

2005 Early Years Care and Education

Higher

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

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Marking Scheme

Question 1

Marks

- (a) **With reference to one theorist, identify the children's basic health needs that need to be met.**

8

1 mark for naming a relevant theorist such as Maslow or Kellmer-Pringle
1 mark for identifying each of the seven levels of Maslow's hierarchy or each of the seven needs of Kellmer-Pringle's theory
7 marks awarded for 5 levels of Maslow's hierarchy
7 marks awarded for 4 accurate psycho-social needs of Kellmer-Pringle plus reference to basic needs eg physical

- (b) **With reference to the above family, select three basic health needs and describe how these needs are being met, or could be met, for the children in this country.**

6

Up to **2 marks** each for three full descriptions

e.g. Maslow

Physiological needs – Provision of diet and sleep in sheltered accommodation
Safety – Removal of drug using equipment
Constant supervision by grandmother in house
Mother walks to school
Love – Supportive grandmother and mother
Self-esteem – Praise given in school and at home
Cognitive – In school: receiving support for English as a second language
Aesthetic – Seeing more of this country other than a housing estate
Self actualisation – Education: free and available
Healthcare: free and available

Mia Kellmer-Pringle

Need for:
Security – Constant care givers
Love – From mother and grandmother
New experiences – Provided in school
Provided in new environment
Provided in new country
Praise/recognition – Provided at school
Provided at home
Responsibility – Allowing for helping mother's English
Independence – Dressing, feeding, choosing friends
Physical safety – Clean up environment: supervision: accompanied to school

The same marking scheme should be applied to any other relevant theory related to the needs of children in the case study.

- (c) **Identify one professional the nursery might suggest to give advice to Mrs Anwar in relation to Mahoud. Explain the professional's role in the promotion of child health.** **3**

1 mark for identifying an appropriate professional – GP or Health Visitor

Up to **2 marks** for an explanation of the role – GP offers advice and/or prescription

Health Visitor offers advice re hydration, diet, may refer to GP

The above are examples only. Candidates may select, describe and explain the role of other relevant professionals.

- (d) **Identify two agencies who may be involved with this family and explain the role of each in the maintenance and promotion of the children's health.** **6**

1 mark for **each** relevant agency identified such as

- NHS Primary Health Care Team
- School Health Service
- Social Work Department
- Education Department
- Pre-school Assessment Team

Up to 2 marks for **each** accurate description of the contribution of the identified agencies to the promotion of child health

- NHS Primary Health Care Team monitors the health and development of children from birth, provides support and advice to parents and provides immunisations against childhood diseases.
- Social Work Department provides support for families experiencing financial difficulties.

The above are examples only. Candidates may select and explain the contribution of other relevant agencies.

- (e) **Describe four family factors which might affect the health of the children in their new country.** **8**

Up to 2 marks for each of **four** factors clearly and accurately described e.g.

Mother poor English speaker – may have difficulty communicating the children's health needs

No extended family available – lack of social and emotional support, may become unhappy and withdrawn through not having needs met, lose sleep, concentration difficulties

Daughter expected to help with domestic duties – may be given too much responsibility leading to safety concerns for herself and for younger siblings

Mother unemployed – low income leading to possible dietary deficiencies, lack of opportunity for new experiences

Grandmother's refusal to learn English – may lead to an inappropriate diet because lack of understanding of food labels. Could lead to children being at risk as grandmother may not be able to summon help in an emergency or case of illness

No father figure – lack of positive male role model may lead to lack of self-confidence, may affect social and emotional health

The above are examples only. Candidates may select and describe other family factors.

(f) Identify two social trends in this country and evaluate how they may impact on the children's health now.

8

Up to 4 marks for each appropriate social trend identified and fully evaluated

Convenience foods – inadequate diet due to additives, excess sugar and salt. Expensive leading to less money available for food in general

Lack of exercise and physical activity in lifestyle – poor sleep patterns, affect growth and muscle tone

Free access to healthcare – regular screening, immunisations, appropriate treatment for illness

Drug misuse in the community – risks from needles and other equipment left in streets and stairwells, violence from those under the influence of drugs

Lack of jobs for unskilled workforce – poverty and effects on family's lifestyle, mother may become depressed

Grandparents caring for children – love, affection, new experiences, may have more time

The above are examples only. Candidates may select and evaluate other social trends.

