



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 candidate barcode label here.

Thursday 22 June 2017
09:00 – 11:30

Candidate name (first, last)

First [grid of boxes]

Last [grid of boxes]

Candidate enrolment number

[grid of boxes]

Date of birth (DDMMYYYY)

[grid of boxes]

Gender (M/F)

[grid of boxes]

Assessment date (DDMMYYYY)

[grid of boxes]

Centre number

[grid of boxes]

Candidate signature and declaration\*

[signature box]

If any additional answer sheets are used, enter the additional number of pages in this box. [grid of boxes]

- Please ensure that you staple additional answer sheets to the back of this answer booklet...
• 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...

\*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.

See the latest qualification handbook for the 2018 exams have changed. The content sampled will vary from this paper. The updated test specification.



4 Explain, using Froebel's theory why free play is important for children's learning and development.

(3 marks)

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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)

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b) State **three** feelings which may influence Khalid's relationship with his key person. (3 marks)

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

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

(3 marks)

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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)

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b) Describe how will these activities impact on Sasha's learning and development in the short and long term.

(3 marks)

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

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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)

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