

**3605-30/31 Level 3 Advanced Technical/Extended Diploma  
for the Early Years Practitioner (Early Years Educator)**



**March 2019**

Question	Acceptable answer(s)	Guidance	Max marks
<p><b>1</b> Identify <b>three</b> pieces of legislation, statutory guidance, policies or procedures that practitioners need to follow when making environments safe for children.</p>	<p><b>One mark for each of the following answers. Answer may include but not limited to</b></p> <ul style="list-style-type: none"> <li>• The Health and Safety at Work Act 1974</li> <li>• The Health and Safety (First Aid) Regulations 1981</li> <li>• The Regulatory Reform (Fire Safety) Order 2005</li> <li>• The Equality Act 2010</li> <li>• The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013</li> <li>• Control Of Substances Hazardous to Health Regulations 2002.</li> <li>• The Statutory Framework for the Early Years Foundation Stage</li> <li>• The Children Act 1989</li> <li>• The Children Act 2004</li> <li>• The Childcare Act 2006</li> <li>• setting policies and procedures for health and safety; food and drink; hygiene etc.</li> </ul>	<p><b>Note to marker: Marks can be awarded for the titles without the associated year.</b></p>	<p><b>3</b></p>
<p><b>2</b> Explain the possible actions taken within settings to maintain a healthy, safe and secure indoor environment.</p>	<p><b>One mark for each action identified up to a maximum of two marks. One mark for each expansion point. Maximum one/two mark(s) available per explanation. Answer may include but not be limited to</b></p> <ul style="list-style-type: none"> <li>• risk assessments are in place to identify potential hazards (1), who might be harmed (1) and follow up measures in place to reduce the chance of harm or stop them (1)</li> <li>• staff carry out daily checks on the different areas (1) to identify if</li> </ul>		<p><b>5</b></p>

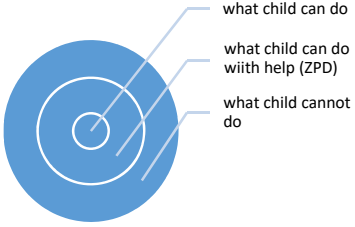
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	<p>anything has changed in the play environment that may cause harm (1)</p> <ul style="list-style-type: none"> <li>• staff have made sure that play materials and resources are suitable for the age and stage / needs and ability of the children (1), and they are clean and hygienic for children to reduce the chance of infection (1)</li> <li>• staff will ensure they use personal protective equipment (1) for hygiene/ follow procedures (1) to reduce the risk of cross-infection (1)</li> <li>• the correct ratio of staff to children is applied (1), staff will supervise children as they play and learn to ensure they manage risks (1) and appropriate risks (1). Safe storage of resources (1) to reduce the risk of accidents/ unauthorised use (1)</li> <li>• security regarding doors to room/setting (1) arrival/collection of children (1)</li> </ul>		
<p><b>3</b> State <b>five</b> examples from the wider concepts of safeguarding which may place a child at risk of harm or abuse.</p>	<p><b>One mark each up to a maximum of five. Answer may include but not limited to</b></p> <ul style="list-style-type: none"> <li>• female genital mutilation</li> <li>• exorcism</li> <li>• mutilation</li> <li>• diet</li> <li>• insufficient Health and Safety/risk assessments</li> <li>• child exploitation</li> <li>• trafficking</li> <li>• extremism and radicalisation</li> <li>• forced marriages.</li> </ul>		<b>5</b>
<p><b>4</b> Bea is two years old. She has arrived at nursery without her coat although it is raining outside. Bea's mum tells the practitioner that Bea</p>	<p><b>Marks awarded for a maximum of three actions and two explanation points. Answer may include but not limited to</b></p> <ul style="list-style-type: none"> <li>• Record clearly and in a timely manner any concerns / discussions the practitioner has with the parent/child / using</li> </ul>		<b>6</b>