Question 2

Identify and describe three main influences on children's linguistic development and behaviour

9

Up to **3 marks** for each of **three** appropriate influences clearly and accurately described such as:

Parental involvement –

- early communication from birth, talking, singing, eye contact
- reading stories
- playing language games such as I spy
- listening to children when they come home from school,
- conversing with them about the day's events
- making meal times a time for conversation
- helping the child with language homework – eg reading book, story writing
- discussing language progress with relevant professional at nursery and school

Siblings –

- being a close friend whom the child can share thoughts with
- stimulating ideas often come from a big sister or brother – eg making up imaginative games
- sharing books and stories
- can hinder language development if older sibling does all the talking
- older child may revert to 'baby' talk when a new baby arrives

Experiences –

- opportunities to learn new vocabulary on outings
- attendance at nursery and primary school to encourage development of communication skills
- interaction with peer group to develop conversation skills
- careful correction of early grammar mistakes so children are not discouraged from trying to communicate
- introduction to books and reading

Education –

- encouragement to learn reading and writing
- using imagination and creativity
- opportunities to develop social skills
- opportunities for role play
- encouragement to build on existing skills and make progress

The above are examples only. Candidates may select and describe other relevant influences.

Question 3

Select **two** of the following concepts and explain **each** in relation to children's growth, development and behaviour

6

- Environmental influences
- Interaction of nature and nurture
- Continuous development or stages of development
- Maturation
- Culture

Up to **3 marks** for each clear, accurate explanation eg

Interaction of nature and nurture: the relative contributions of genetic and environmental influences on growth, development and behaviour.

- difficult to establish definite answers to the debate
- genetic influences do result in inherited diseases such as haemophilia and some physical characteristics such as height, eye and hair colour
- personality and intelligence are partly determined by genetics but environmental factors also important
- genetic factors may set limits or possible range of intelligence and personality and environment may determine where/how within that range a child develops and behaves

Continuous development or stages of development

- some psychologists believe in a stages theory of growth and development where all children develop through various stages at which particular changes in development occur
- other psychologists believe that growth, development and behaviour occurs as a continuous process
- the same sequences are followed by all individuals
- each person follows the same sequence but the rate of development varies between individuals
- continuous development theory means changes are smoother and less clear cut than in stages theory

The same marking scheme should be applied to other relevant explanations related to the selected concepts.

Question 4

Describe the sequences and pattern of physical growth and development from birth to 7 years.

8

Up to **6 marks** for an accurate description of the sequences and patterns of physical growth and development eg

- head control precedes sitting, walking precedes running
- length/height increases with age
- palmar grasp precedes pincer grip
- head/body proportions change with age
- physical development is cephalo-caudal
- physical development is proximo-distal

Question 5

- (a) Identify and describe two main influences on the social, emotional and personal development and behaviour of Amy.

6

Up to **3 marks** for identifying and describing influences such as:

Parenting	– close bond with mother who has learned to sign to communicate with Amy. Mother not fully understanding of Amy’s current behaviour
Position in family	– no longer the youngest, may feel like a ‘middle’ child
Life events	– mother’s remarriage, new baby brother, moving house and school
Bonding	– close bond with mother, bonds with grandparents, opportunities to develop more bonds with step-siblings and with step-father’s extended family
Siblings	– step-sister and step-brother much older than Amy and not very patient with her. New baby may be cause of her current behaviour at school
School	– supportive of Amy’s hearing loss, specialised provision
Conditional/unconditional positive regard	– needs conformation of unconditional regard and recognition of attempts to help with new baby

The above are examples only. Candidates may select and describe other relevant influences.

- (b) Describe one theory of either cognitive or social, emotional and personal development which would be relevant to Amy's situation.

