

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

**Examination: (3605-035/535) Early Years and Childcare – Theory exam**

**Version: June 2017**

**Total marks available: 80**

**1**

Identify **five** signs or symptoms of neglect. (5 marks)

**One mark for each of the following, up to a maximum of five. Answers may include but not limited to:**

- failure to thrive
- constantly hungry
- under fed or over fed
- stealing food and toys
- constant soiled/wet nappies
- repeated untreated infestations
- repeated untreated medical/dental conditions
- dirty or inappropriate clothing for the weather.

**Total marks: 5**

**2**

State **four** types of internal support that settings can provide in situations where harm or abuse is suspected or alleged. (4 marks)

**One mark for each of the following, up to a maximum of four marks. Answer may include but not limited to:**

- listen attentively, reassure and treat children's statement seriously
- help parents to understand the importance of following reporting and recording procedure of the setting
- inform the designated safeguarding lead / key person / SENCO / manager or other member of staff
- record detailed observations and assessments including exact words used by children
- keep lines of communication open between the parents and key person
- make sure information is shared on a need to know basis
- make sure all the child protection records are stored separately from all other child records.

**Total marks: 4**

**3**

Clara is 2 years old and has Down Syndrome. She is not able to walk yet and is starting to speak but the sounds are unclear. Staff in the baby room have been on a training course to learn Makaton so they can sign with Clara, and when they go outside they make sure they have a waterproof cover for her to sit on with toys nearby that she can reach.

Explain how using this social model of disability meets Clara's needs. (4 marks)

**One mark maximum available for a definition of the social model. One mark for each point made. Answer may include but not limited to:**

- the social model of disability looks at how others need to make changes to the environment and work practices (1)
- in the case study to help include Clara all staff not just Clara's Key Person (1) have learnt Makaton and are using it regularly in the setting (1) in order to support her communication (1) and help other children to communicate with Clara (1)
- by introducing this social model to the setting, this may support other children who may have speech and language difficulties (1).
- they support her development to choose what to play with (1) by placing toys within reach supporting her personal/ social/emotional development/ PSE (1) and helping her to be included in her own learning. (1)

**Total marks: 4**

**4**

Explain, using Froebel's theory why free play is important for children's learning and development. (3 marks)

**Maximum two marks available for a description of Froebel's theory. To gain maximum marks candidates must provide an explanation to why free play is important. Answer may include but not limited to:**

Friedrich Froebel believed that children learn best when they are active in the environment (1). He called these play spaces 'kindergarten' literally meaning children's garden (1). He wanted children to learn through 'gifts', natural toys such as wooden blocks or patterns to stimulate thinking (1) and looking at how things grow in nature such as fruit and vegetables which could be used and eaten (1), as well as being physically active through playing games (1). This provides for children's all round development.

**Total marks: 3**

**5**

Reggio Emilia states that the environment acts as ‘the third teacher’.  
Explain this pedagogical approach. (6 marks)

**Answer may include but not limited to:**

- a triangle exists between the teacher, child and parent with reciprocal relationships and respect between the three (1).
- having natural materials, lights and large open spaces in children’s environments is the key to helping children make meaning and sense of the world (1)
- children must have control of their learning (1).
- the hundred languages of children – children have a hundred different ways of thinking/discovering/ learning (1)
- creative and the expressive arts are the foundation blocks for learning (1)
- Hands on sensory learning are a key feature (1).

**To gain one mark for an explanation of ‘the hundred languages of children’, candidates must provide two out of the three different ways**

**Total marks: 6**

**6**

Khalid finds it hard to wait for his turn and often snatches toys from other children. Each time this happens his key person Sarah takes the toy from him and tells him to leave the play area until he can learn to play nicely.

- a) State **four** factors which may influence how Khalid behaves in the future. (4 marks)
- b) State **three** feelings which may influence Khalid’s relationship with his key person. (3 marks)

**a) Answer may include but not limited to:**

- key person is not modelling positive behaviour / she is doing to him what he does to the children
- removing him from play he likes may make him stop trying
- Khalid is not being shown how to take turns, so he cannot learn the skill
- Khalid may not feel attached to his key person as she is stopping him doing what he likes.

**b) Answer may include but not limited to:**

- Khalid may resent or dislike his key person (1) which may lead to not relating well to his key person (1), or see her as someone who stops him doing what he likes (1), and therefore may continue to show challenging behaviour (1).

**Total marks: 7**

**7**

State **three** strategies that may be used to overcome barriers when working in partnership with parents. (3 marks)

**One mark for each of the following, up to a maximum of three marks. Answer may include but not limited to:**

- show and tell
- open door policy
- sharing policies and procedures
- utilising parents skills/profession
- celebration of child's achievements
- daily diaries/communication sheets
- newsletters (including if printed in child's home language).