<p>was being silly and refused to put her coat on. On other occasions, the practitioner noticed that Bea often looked grubby and unkempt.</p> <p>Explain <b>three</b> actions the practitioner should take.</p>	<p>the child and parent language as much as possible (1) to ensure relevant/correct information is captured.</p> <ul style="list-style-type: none"> <li>• Use factual evidence (1) Do not add personal interpretation (1) to avoid misinterpretation about what is going on (1).</li> <li>• Forward this to the safeguarding lead in the setting (1) to adhere to safeguarding policy (1)</li> <li>• Store records securely (1) to maintain confidentiality (1)</li> <li>• If practitioners feel confident to do so they could talk with the parent themselves / get the safeguarding lead to help them with this (1) and find out what the situation is (1)</li> <li>• Practitioners could call social services help desk/ Local Designated Safeguarding Officer / Local Children Safeguarding Board for advice or help (1)</li> <li>• Monitor the situation (1) to see if extra support is required/ improvements are made / or disclosure of child abuse is referred (1)</li> </ul>		
<p><b>5</b></p> <p>A setting usually celebrates children's birthdays by having a cake and singing happy birthday. One parent has asked that her child does not join in with this as it conflicts with their family views.</p> <p>Describe how setting staff could promote inclusive practice, positive attitudes and respect when working</p>	<p><b>Candidates must cover the effects on both child and parent to gain full marks.</b></p> <p><b>Answer may include but not limited to</b></p> <ul style="list-style-type: none"> <li>• Valuing partnership working with regards to the mother's request / acknowledge the parent's right to ask for their child not to take part in the activities (1)</li> <li>• Discuss with parent / staff what they could do if child does want to join in (1) and seek alternative activities such as the child not being at the setting on birthdays (1) or at a specific time of the day (1), or the child carries out a</li> </ul>		<p><b>6</b></p>

<p>with the parent and child in this situation.</p>	<p>special activity with their key person away from the group (1)</p> <ul style="list-style-type: none"> <li>• Discuss potential strategies with the parent/child if possible to make sure they are happy with the alternatives (1)</li> <li>• Do not allow own personal attitudes to impact on solutions (1)</li> <li>• Discuss with the parent the possible benefits of learning /inclusion (1)</li> <li>• Managers may feel they understand the views of the parent but also need to support their staff to understand the parent viewpoint (1)</li> <li>• Talk with other children to make them aware of the different beliefs (1) talk to other parents to enable them to also explain to their children (1) whilst ensuring confidentiality is maintained (1)</li> <li>• Display and implement the settings equality policy (1)</li> </ul>		
<p><b>6</b> Explain why physical activity is important for children.</p>	<p><b>Candidates may be awarded a maximum of one mark for repeat answers.</b> Maximum of two marks awarded to candidates who only state/list points in their answer without an explanation.</p> <p><b>Answer may include but not limited to</b></p> <ul style="list-style-type: none"> <li>• Current guidance recommends that children (birth to five) have at least three hours of physical activity a day (1) to keep them healthy/happy /ready to learn /sleep better (1).</li> <li>• There are links between physical activity and cognitive development (1), research shows that active children are more ready to learn (1) as they create connections in the brain through moving (1). learn through play and their experiences (1)</li> <li>• It helps maintain healthy weight and preventing obesity (1),</li> </ul>		<p><b>5</b></p>

	<p>improves lung capacity and oxygenation of the blood (1) and helps create a positive attitude towards exercise (1) so they can continue into adulthood (1).</p> <ul style="list-style-type: none"> <li>• Moving large muscles and developing their strength (1) supports children’s balance / coordination (1), as well as improving cardiovascular fitness (healthy heart) (1).</li> <li>• Physical activity assists with developing fine motor skills (1), and hand-eye co-ordination(1).</li> <li>• It improves children’s ability to think and solve problems (1) which can help build self-esteem and confidence (1).</li> <li>• It supports children’s social skills (1) and helps relieve stress, promoting relaxation (1).</li> </ul>		
<p><b>7</b> State <b>eight</b> health and safety measures a practitioner should take into account when preparing food for children. (8 marks)</p>	<p><b>One mark for each health and safety measure described. Answer may include but not limited to:</b></p> <ul style="list-style-type: none"> <li>• food allergies</li> <li>• intolerances</li> <li>• special diet</li> <li>• cultural preferences and requirements</li> <li>• cleaning food preparation surfaces and utensils</li> <li>• washing hands</li> <li>• use of personal protective equipment</li> <li>• size and shape of food/ suitable for age/stage of child</li> <li>• fruit/vegetables are washed before use</li> <li>• if children are helping, make sure they have the correct tools for the job</li> <li>• If children are helping make sure they are suitably supervised</li> <li>• use correct equipment for food preparation</li> <li>• do not reheat formula milk this must be prepared fresh</li> </ul>		<p><b>8</b></p>

