

**3605-31 Level 3 Technical Diploma
in Early Years and Childcare (540) /
3605-32 Level 3 Technical
Extended Diploma for the Early
Years Practitioner (1080)
(3605-035)**

October 2017 Version 1.1

Guide to the examination

Document version control

Version and date	Change detail	Section
October 2017 1.1	<ul style="list-style-type: none">Amendment to number of resit opportunities	Details of the exam

Who is this document for?

This document has been produced for centres who offer **City & Guilds 3605-31 Level 3 Technicals Diploma in Early Years and Childcare (540) or 3605-32 Level 3 Technical Extended Diploma for the Early Years Practitioner (1080)**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

- **Level 3 Early Years and Childcare** – Theory exam (2 hours).

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

When does the exam take place?

The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

At the start of the programme of study, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the Qualification Handbook.

Form of exam

The exam for this qualification can be taken either on paper (3605-535) or online (3605-035).

Can candidates resit the exam?

Candidates who have failed an exam or wish to retake it in an attempt to improve their grade, can do so **twice**. The third and final retake opportunity applies to Level 3 only. The best result will count towards the final qualification. If the candidate fails the exam three times then they will fail the qualification.

How the exam is structured

Each exam has a total of 80 marks and is made up of:

- approximately 12-16 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 Recalls knowledge from across the breadth of the qualification	35%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	51%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	15%

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

The exam assesses:

- **Unit 003: Principles of safeguarding and health and safety of children**
- **Unit 004: Promoting children’s health and welfare and their diversity, equality and inclusion in the Early Years sector**
- **Unit 005: Theories that underpin practice in the Early Years sector**
- **Unit 007: Working in partnership with parents and other professionals**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification’s Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks
003 Principles of safeguarding and health and safety of children	LO1 Understand how legislation, statutory guidance and procedures safeguard children in the Early Years sector	1.1 Legislation, statutory guidance, policies and procedures affecting safeguarding the health and safety of children in the early year sector 1.2 Practitioners role and responsibilities in relation to safeguarding 1.3 How a child may be placed at risk of harm or abuse in relation to: a. the wider concept of safeguarding b. personal and external factors 1.4 Categories, signs and symptoms that indicate a child may have been harmed or abused	19

		1.5 Support for children and their parents/carers in situations where harm or abuse is suspected or alleged both	
	LO2 Recognise and manage risks to health, safety and security in a work setting or off-site visit	2.1 How to ensure healthy, safe and secure environments for children 2.2 Risk assessments and dilemmas 2.3 Systems for supporting health and safety which may include referral or informing other agencies 2.5 Follow policies, procedures and practice	
004 Promoting children's health and welfare and their diversity, equality and inclusion in the Early Years sector	LO1 Promote health, welfare, equality, diversity and inclusion	1.2 The importance of applying and challenging practice in a way that promotes positive change 1.3a Social models of disability and their impact on practice 1.3b Medical models of disability and their impact on practice 1.4 The importance of promoting inclusive practice, positive attitudes and respect	19
	LO2 Promote positive health and well-being for children	2.1 Factors which effect children's health and well-being 2.2 Process and procedure for managing and recording children's health and well-being	
	LO3 Promote and meet the nutritional and hydration needs of children	3.1 Preparation and storage of food, formula and breast milk safely according to health and safety guidelines and parents/carers instructions 3.3 Methods of educating children and their parents /carers in effective food management 3.3 Methods of educating children and their parents /carers in effective food management	

		3.4 Plan balanced meals, snacks and drinks for children following hygiene practices	
005 Theories that underpin practice in the Early Years sector	LO1 Understand the theories that underpin current Early Years practice	1.1 Research cognitive, constructivist, humanist and behaviourist to include social learning theories	15
	LO2 Understand the significance and importance of attachment for children	2.2 Explain the significance of attachment for children	
	LO3 Understand the importance of play in supporting children's learning and development	3.2 The importance of play for children's learning and development	
	LO4 Understand early years pedagogy and approaches in the early years sector	4.2 Explain how early years pedagogy and different approaches influence current early years provision	
007 Working in partnership with parents and other professionals	LO1 Work in partnership with parents within early years setting	1.1 The principles, policies and values that underpins parental involvement in their child's early learning in relation to: i. working with adults ii. working with children 1.2 The importance of working in partnership with parents to include: i. meeting the child's needs (holistic development and learning) ii. ensuring health and well-being iii. recognising the value of the parents and the home environment iv. effective communication 1.3 Barriers which may prevent partnership working to include:	15