**Total marks: 3**

**8**

a) Identify **two** barriers that may prevent partnership working with parents. (2 marks)

b) Explain how you can overcome the barriers identified in a). (4 marks)

**a) One mark for each of the following, up to a maximum of two marks. Answer may include:**

- socio-economic
- family structure/work life balance
- cultural
- health and well-being.

**b) Candidates must cover two barriers to overcome to access full marks. Each point must be different to gain marks. Answer may include but not limited to:**

- Socio-economic – speak with parent and offer help by providing snack or lunch for child (1); look into funding such as EYPP and similar to support family and child (1); refer parents to the children centre for additional support such as job centre plus and health or other services (1).
- Family structure/work life balance – make arrangements to do a home visit at times when parents are around (1); potentially use ICT for communication with parents directly (1).
- Cultural – discuss with parents the celebrations they have and what is important to them
- Health and well-being – find alternative ways of talking with parent (1); learn sign language (1); use text or email for emergency contacts (1).

**Total marks: 6**

**9**

Daniel is a summer born child with a diagnosis for Autistic Spectrum Disorder. At the last Team Around the Child meeting, as his key person, you have suggested he would benefit from an extra year in playgroup.

- a) Identify **three** professionals outside of the setting who you may need to work in partnership with for Daniel. (3 marks)
- b) Explain why working in partnership with the other professionals will support Daniel. (3 marks)

**a) One mark for each of the following, up to a maximum of three marks:**

- family support
- school teachers
- behaviour therapists
- medical professional
- speech and language therapists.

**b) Answer may include but not limited to:**

- using the current guidance on summer born children will help to ensure that Daniel can start a year later in Reception (1). This would benefit the child as he is still in the early years age range and will be a year older and better able to cope with school (1).
- Have a staged introduction to school (1) so Daniel can spend part of the time in school and part of the time in the preschool to help him settle (1)
- Teachers may not regard the Key Person's recommendation highly (1) therefore, using observations and speaking with the other professionals will support their case (1).

**Total marks: 6**

**10**

Sasha is nine months old and goes to her childminder David three mornings a week. David shares a book about a hungry caterpillar with Sasha, pointing out the different things in the pictures. Sasha responds by pointing to different things and David tells her the words for what she is pointing to. Sasha giggles and carries on looking and listening to David until he finishes the story.

- a) Explain how sharing the book is helping to develop Sasha’s literacy and language skills. (3 marks)
- b) Describe how will these activities impact on Sasha’s learning and development in the short and long term. (3 marks)

**a) Answer may include but not limited to:**

- Sharing books with young children helps them start to recognise that print carries meaning (1), they see patterns in the shapes of words and hear it in the speech as it is read to them (1).
- They will point out recognisable features on the pages and start to recall repeat phrases (1).

**b) Candidates must cover both short and long term to gain full marks. Answer may include but not limited to:**

- Short-term - child will come to understand how to handle books correctly (eg in English we read from left to right and from front to back of book)(1), turn a page at a time (1) and realise that each page has different information (1). They will come to like books and realise that they are fun (1).
- Long-term - child will learn that books come as fact or fiction (1). That fictional books have stories containing characters and plots and that they have to read them in the right order to make sense (1). Factual books can help them find out about the world around them (1), support their interests (1) and teach them new things (1).

**Total marks: 6**

**11**

Explain how rhymes and props help to develop children’s learning and development in both the short and long term. (6 marks)

**Answer may include but not limited to:**

- children can ‘see’ what quantity looks like (1) so they can understand the meaning of one, two etc. (1) Children are learning to count, add and subtract in a fun way (1) which is more engaging (1).
- Rhymes help children to remember things quickly (1), using numbers allows the practitioner to get children practising adding up and taking away/ counting/learning number sequences (1).
- Maths becomes a fun experience for children just as all other areas of learning (1).
- Long-term the adding up and taking away exercises in the song will later help children when they need to solve more complex number problems (1).

**Total marks: 6**

**12**

Explain how systematic synthetic phonics can help teach children to read. (3 marks)

**Answer may include but not limited to:**

- children are taught the sounds of all the letters (1) so they can build up and break down words (1) working from sound alone (1) before they have to learn the complications of pronunciation (1) and spelling of words (1). Teachers will read a full range of literature with the children (1).
- Teachers will make sure that all children experience a wide range of activities associated with literacy (1) such as role play/drama/poetry (1) but the children are not expected to 'read' text which is beyond them (1), and the method does not involve guessing at words from context/ picture /initial letter clues (1).

**Total marks: 3**

**13**

Helen did a home visit with her manager to Charlotte's house before she started at the setting. Helen met Charlotte's mum and dad saw how Charlotte loves to play with the doll's house that her dad built for her. Charlotte's dad also agreed to come in and do a woodwork session with the children.

