will not usually be part of a primary school. They can also be independently run, for example, Montessori nursery schools.



Figure 1.1 How many different types of early years settings can you list?

Pre-schools

Pre-schools are usually run by volunteer-led parent groups in term time only. They will accept children from around the age of two years.

Now test yourself

TESTED ☐

- 1 What is the difference between a nursery class and a nursery school?
- 2 Where might a childminder be registered?
- 3 At what age will a pre-school usually accept children?

Making links

Element 2 looks at the EYFS. Do you know what the seven areas of learning and development are, and how they are split?

School provision

REVISED ☐

Schools provide education for children up to the age of 16. Pupils can then decide whether to stay for sixth form or to change to a different type of educational provision.

Maintained schools

Maintained schools are funded by the local authority and fall into the following categories:

- + **Community schools:** state-funded and no involvement from religious groups.
- + **Voluntary controlled schools:** the same as community schools but having trust status, for example, linked to a Christian denomination or other faith group. This group will not make any financial contribution but will influence the way in which the school is run.
- + **Voluntary aided schools:** these are also known as church or faith schools. They are the same as voluntary controlled schools, but these receive a financial contribution from the charitable trust.
- + **Foundation schools:** maintained schools where the governing body has more responsibility in the running of the school than is the case at a community school.
- + **Trust schools:** these are owned by a charitable trust which is funded by the local authority.

Typical mistake

Don't assume that all state schools are funded in the same way. There are a number of different ways in which schools receive funding. This will also affect what they are called, as seen in this element.

- Special schools:** these are designed to meet the education and health needs of some children and young people with Special Educational Needs and Disability (SEND; see Element 11). The local authority may run the school or pay for places if the school is run privately or by a charitable trust.

Non-maintained schools

- Academies and Free schools:** these schools receive funding directly from central government through the Education Funding Agency and are run by a charitable trust.

Academies may also work with others in the area, and this may be called a Multi Academy Trust (MAT). They do not have to follow the National Curriculum and have more freedom in what they teach, although they must still carry out assessments.

The difference between academies and Free schools is that Free schools are newly formed schools, but academies have converted from being state schools which were maintained by the local authority.

- Private schools:** these are also known as independent schools. They receive no government funding and are paid for by fees. They may also have charitable status in exchange for offering some free scholarship places. They do not have to follow the National Curriculum.

Revision activity

Create a table: make a list of the different types of maintained schools, and highlight what they have in common and their differences.

Post-16 provision

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School sixth forms

Sixth forms are made up of Year 12 and 13 students and are based in schools. They usually offer A levels, International Baccalaureate or technical qualifications at Level 3.

General further education and tertiary colleges

Further education (FE) colleges and **tertiary colleges** usually offer a wider range of provision through the different levels of qualifications which are offered. For example, they may offer courses starting at Level 1 qualifications and can go up to Level 5.

They may also specialise in subjects such as art, drama, music or agriculture.

Private, independent and voluntary providers

These may offer training or study programmes linked to employment, for example, through apprenticeships.

Employers

After the age of 16, young people may seek employment-based training or apprenticeships which enable them to combine study with a placement provided by an employer.

Sixth form colleges

These will be specifically for 16–18-year-olds. Sixth form colleges are usually larger than the sixth forms in schools, and offer a wider range of courses.

Special colleges/specialist colleges

Special colleges may be residential and are focused on the needs of young people with special educational needs and disabilities (SEND).

These should not be confused with specialist colleges, which usually focus on a particular specialist subject area such as agriculture and horticulture.

Further education

colleges These include general FE and tertiary colleges, sixth form colleges and specialist colleges, as well as adult education provision.

Tertiary colleges

Institutions which provide general and vocational FE for students aged 16–19. They are distinct from general FE colleges as they cater for a specific age group and offer a less extensive and varied curriculum.

Art, design and performing arts colleges

These colleges enable students to develop the skills to specialise in the arts and work in different roles in this sector.



Figure 1.2 Can you think of all the places where 16–18-year-olds might go for further study after GCSEs or other Level 2 qualifications?

Higher education institutions

Higher education institutions (HEIs) such as universities offer undergraduate and postgraduate programmes of study, which can be taken following A levels or other Level 3 qualifications.