	<ul style="list-style-type: none"> <li>• be careful if reheating food, to make sure it reaches the correct temperature and is suitable for reheating</li> <li>• food is cooled before giving to baby/child to prevent burns</li> <li>• any cuts are covered with blue plasters</li> <li>• dispose of waste appropriately</li> <li>• check use by dates</li> <li>• Correct storage of food.</li> </ul>		
<p><b>8</b> a) List the <b>three</b> zones of Vygotsky's Zone of Proximal Development.</p> <p>b) Explain how practitioners can use Vygotsky's Zone of Proximal Development to plan for children's learning and development.</p>	<p><b>a)</b> <b>Maximum one mark for each zone correctly identified.</b></p>  <p><b>b)</b> <b>Maximum 5 marks available on how to use the zones in practice.</b></p> <p>Vygotsky's theory and concept of the zone of proximal development is about what the child has achieved and can do on his/her own (1) and what they can do with help (1). Practitioners can then compare this with the outcomes for development (1) to plan what a child needs to do next (1) so that it is achievable (1) and to ensure balance of adult-led and child initiated activities (1). Identify where children need specific support (1) and implement interventions (1). It can be used to plan individual/cooperative learning opportunities for groups of children as well (1), so children learn from each other (1).</p>	<p><b>Note to marker: Answer can be a visual representation or written description.</b></p>	<p><b>8</b></p>

<p><b>9</b></p> <p>Explain with the use of an example, how practitioners use children’s schemas to help them learn.</p>	<p><b>Maximum of two marks available for a description of a schema.</b></p> <p><b>Maximum of two marks available for identifying a relevant example and description.</b></p> <p><b>Maximum three marks available for explanation of the example.</b></p> <p><b>Answer may include but not limited to:</b></p> <p>Schema</p> <p>A schema is a pattern of repeated behaviour (1) which allows children to explore, express and learn (1), through developing ideas and thoughts when playing (1).</p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>• rotation (turning themselves or objects) ; trajectory (horizontal and vertical lines e.g. dropping toys from their high chair) ; enclosing (joining lines or building enclosures with resources) , enveloping (covering themselves or objects with materials etc) , transporting (moving themselves or things from one place to another), connecting (joining things together, tying ropes etc), positioning (ordering and sorting objects, could include wanting food items kept separate or eating all of one food type first), orientation (looking at things from different views e.g. hanging upside down, rolling, climbing to see things in different ways).</li> </ul> <p>Explanation may include:</p> <ul style="list-style-type: none"> <li>• Basic understanding of schemas allows practitioners to understand their observations of children better (1) and therefore plan for learning effectively (1).</li> <li>• By understanding what schemas children are using, practitioners can plan activities and toys which will attract their interests (1) and support their learning and development (1).</li> <li>• Maximum one mark available for relevant expansion which includes</li> </ul>		<p><b>7</b></p>
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	Piaget or Athey as theorists connected with schemas (1)		
<p><b>10</b> Identify <b>five</b> principles and values that underpin the Early Years sector.</p>	<p><b>One mark for each of the following up to a maximum of five marks:</b> <b>Early Years Principles:</b></p> <ul style="list-style-type: none"> <li>• the welfare of the child is paramount</li> <li>• practitioners contribute to children’s care, learning and development and this is reflected in every aspect of practice and service provision</li> <li>• practitioners work with parents and families who are partners in the care, learning and development of their children and are the child’s first and most enduring educators</li> </ul> <p><b>Early Years Values:</b></p> <ul style="list-style-type: none"> <li>• the needs, rights and views of the child are at the centre of all practice and provision</li> <li>• individuality, difference and diversity are valued and celebrated</li> <li>• equality of opportunity and anti-discriminatory practice are actively promoted</li> <li>• children’s health and wellbeing are actively promoted</li> <li>• children’s personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child</li> <li>• self-esteem, resilience and a positive self-image are recognised as essential to every child’s development</li> <li>• confidentiality and agreements about confidential information are respected as appropriate unless a child’s protection and wellbeing are at stake</li> <li>• professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely</li> </ul>	<p><b>Note to marker: Candidates must cover both principles and values to gain full marks.</b></p>	<p><b>5</b></p>



	<ul style="list-style-type: none"> <li>best practice requires reflection and a continuous search for improvement</li> </ul>		
<p><b>11</b></p> <p>Eli is two-and-a-half years old. Eli's father is a single parent, he tells Sarah the Key Person, that he feels very proud as he has taught Eli the letters of the alphabet. He asks Sarah if she could continue to do this with Eli in the setting today as he had fun doing it with him. Sarah tells the father that they do not teach children as young as Eli the alphabet.</p> <p>Explain how Sarah could have handled the situation differently.</p>	<p><b>Must cover actions and relevant explanation for full marks.</b></p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Sarah could have shared the setting practice</li> <li>Sarah should listen to the father and incorporate his requests and ideas</li> <li>Sarah could also have acknowledged the fun that Eli had with his father</li> <li>Sarah could have offered suggestions for more appropriate shared learning they could do</li> </ul> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>To aid the fathers understanding of current practice</li> <li>To comply with best practice</li> <li>Support what research shows about children learning literacy and language</li> <li>As parents are the children's first educator</li> </ul>		<b>3</b>
<p><b>12</b></p> <p>a) Identify <b>four</b> professionals outside of the setting a practitioner could work with for partnership working.</p> <p>b) Describe ways in which</p>	<p><b>a) One mark for each of the following up to a maximum of four marks:</b></p> <ul style="list-style-type: none"> <li>speech and language therapists</li> <li>family support</li> <li>sports coach</li> <li>music coach/therapist</li> <li>midwife</li> <li>health visitor</li> <li>behaviour therapists</li> <li>school teachers</li> <li>doctors/GP</li> <li>psychologist</li> <li>nurse</li> <li>local safeguarding board/team</li> <li>any other appropriate response.</li> </ul>		<b>7</b>

