

Paper Code: M-EPA-EYE3003

Level 3

Early Years Educator - Mock Knowledge Test

Information for registered centres

The seal on this examination paper must only be broken by the candidate at the time of the examination. Under no circumstances should a candidate use an unsealed examination paper.

Information for candidates

Under no circumstances should you, the candidate, use an unsealed examination paper.

This examination consists of **35 multiple-choice** questions.

The minimum pass mark is **23 correct answers**. The duration of this examination is **60 minutes**.

You are **NOT** allowed any assistance to complete the answers.

You must use a pencil to complete the answer sheet - pens must **NOT** be used.

When completed, please leave the examination answer sheet (EAS) on the desk.

Questions 1-5 will assess **K15: Safeguarding policies and procedures**, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.

Of the **23** correctly answered questions, **5 out of 5** questions relating to criteria **K15** must be answered correctly in order to pass.

EXAMINATION ANSWER SHEET (EAS) INSTRUCTIONS:

For each question, fill in **ONE** answer **ONLY**.

If you make a mistake, ensure you erase it thoroughly.

You must mark your choice of answer by shading in **ONE** answer circle only.

Please mark each choice like this:

01 A B C D **ANSWER COMPLETED CORRECTLY**

Examples of how **NOT** to mark your examination answer sheet (EAS). These will not be recorded.

01 A B C D **DO NOT** partially shade the answer circle
ANSWER COMPLETED INCORRECTLY

01 A B C D **DO NOT** use ticks or crosses
ANSWER COMPLETED INCORRECTLY

01 A B C D **DO NOT** use circles
ANSWER COMPLETED INCORRECTLY

01 A B C D **DO NOT** shade over more than one answer circle
ANSWER COMPLETED INCORRECTLY

All candidates **MUST** sign the Examination Answer Sheet (EAS) in the bottom right-hand corner of the page before leaving the examination room.

The following **5 questions** relate to the safeguarding assessment criteria.

1

Which of the following documents provide information about protecting children who are at risk of abuse?

- A. Working Together to Safeguard Children guidance
- B. Their setting's Health and Safety in the Workplace policy
- C. General Data Protection Regulation
- D. Their setting's Special Educational Needs policy

2

What is the purpose of conducting a Disclosure and Barring Service (DBS) check for potential employees in an early years setting?

- A. To discover whether they require any health checks or vaccinations
- B. To determine their relevant pay grade and expected salary
- C. To determine whether they are suitable to work with children
- D. To discover their employment history and level of experience

3

A parent frequently makes negative comments about their child's abilities, often comparing them to their siblings. The child is withdrawn and shy, with a low level of confidence. Which type of abuse does this indicate?

- A. Sexual abuse
- B. Emotional abuse
- C. Physical abuse
- D. Neglect

4

Which of the following examples could raise safeguarding concerns?

- A. A child snatching toys from other children
- B. A child refusing to play with a particular toy in the outside area
- C. A child playing with the same toys continuously
- D. A child slapping and shouting at dolls in the roleplay area

5

When a child makes a disclosure of abuse, the first action to take is to:

- A. reassure the child and report the information to the setting's safeguarding lead
- B. contact the child's parents or carers and inform the police about the disclosure
- C. ensure all information given by the child is stored securely and kept confidential
- D. contact social services and request that the child be placed into care

The following **30 questions** relate to the remaining knowledge test assessment criteria.

6

Typically, at what age would a child first be expected to demonstrate care and concern for others, as well as the ability to discuss their emotions?

- A. 18 months
- B. 24 months
- C. 3 years
- D. 4 years

7

Which of the following shows that a 4-year-old child's development has regressed during a transition between 1 school year to the next?

- A. Displaying behaviours that are associated with an older age range
- B. Displaying behaviours that are associated with a younger age range
- C. Becoming distracted easily and wanting to play constantly
- D. A loss of appetite and noticeable weight loss

8

Why is providing children with the opportunity to engage in group roleplay activities important for their speech, language and communication development?

- A. It enables them to play with and listen to their peers in addition to mimicking behaviours and communication patterns observed in others
- B. It gives them the opportunity to dress up as fictional characters and act out imagined scenarios using different voices and accents
- C. It gives them the opportunity to socialise and establish strong relationships through structured and scripted communication
- D. It enables them to develop a better understanding of domestic responsibilities by acting out real-world scenarios

9

Bowlby believed that early relationships with caregivers play a major role in a child's development, and that it continues to influence social relationships throughout their lives. What is the name of this theory?