Now test yourself

TESTED ☐

- 4 What is the difference between a maintained and non-maintained school?
- 5 Name two features of a private or independent school.
- 6 In what form do private, independent and voluntary providers support education and training post-16?
- 7 How might a sixth form college differ from a school sixth form?
- 8 What is an HEI?

Making links

Element 2 also looks at post-16 options for children and young people. What qualifications would be appropriate for a student who would prefer to follow a vocational route after GCSEs?

Exam-style question

- 1 Which one of the following statements best describes how a maintained school is funded?
 - A by a religious group
 - B by a charitable trust
 - C by the local authority
 - D directly from central government

[1]

How and when education became compulsory in England, including how this has changed over time

REVISED

In England, education has changed since becoming a legal requirement in 1870, particularly in terms of start and end dates for schooling.

Table 1.2 Changes in the law for education

Year	Change/law	What this meant for children and young people
1870	Elementary Education Act 1870	Provision of education is introduced for children aged 5–13, and is compulsory from 5 to 10 years until attainment of the 'educational standard'.
1893	School leaving age raised to 11	
1899	School leaving age raised to 12	
1921	School leaving age raised to 14	
1944	Education Act 1944	Education is free and compulsory for all children within primary and secondary schools between the ages of 5 and 15.
1972	School leaving age raised to 16	
1988	Education Reform Act 1988	Compulsory National Curriculum introduced. Standardised assessment at ages 7, 11, 14 and 16.
2008	Education and Skills Act 2008	16–18-year-olds in England must stay in education or training.

Why education is regulated

REVISED

Regulation is necessary to ensure consistency and maintain standards in the way in which education is delivered.

Regulation A set of rules or laws to control and protect the way in which something is done.

Department for Education (DfE)

A government department responsible for children's services and education, in particular teaching and learning. The DfE also produces key publications including statutory guidance to support legislation.

Office for Standards in Education, Children's Services and Skills (Ofsted)

The regulator and inspector of safeguarding, education and skills settings for learners of all ages from babies upwards.

Office of Qualifications and Examinations Regulation (Ofqual)

The regulator of qualifications, assessments and examinations in England. All new qualifications must be checked and approved by Ofqual to ensure that they meet an appropriate standard.

Now test yourself

TESTED

- 9 When did education become free and compulsory in England for children aged 5–15, and what was the name of the Act?
- 10 When was the National Curriculum introduced, and which Act/legislation introduced it?
- 11 What is the DfE and what is it responsible for?
- 12 Describe the main role of Ofqual.

1.2 The different responsibilities of each of the identified roles, the entry requirements and possible career progression routes in the sector

General roles

REVISED

Table 1.3 Different responsibilities, entry requirements and possible career progression routes for each identified role

Title	Role and responsibilities	Entry requirements/progression
Early years practitioner (EYP)	Level 2 qualified early years professional: <ul style="list-style-type: none"> + works with others to meet babies' and children's individual care needs + works with others to plan, observe and report on children's learning and development + promotes effective interactions. 	No previous experience or qualifications needed prior to this role, although a job or volunteer placement is needed to complete the course. Progression to Level 3 early years educator qualification.
Early years educator (EYE)	Level 3 qualified early years professional. All EYP responsibilities as above and in addition: <ul style="list-style-type: none"> + may have a managerial or other leadership role + key person + observing and planning next steps for learning + meeting the requirements of the EYFS Statutory Framework. 	No previous experience but Level 2 maths and English is usually required to work at this level and gain licence to practise. Progression can be to different job roles including nursery practitioner, assistant in Reception classes or pre-school worker. Further qualifications may include foundation degree in early years or Level 4 Certificate for the Early Years Advanced Practitioner.
Room leader	Experienced EYE responsible for the running of a room, such as a baby room or a pre-school room. Responsibilities as above. In addition they may be responsible for peer observations, appraisals and other performance management.	Room leaders need a Level 3 qualification and relevant experience. Could progress to higher management, Early Years foundation degree or other pathways such as childminding.
Teaching assistant (TA)	Supporting teaching and learning for individual pupils or small groups, working alongside teachers in primary or secondary schools. May also work one-to-one with a pupil with SEND.	TAs can start with little or no experience, although some is usually preferred. Qualifications range from Level 1 to Level 4. HLTA status (higher-level teaching assistant – remember that this is not a qualification) is also available through schools for existing assistants working at this level, enabling them to have more responsibility. TAs can progress to teacher training qualifications or foundation degrees.
Teacher/lecturer	Responsible for planning, teaching and developing the skills of children and adults in schools and colleges, as well as monitoring progress.	A degree and qualified teacher status (QTS) is required for school-based teachers. Lecturers are likely to need industry or other workplace experience, as well as a teaching qualification such as PTLLS (Preparing to Teach in the Lifelong Learning Sector) or the Level 3 award in Education and Training (RQF). Progression can include management or specialist roles in their chosen sector. →

