





3605-535 APRIL 2017

Level 3 Advanced Technical Diploma in Early Years and Childcare (540) / Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080)

Level 3 Early Years and Childcare – Theory exam

If provided, stick your candid barcode label here.	Thursday 27 April 2 09:00 – 11:30	2017 anded.
Candidate name (first, last)		C/ 21. 08
First		210 20 25
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Candidate enrolment number	Date of birth (DDMMYYYY)	nue (M/E)
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Assessment date (DDMMYYYY)	Centre number andic	latesignature and declaration*
	10 24 %	
 Please ensure that you staple as booklet, clearly labelling them will and qualification number in BLOG All candidates need to use a bla If provided with source document and will be shredded. Do not will be shredded. Do not will be shredded. 	coblue pen. Do not use a pencil or g s, the se documents will not be returr	f this answer centre number gel pen. ned to City & Guilds, assessment

You should have the following for this assessment

a pen with blue or black inkex

General instructions

- Use black or blue ball point pen.
- The marks for questions are shown in brackets.
- This examination contains 15 questions. Answer **all** questions.
- Answer the questions in the spaces provided. Answers written in margins or on blank pages will **not** be marked.
- Cross twough any work you do not want to be marked.

Ident	tify five signs or symptoms of domestic abuse.	(5 mark
State	e four types of external agencies that can provide support in situations where n or abuse is suspected or alleged.	- - (4 mark
Louis	s has been diagnosed with an autistic spectrum disorder, and his pre-school has	-
decid asked Expla	ded that he will not be able to go on a trip to a farm. Instead, the pre-school has d Louis' mum to keep him at home that day. ain how using the medical model of disability in the scenario above impacts on s' development.	(4 mark
		-
	ain why the Early Years curriculum is play based.	(4 mark
		-

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(5 ma
(4 ma
(3 ma
(3 ma

a)	oshio does not attend pre-school regularly. Identify five barriers that may prevent the development of an effective partnership with Toshio's family.	(5 m
b)	Explain one strategy you could use to support partnership working with Toshio's family.	(3 m
prio the	peech and Language Therapist has sent you strategies to use with your key child in to their visit. You do not understand these strategies, and the visit with the rapist has been cancelled due to time restrictions. The next appointment is	
prio the in ei	r to their visit. You do not understand these strategies, and the visit with the	(4 m
prio the in ei	r to their visit. You do not understand these strategies, and the visit with the appointment is ght weeks' time.	(4 m

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Explain how you could support Charles and Gita's mathematics and numeracy using speech, language and communication.	(6 ma
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Saani is three years old and has difficulties with her speech, language and communication. She has recently been referred to the local Speech and Language Therapist teams. Explain the effects of Saani's speech, language and communication delay on her overall development.	
Language Therapist teams. Explain the effects of Saani's speech, language and communication delay on	(6 ma
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Explain why it is important for practitioners to respond appropriately to children's different levels of speech, language and communication when planning play activities.	(3 ma
Explain why it is important to build positive relationships between children and their peers whilst they play, create and explore.	(3 m
You are working in a children's centre with children aged 3 – 4 years. Following your observations of the children's interests in 'cooking' in the home corner, you have planned a cooking activity for the children in your care to create their own pizzas. Explain how the practitioner could provide flexibility and planning to enable sustained shared thinking in the above scenario.	(6 m

15	Magda is three years old and new to a nursery setting. She struggles with large group times and the weekly outing. One of the practitioners feels that Magda should not take part in the outing; however her key person has suggested changing the time of the outing to allow Magda's mother to attend. Discuss the impact of both suggestions on Magda's learning and development, and health and wellbeing.	(12 marks)