3605-535 JUNE 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 (1)

Candidate name (first, last)
First ___________________________ Last ___________________________

Candidate enrolment number ___________________________ Date of birth (DDMMYYYY) ___________________________ Gender (M/F) ___________________________

Assessment date (DDMMYYYY) ___________________________ Centre number ___________________________ Candidate signature and declaration*

• If any additional answer sheets are used, enter the additional number of pages in this box.
• Please ensure that you staple additional answer sheets to the back of this answer booklet, clearly labelling them with your full name, enrolment number, centre number and qualification number in BLOCK CAPITLALS.
• All candidates need to use a black/blue pen. Do not use a pencil or gel pen.
• If provided with source documents, these documents will not be returned to City & Guilds, and will be shredded. Do not write on the source documents.

*I declare that I had no prior knowledge of the questions in this assessment and that I will not divulge to any person any information about the questions.

You should have the following for this examination
• a pen with black or blue ink

General instructions
• This question paper is the property of the City & Guilds of London Institute and is to be returned, or destroyed after the examination.
• All questions do not have equal marks.
• The maximum marks for each question are shown.
• Answer all fifteen questions.

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Thursday 22 June 2017
09:00 – 11:30

See the latest qualification handbook for the updated test specification.
1. Identify **five** sign or symptoms of neglect. (5 marks)

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

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)
4 Explain, using Frobel's theory why free play is important for children's learning and development. (3 marks)
Reggio Emilia states that the environment acts as 'the third teacher'. Explain this pedagogical approach.

(6 marks)
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)

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

a) Identify **three** professionals outside of the setting who you may need to work in partnership for Daniel. (3 marks)

b) Explain how working in partnership with the other professionals will support Daniel. (3 marks)
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.

b) Describe how these activities will impact on Sasha’s learning and development in the short and long term.
11 Explain how rhymes and props help to develop children's learning and development in both the short and long term.

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

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