Title	Role and responsibilities	Entry requirements/progression
Head teacher	Responsible for the day-to-day running of a school, as well as: <ul style="list-style-type: none"> + managing staff, including recruitment, meetings, training, appraisals and disciplinary procedures + working closely with the governing body and in partnership with parents + monitoring teaching and learning. 	Head teachers usually have teaching experience, and have often spent time in a senior leadership role within a school. They may progress to managing an MAT or working in an advisory role.

Now test yourself

TESTED 

- 13** What are two of the responsibilities of an early years practitioner?
- 14** What qualifications and training might a teaching assistant have?
- 15** How might a teacher progress further?
- 16** Name three duties of a room leader.
- 17** How might a head teacher progress to another role?

Specialist roles

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In most of these specialist roles, the individual will also have a teaching or other responsibility within the setting, and in some cases will also be a senior manager.

Table 1.4 Specialist roles

Title	Role and responsibilities	Entry requirements/progression
Special educational needs and disabilities co-ordinator (SENDCo)	All schools and early years settings will have a SENDCo. FE colleges will need to have a designated person for students with SEND. Responsible for ensuring the best possible outcomes for children and young people with SEND. They work with parents, staff and professionals from outside agencies to achieve this.	QTS and National Award for SEN Co-ordination. A SENDCo may progress to a more senior management role within an educational setting.
Designated Safeguarding Lead (DSL)	Also known as the Designated Safeguarding Officer (DSO). Responsible for safeguarding within the school or early years setting. All staff must know who they are and that they must report concerns to them.	Usually a member of the senior management team in a school, specifically the SENDCo or head teacher. This is an additional management responsibility so there is no specific progression.
Designated person	Responsible for a specified area, for example, safeguarding or special educational needs as above. They will have other responsibilities such as a teaching or management role. Staff will need to be aware of their role so that they can request help or advice.	This is an additional management responsibility so there is no specific progression.
Mental health lead	Responsible for mental health within the school or early years setting. They will have other responsibilities such as a teaching or management role. Staff will need to be aware of their identity so that they can request help or advice.	Usually an existing member of staff who has been trained for this role. This is an additional staff responsibility so there is no specific progression.
Mentor/pastoral support	Responsible for students' pastoral care and emotional wellbeing. Learning mentors and those offering pastoral support help children and young people to overcome a range of social and emotional issues.	Mentors are usually experienced members of staff who may also have additional training. This is an additional staff responsibility so there is no specific progression.
Physical activity and nutrition co-ordinator (PANCo)	A new role in early years settings – responsible for promoting physical activity and nutrition. A PANCo will achieve this through advising staff and liaising with parents.	Specific training and certification at Level 4. This is an additional staff responsibility so there is no specific progression.



Title	Role and responsibilities	Entry requirements/progression
Counsellor	To support and guide students with a range of issues and to refer them to specialist outside agencies where appropriate. In England, provision of counsellors is not currently government-funded.	BACP (British Association for Counselling and Psychotherapy) training is needed to be a counsellor in a school or college setting. There is no specific progression route.
Careers advisor	To advise students about a range of training, qualifications and careers.	A careers advisor may have worked in a range of settings or have experience of different roles. There is no specific progression.



Figure 1.3 Who might a SENDCo need to work with in a school or early years setting?

Now test yourself

TESTED ☐

- 18 What are the entry requirements for being a SENDCo?
- 19 What support is offered by a mentor/pastoral support ?
- 20 What is the role of a PANCo and where would they be based?
- 21 What training is required to be a school counsellor?
- 22 What is meant by a designated person?