Explain how building positive relationships from the start will help to develop Charlotte's learning and development. (3 marks)

**Answer may include but not limited to:**

- the home visit helped to identify Charlotte's likes, this will enable Helen to incorporate what she enjoys into activities for her learning and development (1)
- the setting is going to benefit from Charlotte's dad coming in and helping teach the children new skills (1)
- Charlotte will learn how to share his attention with the other children (1)
- Dad will see what the setting does and understands the importance of being involved in his child's learning (1) this could encourage him to help out more(1), which will help the children see a male role model in the setting (1).

**Total marks: 3**

**14**

Explain **two** strategies that can be used to encourage children to express themselves while taking part in creative and imaginative activities. (6 marks)

**Explanation of any two of the following for a maximum of three marks each. Answer may include but not limited to:**

- Practitioners/parents can role model language for children (1) or use open questions/suggestions (1) to support children to think/solve problems or talk about what they are doing (1).
- Children can be supported in understanding the 'rules' of conversation (1) so they listen to others as well as expressing their own thoughts (1). Adults may use a toy to hold explaining that only the child with the toy can talk (1).
- Using children's names or looking at them as they speak shows their views are valued. (1). Replying, recasting or repeating what children have said shows they have been listened to (1), clarifies what they have said (1) and shows that their ideas are important (1).
- Adults or children can also respond to children's use of body language or gesture (1). If they notice the child's actions and talk to the child, then the child knows they have been 'listened' to (1) and this will support confidence to communicate again (1).
- Changing voice tones and pitch can create excitement/suspense/interest (1). They can also be used to make characters which make the play more entertaining (1) and will help gain children's attention and responses (1).
- Engaging children in sustained shared thinking (1), talking with them about what they are doing and how they are doing it;(1) recapping what children have said;(1) offering ideas about what they as adults like to do; (1) using words such as 'I think'; 'I imagine' (1).

**Total marks: 6**



**15**

Madeline is three years old and has an ongoing condition that means she spends a lot of time in hospital. She has had a number of operations and this has affected her mobility. She has also had a lot of time off playgroup. This time Madeline is expected to stay in hospital for a few weeks and when she comes out she will need medication. She tells you she does not want to go and leave her mum.

Discuss the impact on Madeline's learning and development and the importance of working in partnership with parents. (12 marks)

**Indicative content:**

**Impact on learning and development**

Madeline is likely to be below expected level of development for some of the areas of development. Physical – mobility and gross motor skills could be affected, as could her health and hygiene such as managing toileting; personal, social and emotional will be affected as she will miss out on making friends and socialising with others; she may not understand rules and managing emotions as she is isolated from her peer group. She may be affected by the illness itself, confused, frightened/ fearful of the strangers taking care of her, missing familiar routine and familiar people such as her friends, she may feel bored, and she may feel fearful of hospital procedures.

**Transitions**

She will be away from home in a new environment, intrusive nature of hospital care by unfamiliar carers, regulations of wards and treatments given.

**Practitioner and Key Person role**

They need to keep in touch with the family to maintain the relationship while Madeline is away. Once Madeline returns the staff will need to know how to look after her as she may need help with personal hygiene and they may need special training for administering her medication.

**Evidence of a collaborative approach between family and setting**

Information has been provided to Madeline that is honest, appropriate to her developmental level and that may reassure her. Visit to the hospital will help familiarise Madeline with the new environment. Making sure that Madeline has access to learning and development during her stay in hospital – activities from the setting she can do with parents.

**Links to theoretical perspectives for play, attachment, learning and development**

**Band 1: 1 – 4 marks**

Basic discussion of the impact on learning and development with minimal reference to either positive or negative impacts on the child. Little or no description of the importance of different theories in relation to development and/or attachment without the detail of theories. Limited links to the importance of maintaining relationships with parents and colleagues.

To access the higher marks in the band, the response will identify both positive and negative impacts on the child giving limited details and include links to positive relationships with parents.

**Band 2: 5 – 8 marks**

Detailed discussion of the impact on learning and development with clear reference to both positive and negative impacts on the child. Explanations of the significant events/ transitions given and makes a reasonable attempt to examine the possible effects. Explanation of the importance of theory for development and /or attachment provided, making clear links to theories. Explanation of the impact of positive relationships with the parents also provided.

To access the higher marks in the band, the response makes links to strategies for maintaining relationships with the child and the family, including limited recommendations for how to overcome barriers.

**Band 3: 9 – 12 marks**

Comprehensive and clear discussion of impacts on learning and development with explanations of both positive and negative impacts on the child supported by relevant links to attachment and learning theories. Sound recommendations for partnership working with a variety of relevant people. Clear links to causes of barriers and ways to overcome them. Conclusion shows how the child's learning and development can be supported by the practitioner maintaining positive relationships with parents.

To access the higher marks in the band, the response will be clear, coherent and comprehensive with all relevant aspects considered with justification and linked to practical application in an Early years setting.

**Total marks: 12**