



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)

| If provided, stick your candid barcode label here. | date Thursday 22 09:00 – 11:30 | |
|--|---|---|
| Candidate name (first, last) | | Chat. Oec |
| First | | 210 26 12 |
| Last | | 5 5 40 |
| Candidate enrolment number | Date of birth (DDMMYYYY) | Gente (M/E) |
| Assessment date (DDMMYYYY) | Centre number | andidate signature and declaration* |
| | 70 20 | ne |
| If any additional answer sheets at Please ensure that you staple at booklet, clearly labelling them wand qualification number in BLO All candidates need to use a bla If provided with source document and will be shredded. Do not we | additional answer speets to the vith you full name, enrollment nu CK CAPITALS ackiblue pen. Do not use a pens, these documents will not b | back of this answer umber, centre number ncil or gel pen. |
| *I declare that I had no wior and that I will not divinge to | nowledge of the questions | |

You should have the following for this examination

a pen with black or blue inkers

General instructions

- Thi Question paper's the property of the City & Guilds of London Institute And is to be returned, or destroyed after the examination.
- All questions **brot** have equal marks.
- The maximum marks for each question are shown.
 Answer an ifteen questions.

| ident | ify five sign or symptoms of neglect. | (5 ma |
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| | | |
| State or ab | four types of internal support that settings can provide in situations where harm use is suspected or alleged. | (4 ma |
| | | |
| to spe | is 2 years old and has Down Syndrome. She is not able to walk yet and is starting eak but the sounds are unclear. Staff in the baby room have been on a training se to learn Makaton so they can sign with Clara, and when they go outside they sure they have a waterproof cover for her to sit on with toys nearby that she each. | |
| Expla | in how using this social model of disability meets Clara's needs. | (4 ma |
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(3 marks)

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

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| 6 | Khalid finds it hard to wait for his turn and often snatches toys from other children. |
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| | 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) |
|----|--|-----------|
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| | | |
| b) | State three feelings which may influence Khalid's relationship with his key person. | (3 marks) |
| | | |
| | te three strategies that may be used to overcome barriers when working in | |

3605-535

22 June 2017

|) | Identify two barriers that may prevent partnership working with parents. | (2 marks |
|---|---|---------------|
|) | Explain how you can overcome the barriers identified in a). | - (4 marks |
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| 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 |
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a)

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.

| Describe how will these activities impact on Sasha's learning and development | |
|---|---------|
| in the short and long term. (3 | (3 mark |
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(6 marks)

| both the short and long term. |
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| Explain how systematic synthetic phonics can help teach children to read. | (3 mar |
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| 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 | |
| Explain how building positive relationships from the start will help to develop Charlotte's learning and development. | (3 ma |
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(6 marks)

| Explain two strategies that can be used to encourage children to express themselve while taking part in creative and imaginative activities. | | | |
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| 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 mark |
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