Exam-style question

- 2** Fran is a teaching assistant working in a primary school setting. She is qualified at Level 2 and has been employed to work with a named pupil in Year 3 who has SEND. Fran would like to progress in her role and is considering a range of options that will enable her to train as a teacher in the future.

Describe the different paths that Fran could take to achieve her ambition, and evaluate the advantages and disadvantages of each.

[4]

2 Supporting education

There are many aspects involved in supporting children and young people with their education. This element covers a wide range of topics and you will require more revision time for this than some other elements.

2.1 The origin and purpose of the EYFS and the National Curriculum from Key Stage 1 to Key Stage 4

You need to know about each of the following stages of education in England:

- + EYFS: 0 to 5, covering the Early Years Foundation Stage
- + primary education: 5 to 11, covering Key Stages (KS) 1 and 2
- + secondary education: 11 to 16, covering KS3 and KS4
- + post-16 education: 16 to 19 (academic and technical)

EYFS

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Five things to know about the **EYFS** statutory framework:

- 1 The purpose of the EYFS is to ensure that early years settings meet certain standards of education and care.
- 2 It is **statutory**, meaning that all early years settings and Reception classes have to follow it.
- 3 It covers the age range 0–5 years.
- 4 There are two main sections:
 - + learning and development requirements
 - + safeguarding and welfare requirements.
- 5 Ofsted inspects how well early years settings and Reception classes are delivering the EYFS.

EYFS Early Years Foundation Stage.

Statutory Something that is required by law.

Making links

Look at Element 1, Section 1.1 on page 14. Write down two different types of early years setting. Are you familiar with them?

Learning and development requirements in the EYFS

There are seven areas of learning and development. These are split into prime areas and specific areas.

There are three prime areas of development:

- + personal, social and emotional development
- + communication and language development
- + physical development.

These are seen as essential for later learning and development. They are the focus for work with babies and toddlers.

There are four specific areas of development:

- + literacy
- + mathematics
- + understanding the world (starting points for later teaching of history, geography and science)
- + expressive arts and design (starting points for art, dance and drama).

Each area of learning and development has learning outcomes, called the **Early Learning Goals**. Children who have met the early learning goals at the end of Reception will be ready for formal teaching in Year 1.

Early Learning Goals

Age-appropriate expectations in each area of development at the end of the EYFS.

- 1 Give an example of a prime area in the EYFS.
- 2 What is meant by the term 'Early Learning Goal'?

Assessment in the early years

There are three points at which children will be assessed in their early years.

Table 2.1 Assessment in the early years

Assessment	When	Why	Purpose
Progress check at age two	After children turn two	Required by EYFS framework	<ul style="list-style-type: none"> + Checks how children are doing in prime areas. + Identifies whether children may need additional support.
Reception Baseline Assessment (RBA)	Within six weeks of a child starting Reception class	Required by DfE	<ul style="list-style-type: none"> + Provides information about children's starting points in communication and language, literacy and mathematics. + Information is used to assess how well schools are supporting children to make progress during the primary years.
Foundation Stage profile	Towards end of the Reception year	Required by the EYFS framework	<ul style="list-style-type: none"> + Assessment of the early learning goals in each area of learning and development.

Typical mistake

Remember that RBA is not a requirement of the EYFS framework. It is a separate assessment required by the DfE.

Exam tip

Remember that only the prime areas are assessed for the progress check at age two.

Primary and secondary education

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Here are three key things that you need to learn about primary and secondary education for this qualification:

- 1 how it is organised
- 2 the structure of the curriculum and who has to follow it
- 3 subjects that are included at different ages.

Organisation of primary and secondary education

School-age education is divided into key stages.

Table 2.2 The key stages of school-age education

School	Key stage	Age group
Primary	KS1	5–7 years
	KS2	7–11 years
Secondary	KS3	11–14 years
	KS4	14–16 years

The National Curriculum

Since 1988 there has been a National Curriculum in England, which it is compulsory for local authority-funded schools to follow. Its purpose is to make sure that all pupils receive a similar level of education.

The National Curriculum outlines what needs to be taught in each key stage. It was recently decided that schools funded directly by the DfE, such as academies, can opt out of teaching the National Curriculum, but if they do, they must show that their curriculum is at least equivalent to the standards of the National Curriculum.