- A. Cognitive Developmental Theory
- B. Social Learning Theory
- C. Behavioural Child Development Theory
- D. Attachment Theory

10

A 6-year-old child is experiencing a family breakdown, and the parents are in the process of separation. How might this impact the child's learning and development?

- A. The child may experience emotional and behavioural changes which could hinder their academic learning and social development
- B. The child may develop a keen interest in their physical development and lack enthusiasm for academic learning
- C. The child may gain an interest in creative arts and show enthusiasm for storytelling and understanding the world
- D. The child may experience delays with their academic learning and social development and be able to better regulate their emotions and behaviour

11

Why is it important to support children's holistic physical development?

- A. It will enable the child to have a competitive nature and strive for perfection
- B. It will encourage the child to be independent and no longer need help from their parents or carers
- C. It will enable the child to increase in confidence and will support their self-esteem
- D. It will encourage the child to develop healthy eating habits and stick to a strict diet

12

A child's transition from a home environment to an early years setting may be poorly handled by the adults supporting them. As a result, the child can:

- A. become fixated on a specific toy in the setting and refuse to play with any others
- B. regress in their intellectual abilities and decline in their spiritual wellbeing
- C. become largely immobile and suffer from impaired physical development
- D. develop attachment issues and an inability to form healthy relationships with others

13

When planning for children in an early years setting, activities must be:

- A. strictly child-initiated
- B. strictly adult-led
- C. a mix of adult-led and child-initiated
- D. a mix of child-led and adult-initiated

14

The setting's fire alarm begins to sound unexpectedly during a morning classroom activity causing the children to become distressed. What action must be taken?

- A. Calm the children, ask them to be seated, then leave the room to investigate the cause of the disturbance
- B. Leave the classroom and ask another member of staff to investigate, then return to the children as quickly as possible
- C. Continue with the activity, reassure the children that the situation is under control and remain calm
- D. Calm the children, instruct them to form an organised line and lead them to the setting's designated gathering point

15

Why is it important for early years educators to undertake continual professional development (CPD)?

- A. To improve the quality of provision and care for the children they supervise
- B. To help parents understand their job roles and responsibilities
- C. To help colleagues and volunteers work more efficiently
- D. To contribute to good Ofsted inspection outcomes

16

What is the correct sequence of gross motor development from birth to 5 years?

- A. Rolling, sitting, crawling, walking and pedalling
- B. Rolling, sitting, kicking, crawling and running
- C. Sitting, kicking, pedalling and jumping
- D. Sitting, walking, jumping and throwing

17

According to Early Years Foundation Stage (EYFS), at what age will a child understand up to 200 words?

- A. 1 year old
- B. 2 years old
- C. 3 years old
- D. 4 years old

18

Providing babies with appropriate love, affection and physical contact is important for their emotional wellbeing because it:

- A. results in them sleeping, playing and laughing more
- B. prevents them from crying when left alone for long periods of time
- C. enables them to feel safe, secure and protected
- D. teaches them to copy the behaviour when interacting with others

19

Under the statutory framework, which of the following is a legal requirement for all early years settings?

- A. Ensuring a cover is placed over the sandpit and water tray in the outdoor area
- B. Keeping a written record of each time medication is given to a child
- C. Sending a newsletter about school updates to parents and carers each week
- D. Ensuring all risk assessments are stored in locked filing cabinets

20

Bruner believed in a 'spiral curriculum'. This means children learn effectively when:

- A. an area of focus is simplified, increasing in difficulty each time an activity is repeated
- B. a large amount of detail is presented with an adult-led explanation of a topic
- C. they are encouraged to move through topics rapidly without repetition
- D. they are shown how to complete more complicated tasks before simple ones

21

Early years educators can support children by considering their emotional development. This is important so children can:

- A. gain the acceptance of others in the setting
- B. make decisions about who they listen and respond to
- C. develop healthy coping strategies
- D. choose when they play and with which toy they play with

22

A child has recently entered foster care which involves a change in schools. How will this affect the child's learning and development?