<p>settings can promote partnership working with other professionals.</p>	<p><b>b) One mark for each of the following description up to a maximum of three marks:</b></p> <ul style="list-style-type: none"> <li>• Make a list of all professionals that the setting uses or knows about and create a contact book for them.</li> <li>• Include details of different professionals the setting works with on the noticeboard, so all parents can see them.</li> <li>• Make a note of hours of work of other professionals so staff know when the best time to contact them is. This saves time too as staff won't have to leave messages or wait for responses.</li> <li>• Prepare question lists for phone calls, meetings etc. to focus the talk and make sure important elements are not missed.</li> <li>• Make sure permissions from parents are in place that will allow information to be shared.</li> <li>• Invite other professionals into setting to explain their roles / implement staff training</li> <li>• Be adaptable regarding appointments (1) changes to arrangements (1) use of video calls/conferences (1)</li> <li>• Listen to and show respect for other professionals (1)</li> </ul>		
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<p><b>13</b> A pre-school is expanding their current provision in order to support children who are two years old. A room previously used as a storeroom will be changed into the two-year-old room.</p> <p>Discuss the considerations that need to be taken into account to implement the expansion and the provision for two-year-olds to ensure the children’s health, wellbeing, learning and development needs are met.</p>	<p><b>Band 1: 1 – 4 marks</b> Basic discussion showing minimal breadth of considerations, supported with little or no analysis. Few links to the environment but with limited understanding of impacts on learning, health and well-being. Provided little or no justifications for suggestions with little or no reference to learning and development theories. The response lacked structure and coherency. Where facts were provided, these were sometimes incorrect.</p> <p>To access higher marks in the band the response will include some attempt of recognising the impact the environment has on children, and include a wider range of considerations.</p> <p><b>Band 2: 5 – 8 marks</b> Clear and relevant discussion which makes a reasonable attempt to cover some considerations displaying good breadth of knowledge and understanding. This was supported by some analysis. The discussion included some attempt to link learning and development theories, legislation and health and safety. Some areas may be more detailed than other areas. Throughout the discussion recommendations and opinions were offered with some justification and the use of some examples. The overall discussion is presented in a clear format and the use of terminology is mostly appropriate. Content is factually accurate.</p> <p>To access higher marks in the band, the discussion will be mostly detailed and contain some justifications and some links to learning and development theory. The overall discussion will be presented clearly and with some logical structure.</p> <p><b>Band 3: 9 – 12 marks</b> Comprehensive and clear discussion showing breadth of understanding across the main considerations which were</p>	<p><b>Indicative content</b> Answer may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Attachment theory</li> <li>• Key worker theory</li> <li>• Learning and development theories – humanist, cognitive, behaviourist, play, Early years pedagogy – taking into account resources required</li> <li>• Environment – indoor/outdoor and emotional environments, safe and secure environments</li> <li>• Types of transitions – different routines, children new to setting</li> <li>• Impact – health and well-being, safeguarding, equality, diversity and inclusion</li> <li>• Legislation/codes of practice – health and safety, EYFS</li> <li>• Risk assessments</li> <li>• Organisational policies and procedures</li> <li>• Partnership working - parents, other professionals and colleagues</li> <li>• Barriers to partnership working</li> </ul>	<p><b>12</b></p>
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	<p>supported by effective analysis and conclusions that displayed depth of understanding. A well-reasoned discussion with strong links to learning and development theories and appropriate legislation including health and safety and best practice. Throughout the discussion coherent comparisons, recommendations and opinions were offered with good justifications, some clearly defined examples were offered. Relevant use of accurate terminology was evident. The entire discussion was relevant and factually accurate.</p> <p>To access higher marks in the band the response will be coherent, balanced and structured in a logical way. There will be a range of recommendations offered with strong links to other current theories or research which are fully justified.</p>		
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