The National Curriculum has core and foundation subjects.

Making links

Read about the types of school in Element 1. Which types of schools do not need to follow the National Curriculum?

Core subjects are seen as essential and are required for all key stages.

They are:

- + English
- + mathematics
- + science.

The foundation subjects are shown in Figure 2.1.

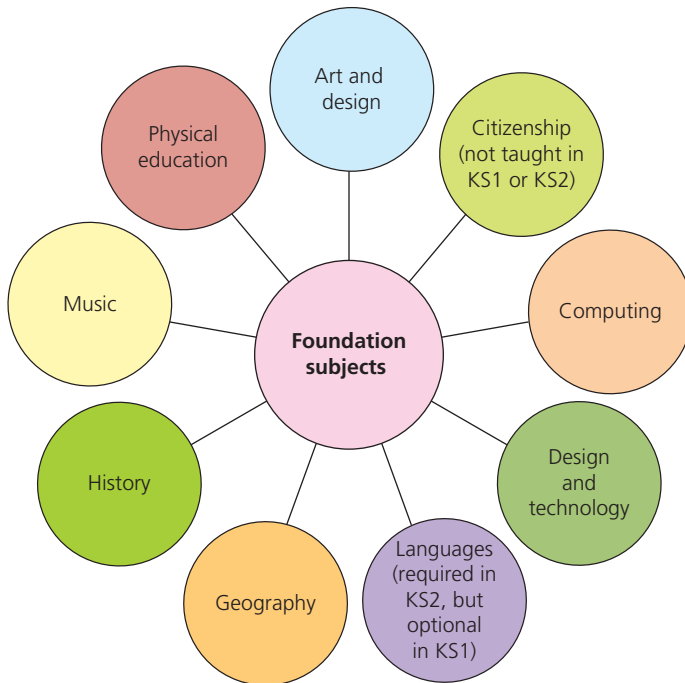


Figure 2.1 Foundation subjects

At KS4, citizenship, computing and physical education remain compulsory. Other foundation subjects become optional but may be studied as GCSEs.

At the end of KS4, young people may decide to take Level 2 qualifications such as GCSEs or a variety of technical qualifications.

There are other requirements for schools:

- + State schools have to hold collective worship, which usually takes place as part of an assembly.
- + Relationship and health education is required in all key stages.
- + Sex education is required in KS3 and KS4.

Post-16 education: 16 to 19 (A levels and technical)

REVISED

There are several education options for young people aged 16 to 19 years:

- + A levels: academic qualifications that may be used to study a subject further at university.
- + Level 3 technical qualifications such as T levels: these are delivered in HE or sixth form colleges, often involving an industry placement. This gives the option of going straight into employment or going to university.
- + Apprenticeships: a qualification is gained while working, with assessors visiting the apprentice and checking their competency.

If a young person has not gained a GCSE or other Level 2 qualification in maths or English, they must continue to study these subjects until they have passed.

Now test yourself

TESTED

- 3 Would a 15-year-old be required to study a language?
- 4 What is the difference between an apprenticeship and a technical qualification?
- 5 What are the three core subjects of the National Curriculum?

Exam-style questions

- 1** Yasmin is nearly 16 years old. Her school sent her on work experience to a firm of solicitors, as she is very interested in becoming a lawyer. Yasmin has done some research and realises that the quickest route to become qualified is to take a university degree. She is taking eight GCSEs and a technical qualification at Level 2. What type of course would suit her best following her GCSEs? [4]
- 2** Which of these is a prime area of learning and development within the EYFS?
- A** understanding the world
B mathematics
- C** communication
D physical development [1]
- 3** Which of these types of schools is required to follow the National Curriculum?
- A** Free school
B independent school
C local authority-funded
D academy [1]
- 4** Is a childminder required to follow the EYFS? [1]

2.2 How teachers/practitioners can effectively support children and young people in their education

The way that teachers and practitioners act makes a significant difference. This qualification specification lists seven ways to effectively support children and young people. For each one, you should know why it is important and be ready to give an example of each.