- A. It will lead to educational instability, impacting academic progress
- B. The child's emotional well-being will improve due to exposure to a new school
- C. The child will not make friends in the new school setting
- D. The change in school setting guarantees the child will immediately excel in their subjects

23

An early years setting can promote an inclusive environment that encourages tolerance and respect for different cultures by putting up displays and offering resources to children that:

- A. represent a variety of cultures and make children discuss their experiences
- B. reflect only the most highly-represented cultures within the setting
- C. represent a wide range of cultures and include them as part of everyday life
- D. reflect only the cultures of neighbouring European countries

24

Which of the following strategies would be used to aid a child with the development of their reading skills?

- A. Pointing a finger to each word so the child will read it
- B. Extending the child's vocabulary through 'rote' learning
- C. Encouraging the child with sweets when words are read incorrectly
- D. Using a loud and cheerful voice when reading aloud to the child

25

Why is it important to celebrate different cultures within the early years setting?

- A. Children will learn that shared values and experiences are more important than differences
- B. Children will develop open attitudes, which will increase their awareness of cultural differences
- C. Children will know that common identity is essential to create unity and cohesion, rather than cultural differences
- D. Children will benefit from all cultural celebrations as they will be able to form their identity around them

28

Why is it important for early years educators to provide shared meal times for children?

- A. To encourage a positive eating experience, and reduce the risk of the children developing food-related problems that could impact their health
- B. To minimise the disruption to planned activities by ensuring meals are not scheduled at different times throughout the day
- C. To decrease families' food costs by ensuring all children eat the same meal everyday
- D. To reduce the number of staff required for meal time supervision due to the children all eating in the same area at the same time

26

What must happen if it is suspected that a child has swallowed a chemical?

- A. Wait and see if any symptoms develop
- B. Induce vomiting immediately
- C. Offer the child a drink of water
- D. Call the emergency services

29

When a child starts to undertake activities such as using cutlery and drawing, what are they developing?

- A. Locomotive abilities
- B. Fine motor skills
- C. Gross motor skills
- D. Reflex actions

27

What approach to learning and development involves an outdoor, open setting where children can learn, play and develop in a natural environment?

- A. Waldorf Steiner
- B. Montessori Education
- C. Forest School
- D. Friedrich Froebel Trust

30

When a child transitions to a new early years setting, how can they be supported with any feelings of anxiety?

- A. By preventing the child's parents or carers from entering the setting each morning until the child no longer feels anxious
- B. By providing opportunities for the child to be alone to independently manage their emotions
- C. By giving the child affection, reassurance and soothing objects, such as special toys or blankets
- D. By encouraging the child to copy more positive behaviours displayed by other children in the setting

31

Which of the following describes the use of synthetic phonics?

- A. Children analysing letter-sound relationships in previously learned words and not pronouncing sounds in isolation
- B. Children converting letters or letter combinations into sounds, then blending the sounds together to form recognisable words
- C. Children beginning to use parts of word families they already know, and linking similar sounds, to identify new words
- D. Children beginning to segment words into phonemes, and writing letters which represent these

32

Which of the following actions taken by a parent or carer would prompt a member of staff to use the setting's safeguarding policy?

- A. Comforting a child who has injured themselves after falling over
- B. Accompanying their own child to the toilet
- C. Taking photographs of a group of children playing together
- D. Stopping a fight that has broken out between two children

33

In what way would a 6-year-old child use their developing language skills?

- A. To lead imaginative play and start asking questions of others
- B. To hum a tune and recognise songs on the radio
- C. To play by themselves and pick their favourite toy
- D. To choose a meal for lunch and make sounds to indicate they enjoy it

34

According to the United Nations Convention on the Rights of the Child, the general principles that play a fundamental role in realising the rights for all children are:

- A. non-discrimination, best interest of the child, right to life survival and development, and right to be heard
- B. best interest of the child, right to life survival, freedom of association and development, and right to be heard
- C. right to life survival, freedom of association, right to be heard, and recovery from trauma and reintegration
- D. freedom of association and development, right to be heard, recovery from trauma and reintegration, and social security

35

How can early years educators promote healthy attachments for children under their supervision?

- A. By encouraging children to socialise only with adults, avoiding hugs and other affectionate behaviours, and providing strict discipline
- B. By giving children reassurance and affection, celebrating their achievements and supporting them when they are upset
- C. By pre-empting signs of distress or worry, providing a consistent set of activities each day and encouraging a positive attitude at all times
- D. By allowing children to deal with distress independently, encouraging resilience and avoiding one-to-one support during learning



Level
3

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