6

Any relevant and appropriate theory should be clearly and accurately described, including the most significant concepts/stages, from theorists such as:

- Piaget** – sensori-motor, pre-operational, concrete operations, formal operations/schema(ta), accommodation, assimilation etc
- Bruner** – enactive, iconic and symbolic modes of representation/ scaffolding etc.
- Vygotsky** – importance of language and culture, social settings, zone of proximal development etc.
- Erikson** – stages of psycho social development: trust-v-mistrust, autonomy-v-shame and doubt, initiative-v-guilt, industry-v-inferiority etc.
- Bandura** – social learning, role models etc.
- Bowlby** – primary attachment, separation anxiety etc.
- Schaffer and Emerson** – multiple attachments etc.
- Ainsworth** – types of attachment: Type A – Insecure (anxious/avoidant), Type B – secure, Type C – Insecure (ambivalent)

or any other relevant theorist.

1 mark for the name of the theorist and up to **5 marks** for the accurate description of the theory.

The same marking scheme should be applied to any other relevant theory clearly and accurately described and related to the child in the case study.

- (c) You are a child care worker in the unit Amy attends. Explain how knowledge of your chosen theory in (b) could help you promote Amy's cognitive or social, emotional and personal development.

6

Up to 2 marks for each suggestion for meeting Amy's **cognitive or emotional, personal and social** needs made with reference to the chosen theorist, such as:

Piaget

- an awareness that Amy could be between the pre-operational and concrete operations stage of development because of her hearing impairment and the life changes she has experienced. The role of the various adults in her life in providing appropriate stimulation. The recognition that school will play an important role in her development and learning and that she needs to learn through building on previous experienced in a 'hands on' fashion.

Bruner

- Amy is likely to be between iconic and symbolic modes and that her progress in the iconic mode will have been affected by her hearing impairment. The role of the various adults in her life in 'scaffolding'.
'Scaffolding' in educational contexts – recruitment, reduction of degrees of freedom direction maintenance, marking critical features and demonstration.

Vygotsky

- Zone of proximal development.
Meaning is socially constructed and takes place through interactions between the child and more experienced peers and adults.
The importance of language and culture.
The role of the Teacher as a facilitator who provides the right environment and materials for the child.

Erikson

- Amy is likely to be between initiative-v-guilt and industry-v-inferiority, she should be given the opportunity to explore her environment and initiate activities. She will be beginning to acquire important knowledge and skills relating to her culture. Progress through stages depends on her ability to overcome difficulties and she will need the support of all the adults in her life in doing this.

Bandura

- Amy will be heavily influenced by the important role models in her life and she is likely to copy their behaviour. The role model needs to be aware of this and modify their behaviour so that she is encouraged to develop and learn effectively
Her parents should explain to Rachel how her own behaviour will affect Amy.

- Bowlby** – The importance of primary bonds and the importance of building secondary bonds with the new family.
Anxiety associated with the birth of a sibling and the importance of her mother reassuring her that she has the same place in her affections as she did before the birth.
- Schaffer and Emerson** – The ability to build multiple attachments and the importance of being encouraged to build relationships with her new family. Amy is obviously trying to be involved and her attempts need to be recognised and acknowledged.
- Ainsworth** – Types of attachment. Discussion about Amy’s attachment to her mother and perhaps her father before he died.

Question 6

- (a) **Explain the reasons for studying children’s growth, development and behaviour.** **10**

Up to **10 marks** for a well-constructed explanation of reasons for studying children’s development and behaviour. Candidates should include a **minimum** of **three** reasons eg

- to develop an understanding of how children learn in order to apply this understanding to working with young children.
- to develop an understanding of factors influencing children’s growth, development and behaviour such as diet, exercise, sleep, life circumstances
- to develop an understanding of why children behave in certain ways such as gender differences and peer group pressure in order to apply this understanding to promoting positive behaviour and motivating children’s development and learning
- to be able to identify children’s needs and provide for those needs

The above are examples only. Candidates may select and explain other appropriate reasons.

- (b) **Evaluate methods of studying children’s growth, development and behaviour.** **10**

Up to **10 marks** for a balanced evaluation of a **minimum** of **three** methods of studying children’s development and behaviour.

Methods could include:

- case studies
- surveys
- experiments
- naturalistic observations: using pre-coded categories; summative observations; ongoing observations

The above are examples only. Candidates may select and evaluate other appropriate methods.

(END OF MARKING INSTRUCTIONS)