		<ul style="list-style-type: none"> i. family structure ii. Personal, social and emotional (PSE) iii. socio-economic status iv. cultural v. health and wellbeing vi. work life balance vii. own beliefs and attitudes <p>1.4 Strategies used to overcome barriers which may prevent partnership working</p>
	<p>LO2 Work in partnership with colleagues and other professionals within early years setting</p>	<p>2.1 Reasons for working in partnership with colleagues and other professionals to include - meeting the child's needs, ensuring health and well-being, effective communication, to identify early intervention strategies</p> <p>2.2 Barriers which may prevent working in partnership with colleagues and other professionals to include - cooperative working between colleagues and other professionals, time constraints, large case loads, shift work / fixed hours, lack of respect of other professional expertise</p> <p>2.3 Strategies to overcome barriers to partnership working</p> <p>2.4 Support provided by professionals in the early years sector to families and children</p> <p>2.5 The practitioner role in effecting partnership working to support children and families in relation to:</p> <ul style="list-style-type: none"> b. identifying the factors that may lead to a support need c. dilemmas that may occur when identifying a potential support need. (NB: not part a)

Total marks for sections: 68 marks

Integration across units*: 12 marks

Total marks for exam: 80 Marks

* *Integration across units*. These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
Analyse	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
Calculate	Work out the answer to a problem using mathematical operations
Compare (...and contrast) (or describe the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
Define	Give the meaning of, technical vocabulary, terms, etc.
Describe	Give a detailed written account of a system, feature, etc (..the effect of...on...) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc
Differentiate between	Establish and relate the characteristic differences between two or more things, concepts, etc
Discuss	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
Distinguish between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
Evaluate	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc)
Explain	Make (a situation, idea, process, etc) clear or easier to understand by giving details (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.
Give example(s) illustrate/	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc

Give a rationale	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
Identify	Recognise a feature, usually from a document, image, etc and state what it is
Justify	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
Label	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
List	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
Name	Give the (technical) name of something
Propose	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
Select	Choose the best, most suitable, etc, by making careful decisions
State	Give the answer, clearly and definitely
Summarise	Give a brief statement of the main points (of something)

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example question	Example question:
<p>Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>Identify five signs or symptoms of neglect. (5 marks)</p>	<p>One mark for each of the following, up to a maximum of five. Answers may include but not limited to:</p> <ul style="list-style-type: none">• 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.
<p>Structured Response Questions These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions</p>	<p>a) Identify two barriers that may prevent partnership working with parents. (2 marks)</p>	<p>a) One mark for each of the following, up to a maximum of two marks. Answer may include:</p> <ul style="list-style-type: none">• socio-economic

which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

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

- 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/ health/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 / what is important to them (1) and implement where possible (1)
- Health and well-being – find alternative ways of talking with parent (1); learn sign language (1); use text or email for emergency contacts (1).

Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Example question

Claude is aged three, his home language is French. He has been coming to the setting for six weeks and has made friends with some of the children. His key person Tom grew up in France so they sometimes talk to each other in French. Tom's manager has asked him to speak only in English to Claude as this is his parent's request.

Discuss the impacts of Tom **not** speaking French with Claude in the setting. (12 marks)

Mark scheme

Indicative content to include:

- Legislation/codes of practice - the early years curriculums, Equality Act
 - Transitions – Claude is still settling into the setting
 - Learning and development, health and well-being:
 - importance of recognising the child's home language in supporting learning
 - Claude may feel isolated and confused as he may not be able to make himself understood
 - Claude will not understand why his key person is now only talking in English with him
 - Claude's self-esteem may be affected
 - Claude's attachment to his key person may be affected
 - Claude's confidence in talking may suffer and he may stop talking in both languages.
 - Inclusion:
 - Key person should challenge the manager as best practice
 - Home languages should be valued. Research has shown that children must use home languages to continue their cognitive development
 - He could suggest inclusive practice for the other children so they can also learn some French
 - Partnership working with colleagues and parents:
 - Valuing opinions and beliefs and ideas as well as culture
 - Key person should talk with parents and explain that using the child's first language is important
 - Learning and development theories – humanist, cognitive, behaviourist, play, Early Years pedagogy.
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Band 1 (1-4 marks)

Basic discussion showing minimal breadth of considerations, supported with little or no analysis. Few links to individual needs, and limited understanding of impacts on learning and well-being. Made limited reference to best practice, transitions and partnership working and provided little or no justifications for these. The response lacked structure and coherency. Where facts were provided, these were sometimes incorrect.

To access higher marks in the band the response will include some attempt of recognising partnership working with parents and include a satisfactory range of considerations.

Example band 1 response

Claude has been coming to the setting for six weeks so has had a lot of time now and will be settled in. He has shown that he can make friends without being able to speak English, he will probably start to pick up the language by playing with his friends and listening to the language around him. Tom needs to listen to what the manager has said as the parent's wishes are very important and they should work with the parents, they want the parent's to continue to use the setting, if he continues to speak in French they may take Claude to another setting. If Tom continues to speak French with Claude, he could become dependent on Tom and only want to be with him, also the other staff don't know what Tom is saying to Claude so they may be left out. They could also become cross and feel that Tom is not being fair. Claude is not Tom's friend, what will happen when Tom is not there? It would be better not to speak French for these reasons, everyone including Claude will benefit from a happy setting without tension. They may think that Tom is not thinking about Claude but showing off that he can speak French rather than thinking about what is best for Claude. Claude could become very confused if Tom continues speaking in two languages, he will get used to speaking only English in the setting and make more effort to learn it and to speak.