Table 2.3 Ways of supporting children and young people during their education

Way of supporting	Why it is important	Example
Involving children and young people in planning their own learning	Helps motivation and concentration.	<ul style="list-style-type: none"> + Giving children and young people a choice of activity. + Giving a child or young person a choice of revision activities.
Communicating clearly, using positive and appropriate language for age and stage of development	<p>Makes understanding and remembering information easier.</p> <p>If the language level is not right for the child or young person, they will not understand and may not learn.</p> <p>If the tone is negative, children and young people may respond negatively.</p>	<ul style="list-style-type: none"> + Gaining attention and making eye contact. + If needed, simplifying sentences and explaining what words mean.
Giving effective feedback and facilitating children's and young people's self-assessment	Helps children and young people know what they are doing well and understand how they can improve specific skills or knowledge.	<ul style="list-style-type: none"> + Asking a young person what they feel they have done well, and identifying a specific area for improvement.
Managing own and others' time	Makes lessons and sessions run smoothly and so increases learning time.	<ul style="list-style-type: none"> + Starting lessons and sessions on time. + Preparing the resources and activities ahead. + Helping children and young people to use their time effectively.
Providing nurturing experiences and opportunities to support children and young people to be able to express feelings	<p>A nurturing environment helps promote positive behaviour.</p> <p>Helping children and young people to express their feelings means that they are more likely to cope with set backs.</p>	<p>Giving children and young people opportunities to talk about how they are feeling.</p> <ul style="list-style-type: none"> + Creating a calm environment. + Praising children and young people when they talk about or cope with strong emotions.

Way of supporting	Why it is important	Example
Observing and assessing individuals, providing tailored interventions through early identification	Ensures that children or young people who need additional support are recognised. Can identify where a strategy for teaching a topic is not working, e.g. several children/young people have not understood a concept.	<ul style="list-style-type: none"> ✚ Hearing a child or young person read and checking that the text has been understood. ✚ Class test on a topic that has recently been taught.
Engaging disengaged children/young people by involving them in their own learning and assessment	Prevents the gap in knowledge and skills between them and engaged children becoming wider. Can help children and young people to become more motivated.	<ul style="list-style-type: none"> ✚ Asking a child or young person about the conditions or resources that help them to learn best. ✚ Taking time to provide individual feedback.



Figure 2.2 Identify two ways in which this adult might be supporting this child's learning

Now test yourself

TESTED ☐

- 6 Explain why giving effective feedback can support children's and young people's learning.
- 7 What is the link between communication and learning?
- 8 Give an example of involving children in their own planning.

Disengaged Where a child or young person is not motivated to learn.

Making links

- ✚ Managing behaviour links to Element 4. List three ways in which adults may support positive behaviour.
- ✚ Observing and assessing individuals links to Element 8. Why is assessment important when working with children and young people?

Revision activity

Draw a spider diagram with 'Ways of supporting children/young people' in the centre and write a way of supporting education on each leg.

See how many of the seven ways you can remember. Then check your answers and add those you missed

Understand the attributes that inform professional behaviour and why they are important to effectively support education

REVISED ☐

Professional behaviour is about the personal attributes needed to work effectively with children and young people. Ten attributes for professional behaviour are given in the specification. You will need to know why they are important and how they can be seen in practice.

Table 2.4 Ten attributes for professional behaviour

Attribute	Why it is important	Example of good practice
Approachability	If a child or young person has a problem or does not understand something, they are more likely to seek out help.	Greeting children and young people warmly. Good communication skills.
Confidence	Makes children and young people feel that they can trust the adult to keep them safe.	Clear communication. Being ready to challenge unwanted behaviour.
Empathy	If the adult recognises how a child or young person might be feeling, they can meet their needs more effectively.	Observing body language and carefully listening to understand what a child or young person might be feeling.
Knowledge	Required so that the teacher/practitioner can teach skills and concepts effectively.	Learning the names of types of tree before going on a nature walk.
Passion	Needed to inspire and motivate children and young people to learn.	Enthusiastic response to children's and young people's attempts or suggestions.
Patience	Needed to cope with setbacks or when a child or young person needs more time or support to learn a skill, knowledge or concept.	Taking time to explain something again, or waiting for everyone to finish.
Positivity	Being positive in a range of situations can motivate children and young people, and also help them shape their own responses to difficult situations.	Showing enthusiasm. Responding positively when there are changes or difficulties.
Reflection	Helps to improve practice or meet a child's or young person's individual needs.	Thinking about why an activity did not hold a group's interest.
Resourcefulness	Required in order to respond to unexpected situations, or to adapt teaching style and resources to meet individual needs.	Adapting a resource to make it easier.
Respect for others	Helps to build relationships with children and young people which can help with motivation and behaviour. Needed in order to build trust and work effectively with other adults, including parents.	Listening to others' ideas, suggestions and points of view. Being polite and thoughtful.

