

Award In Getting Started In A Pre-School Setting (AGSPS Level 1)
Unit One
Multiple Choice Question Paper

Exemplar Paper 2

Read the following notes BEFORE you answer any questions

This question book remains the property of the council and is to be returned after the examination

- In order to complete this examination paper you require: this question book; an answer sheet; an HB pencil and a clean rubber.
- You **MUST** use an HB PENCIL to complete **ALL** parts of the answer sheet.
- Each question shows FOUR possible answers (lettered 'a', 'b', 'c' and 'd'). Only ONE is correct. Decide which one is correct and mark your answer on the **ANSWER SHEET** with your HB pencil.

For example if you decide 'c' is correct, mark your answer like this

1	A
	B
	<input checked="" type="checkbox"/> C
	D

If you want to change your answer, rub out your original response thoroughly, then fill in the box for your new answer.

- Any calculations or rough work can be done in this question book.
- Only entries on the **answer sheet** will be marked.
- Attempt all questions; if you find a question difficult, leave it and return to it later.

13 If you have any queries ask the invigilator before you start.

This paper contains 25 questions.
Answer them using the 'boxes' numbered 1 to 25 on the answer sheet.
You have 45 minutes to complete the test.

Please turn over.../

- 1 What can parents gain from working in partnership with the pre-school?
- a first aid knowledge
 - b advice about benefits for families
 - c confidence with their own children
 - d information about family health care

- 2 What contributes to working in partnership with parents?
- a working to a daily routine
 - b doing regular child observations
 - c having a child protection policy
 - d using home/pre-school diaries

- 3 What do pre-schools aim to provide for children and parents?

- 1 health advice
- 2 family counselling
- 3 positive role models
- 4 a stimulating environment

- | | | | |
|---|-----|---|-----|
| a | 1,2 | b | 1,4 |
| c | 2,3 | d | 3,4 |

- 4 Settings should work in partnership with parents to

- 1 encourage parents to meet each other
- 2 help to meet the children's individual needs
- 3 value the parents as the child's main carers
- 4 learn about play resources in the local area

- | | | | |
|---|-----|---|-----|
| a | 1,2 | b | 1,4 |
| c | 2,3 | d | 3,4 |

- 5 A member of the pre-school staff should visit a family at home before a child attends the setting to

- a get details about the whole family
- b advise parents about child development
- c ask parents to volunteer to help in the setting
- d encourage positive relationships with parents

- 6 Which law safeguards all children?

- a Equal Pay Act (1970)
- b Children Act (2004)
- c Disabled Persons Act (1986)
- d Education Reform Act (1975)

- 7 Pre-schools should have written policies

- a for staff to follow at all times
- b for adults to be good role models
- c to help children develop and learn to explain what all children should do
- d

- 8 Which policy gives information about collecting children from the setting?

- a Admissions policy
- b Behaviour policy
- c Health and Safety policy
- d Equal Opportunities policy

- 9 A child aged 3 years regularly hits other children. Which policy should the adult follow FIRST?

- a Behaviour policy
- b Bullying policy
- c Health and Safety policy
- d Parent Partnership policy

- 10 Pre-schools are inspected to make sure that
- a children can develop through play
 - b fund raising activities take place
 - c staff are paid a reasonable wage
 - d families are involved in the setting

- 11 Which activity will BEST support a child's social development?
- a drawing
 - b role play
 - c finger painting
 - d junk modelling

- 12 Which are examples of small world play?
- 1 road track with cars
 - 2 farmyard with animals
 - 3 interlocking jigsaw puzzle
 - 4 board game with counters
- a 1,2 b 1,4
c 2,3 d 3,4

- 13 Sand and water is an example of which type of play?
- a role play
 - b junk modelling
 - c small world play
 - d play with natural materials

- 14 Playing with large blocks is MOST likely to develop
- 1 physical skills
 - 2 language skills
 - 3 emotional skills
 - 4 intellectual skills
- a 1,2 b 1,4
c 2,3 d 3,4

- 15 It is MOST important to have a variety of activities for children to
- 1 give parents ideas for play
 - 2 help children make choices
 - 3 encourage children's learning
 - 4 provide pictures for displays
- a 1,2 b 1,4
c 2,3 d 3,4

- 16 A pre-school setting can provide a safe environment for children by
- a offering a variety of activities
 - b carrying out risk assessments
 - c regularly consulting with parents
 - d providing training for staff

- 17 What will help to prevent cross-infection in the pre-school setting?
- a keeping everything tidy
 - b closing all the windows
 - c encouraging hand washing
 - d wearing an apron at all times

- 18 What is the BEST way to welcome new children to the setting?
- a make sure displays are attractive
 - b send a welcome pack to their homes
 - c display photographs of staff in the entrance
 - d arrange visits to the setting before children start

19 How can practitioners help the children to feel safe and secure?

- 1 provide consistent routines
- 2 work closely with the parents
- 3 give the child plenty of toys for play
- 4 ask the child's key person to work with the child all the time

- a 1, 2 b 1, 4
c 2, 3 d 3, 4

20 Adults who are organising activities in the pre-school should

- 1 make sure all equipment used is in good condition
- 2 put out different activities every day
- 3 give all children the same activity
- 4 arrange activities in an attractive way

- a 1,2 b 1,4
c 2,3 d 3,4

21 All adults in a pre-school setting should work as a team to

- 1 share out tasks fairly
- 2 advertise the pre-school
- 3 make friends with each other
- 4 support the children's learning

- a 1,2 b 1,4
c 2,3 d 3,4

22 Adults can BEST work as a team in a pre-school setting by

- a sharing information
- b leaving work on time
- c putting up displays
- d writing children's records

23 Adults should show interest in children's activities to

- a support children in their play
- b help children to finish all activities
- c make sure children talk to the adult
- d be able to change activities frequently

24 During play an adult can promote a child's self-esteem by

- 1 praising the child
- 2 singing to the child
- 3 reading to the child
- 4 encouraging the child

- a 1,2 b 1,4
c 2,3 d 3,4

25 Adults should communicate with children during an activity to

- 1 tell the children to take turns
- 2 support the children's learning
- 3 make sure children finish the activity
- 4 encourage the children's language development

- a 1,2 b 1,3
c 2,4 d 3,4

THE END