Band 2 (5-8 marks)

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 individual needs with best practice, transitions and the impact on learning and development. Some areas may be more detailed than other areas but will include reference to support and partnership working. 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.

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.

Example band 2 response

Claude is still new to the setting and he is still getting used to everything. It is very different from his home and how his home works including the language spoken, it may be the first time that he has been to a setting so nothing will be familiar apart from the language that he hears Tom speaking. Tom has made efforts to make Claude feel more comfortable by speaking French to him, it has made Claude feel more comfortable and secure, he has been able to bond with Tom. Tom has been able to explain what is happening in the setting to Claude and this has helped him to feel happier which means that he will go and play with the other children and make some friends. If Tom did not use French with Claude it is likely that Claude would find it harder to mix, he would not understand what was going on and could become upset and frightened, he may feel alone. He may not feel confident to explore which will affect his learning and development as he will not be able to get involved. Claude could even stop speaking as he would not want to seem different from the other children or doesn't know how to make himself understood.

The manager may be afraid that the parent's will take Claude out of the setting but they might feel reassured if they understand how speaking French with Claude could make things better even if it is in the short term. If Tom just stops speaking French with Claude the parents may not understand how the setting can help support them in keeping this language while learning a new one and Claude may feel confused about why this has happened, he may think that he can only speak French at home or with family. Claude could learn to speak English by listening to what is going on in the setting and the other children might help as described in social learning theory and through learning from his peers as in Piaget's theory. Also Claude may not feel like he is included in the group.

Band 3 (9-12 marks)

Comprehensive and clear discussion showing breadth of understanding across the main considerations which were supported by effective analysis and conclusions that displayed depth of understanding. A well-reasoned discussion with accurate links to individual needs, best practice, transitions, impacts on learning and development as well as learning and development theories were considered. Good comparisons were made between support and partnership working. Throughout the discussion coherent 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.

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.

Example band 3 response

It would be better if discussions took place with the parents before Claude starts in the setting to make sure that a partnership is developed early on and reviewed regularly. Six weeks is not a long time for a child to transition into a new setting so it is important that the setting monitor how Claude is progressing with the transition and how all who are concerned with his care, in and out of the setting, make it easier for him and make the best use of

the skills that he has. It will be important for the parents to know how the setting can help develop Claude's use of English by supporting it with the use of the language that he knows best, French. It is important that the setting makes good use of the fact that Tom can speak the same language as he can then use words that Claude understands to make him feel welcome and included, Tom will also be able to comfort Claude and explain how the setting routine works. If Tom is not allowed to do this, it could result in Claude becoming frightened and upset. He will not understand why Tom is no longer speaking with him in the language that he understands which could affect Claude's behaviour. This would not help Claude bond with Tom or make secure attachments as described by Bowlby and Ainsworth. He could become withdrawn or he could start to become aggressive due to being frustrated at not being able to make himself understood. Tom could involve other children in using French by using a French word and the English word at the same time to introduce vocabulary so that Claude learns alongside his friends. By not doing this Tom would not be valuing Claude's background and culture and the other children will not get the opportunity to learn about different languages, places in the world, foods and other families. Other children in the setting could be included. It is important that the parents are introduced to the importance of a child continuing to use their home language in the setting and how this supports their development particularly when the pathways in the brain are still developing. It is also important for the other staff members to learn some of the French words that are familiar to Claude so that when Tom is not there he can interact with the other staff. If this does not happen it will make it very difficult for Claude. He could become very insecure and lose confidence, he would probably become too dependent on Tom and unable to ask for things or get help when he is not there.

Tom would not be meeting Claude's individual needs fully if he stopped speaking in French with him, he would not be offering him equality of opportunity as Claude may not feel confident enough to take part in all of the activities that are going on. Tom would also not be keeping the interests of the child at the centre of his practice or demonstrating best practice in relation to inclusion.

Tom could support Claude's learning and development by making links to social learning theory and Piaget's zone of proximal development where children learn from their more experienced peers. This can also support the learning of the other children too. Tom should perhaps suggest to his manager that he would like to talk with the parents to explain how he can help Claude to learn English by supporting his use of French and suggest that he meets with the parents regularly to keep them up to date on his progress.

So many opportunities would be lost if Tom does not try to continue to use French with Claude and does not use it with the other children too or help the other staff to be included.

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage: <https://www.cityandguilds.com/qualifications-and-apprenticeships/children/children-and-young-people/3605-early-years-practitioner-early-years-educator-and-early-years-and-childcare#tab=documents> which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: www.cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>