Now test yourselfTESTED 

- 9 Give an example of the impact on a child or young person if a teacher/practitioner were not approachable.
- 10 Explain how respect for others is an important attribute for education and childcare professionals.
- 11 Give an example of how a lack of patience on the part of an adult might negatively impact on learning.

Revision activity

You might find it helpful to remember the attributes by focusing on their initial letters. Using the prompts below, write out as many attributes as you can that begin with these initial letters:

- + ACE+K
- + PPP
- + RRR

Exam-style question

- 5 Harry is 12 years old, finds most lessons boring and is falling behind in most subjects apart from mathematics. His head of year is trying to find out why Harry is doing well in this subject but not in others.

Harry says that Mr Dyson makes things interesting. Harry feels that he can always ask him a question or put his hand up for help. He says that Mr Dyson always has time for him and that if he gets an answer wrong, he is not made to feel stupid. Instead, Mr Dyson has a way of making any mistake feel like something to learn from.

Discuss the potential impact of teachers' and practitioners' professional behaviour on children's and young people's learning and development. [6]

2.3 Current theoretical and pedagogical approaches applied in education and the evidence that underpins them

How schools and early years settings approach teaching and learning is often influenced by one or more theoretical approaches. You need to show that you understand the features of and evidence to support each of the approaches as well as the theorists that are associated with them.

Exam tips

- ✚ When planning your revision, make sure that you allow sufficient time to learn this section very thoroughly. A question about theoretical approaches is very likely to appear.
- ✚ Remember also that in this specification, some theorists are linked to more than one approach.

It is a good idea to revise this section in three stages.

Start your revision by learning the information in this table.

Table 2.5 Current theoretical and pedagogical approaches

	Approach	Key features	Underpinning evidence/Advocates of this approach
1	Behaviourism	<p>Learning is a result of external stimuli rather than cognitive processes.</p> <p>Consequences of responses can strengthen or lessen.</p> <p>Teachers are more likely to direct instruction.</p>	<p>Pavlov's Dogs study</p> <p>Watson's Little Albert Experiment</p> <p>Skinner's study of operant conditioning (Skinner box)</p> <p>The Education Endowment Foundation's review of Ark Mathematics Mastery Project</p>
2	Cognitive constructivism	<p>Learning builds on what students already know and can do.</p> <p>Knowledge is actively constructed through a process of discovery.</p> <p>Learning follows a sequence of stages.</p>	<p>Piaget's Four Stages of Development</p> <p>Jerome Bruner's Three Models of Representation</p> <p>Kolb's Experiential Learning Cycle</p> <p>Bloom's Taxonomy</p>
3	Social constructivism	<p>Learning is an active social process between teachers and peers.</p> <p>Students' understanding and knowledge of the world is based on the quality of interactions with others.</p> <p>The learning environment, home environment, culture and society can influence the quality of interactions.</p>	<p>Bergmann and Sams' <i>Flip Your Classroom</i></p> <p>Bruner's Discovery Learning</p> <p>Marion Dowling's <i>Young Children's Thinking</i></p> <p>Cathy Nutbrown's <i>Threads of Thinking</i></p> <p><i>The 30 Million Word Gap</i> by Hart and Risley</p> <p>Vygotsky's Zone of Proximal Development</p>
4	Connectivism	<p>Technology has created new ways for people to share knowledge and learn from others.</p> <p>Learners can shape their own learning in a variety of ways, e.g. by visiting websites, messaging others and being part of an online community.</p>	<p>Downes' Modernised learning delivery strategies</p> <p>Siemens' 'A Learning theory for the digital age' and 'Massive open online courses: Innovation in education?'</p> <p>Lave and Wenger's community of practice</p>



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