

## **2006 Early Education and Childcare**

### **Higher – Paper 1**

## **Finalised Marking Instructions**

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## 2006 Early Education and Childcare

### Higher – Paper 1

#### Question 1

(a) **Describe emotional, personal and social development of children.**

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For **3 marks**, candidates should refer to all three areas either by definition or by use of examples.

**Emotional development** involves:

- the development of feelings
- the growth of feelings about and awareness of oneself
- the development of feelings towards other people and understanding of their feelings
- the development of self-esteem and self-concept.

**Social development** involves:

- the development of the child's relationships with other people
- at early stages, this will primarily be with the main caregiver and extended family. This will extend as the child matures and interacts with a wider social group
- also includes the process of socialisation which candidates may describe as the child learning skills and attitudes which enable them to fully fit in with others in their community. An example of a child learning what socially acceptable behaviour is would be their understanding of rules, sharing or developing good manners.

For **2 marks**: A good definition but does not explain all three areas.

For **1 mark**: A definition which only accurately explains one aspect of emotional, personal and social development.

**(b) Give a brief description of six sequential gross-motor skills in children aged 0-3 years.**

**6**

Up to **6 marks** for description of correct sequence.

**1 mark** for each age appropriate gross motor skill accurately described.

| <b>Age</b> | <b>Stage</b>   |
|------------|--|
| Birth      | Lie supine with head to one side, when pulled to sitting head lags<br>Reflexes   |
| 3 months   | Head control<br>Lifts head and sometimes chest when prone<br>No head lag   |
| 6 months   | Reaches for objects<br>Rolls from back to side   |
| 9 months   | Sits with support<br>Sits unsupported<br>Rolls front to back   |
| 12 months  | May crawl or pull to stand<br>Usually mobile, crawling/bottom-shuffling<br>May walk  |
| 18 months  | Bounces to music<br>Walks alone<br>Kneels and squats   |
| 2 years    | Climbs stairs on all-fours<br>Can climb onto furniture<br>Push and pull toys<br>Walk up and down stairs putting both feet on each step   |
| 2½ years   | Walk into a ball when attempting to kick it<br>Stand on tiptoe<br>Climb nursery apparatus<br>Kick a large ball gently  |
| 3 years    | Can walk backwards and sideways<br>Can stand on one foot<br>Climb stairs with one foot on each step<br>Can throw a ball and catch a large ball with arms outstretched<br>Use their whole body to kick a ball |

(c) **The following factors are important in influencing the development of children:**

**the environment;  
education;  
gender expectations**

**Explain how two of these factors influence cognitive development of children aged 3-5 years.**

**8**

Up to **4 marks** for demonstrating an understanding of what these influences are and how they affect children.

Up to **4 marks** for relating these influences to the cognitive development of children aged 3-5 using examples.

Maximum marks can only be awarded to candidates who demonstrate an understanding and application of all two influences and how they impact on cognitive development.

### **Environment**

The influence of the child's environment may include definitions of environment which stress the influence of:

- the child's local community and its amenities
- the type of housing the child's family live in
- whether the child lives in a rural or urban area.

Candidates should demonstrate understanding of the child's wider environment and its potential influence on their cognitive development. They should state the opportunities available in the environment for development of these skills, eg trips to the supermarket, park, visiting family and friends. They should demonstrate an awareness of the opportunity for language development, early literacy and numeracy, development of concepts about people, places, transport and animals. Opportunities for developing memory and concentration through the use of games could be explained.

### **Gender Expectations**

Candidates should demonstrate an understanding of the importance of the child's self-concept and attitude of others in their expectations of the child. Within societies, cultures and individual families there may be different views on appropriate sex roles. This may limit the child in access to education, or encouragement in particular aspects of the cognitive development, eg some boys may receive less encouragement to read and witness less male role models as readers than girls: this may impact on their attitudes to books and reading and skill in early literacy. In some contexts, one gender may be expected to achieve more academically.

### **Cognitive development at 3-5 years**

The development of the brain allows the child a developing understanding of the world around them. The development of concepts and skills in problem solving allows them to explore their surroundings in more detail and with deeper understanding. Involves the development of memory and concentration span.

#### **3 years:**

- match 2/3 primary colours
- beginning to understand concept of time – recall past events and anticipate future events
- can sort objects into simple categories
- remember and repeat nursery rhymes
- can count by rote to ten but do not yet understand quantity beyond 2/3
- learn to speak more than one language if they hear this spoken around them as they develop.

#### **4 years:**

- can count up to 20 by rote
- can sort objects in groups
- increasing memory skills
- can give reasons and problem solve
- include detail in their drawings such as adding hands and fingers to their drawings
- can confuse fact with fiction
- can state their name and address correctly
- can recognise patterns in words.

#### **5 years:**

- produce drawings with lots of detail
- are developing their skills in reading and writing
- recognise their name and try to write it
- are fluent in their speech and grammatically correct
- love to read stories and will then act them out in detail in their play.

- (d) **A number of factors play an important part in language development. Evaluate one positive and one negative effect for each of the following factors:**

**home environment;  
cultural background.**

**8**

### **Cultural background**

The cultural background of the child may influence how much the child is encouraged to interact with adults through talk and discussion. If the attitude discourages the child from experimenting with language this may inhibit their development. If the attitude is that the child's communication is valued and listened to this will encourage the child's attempts to communicate and further develop these skills. In some cultures, children will experience more than one language as they develop their own language skills. Children will then develop skills in more than one language. This increases their cognitive development and enables them to communicate. If this skill in another language is not valued or supported, eg by staff in educational settings, the child may be inhibited or frustrated and this may affect their attempt to communicate and their emotional, personal and social development. Children may not be equally skilled in both languages. It is common for there to be a greater understanding than actual use of one language.

### **Home environment**

#### **Positive:**

A responsive home environment where the child is encouraged to communicate and responded to positively will develop their confidence and self-esteem and provide an opportunity to practise and develop language skills. Access to children's books in a home environment will encourage positive attitudes to books and reading in addition to supporting early literacy skills and the opportunity to learn and develop new concepts. Availability of new experiences such as outings will provide opportunities for communication. Nursery rhymes help develop the child's familiarity with language and patterns of words which help later reading and spelling skills.

#### **Negative:**

If the child's home environment is not language rich then they might not receive appropriate stimulation to extend and develop their language skills appropriate to their age and stage of development. If the child does not have interaction with others and a positive response to their attempts to communicate, then they may stop their attempts to communicate. An environment which does not offer new experiences will limit the development of new concepts and understanding.

## **Cultural background**

A child's culture will involve them developing knowledge and understanding of the traditions, values and beliefs of those they live with. The culture within their own family and their traditions and customs of others in the local community and wider society, may be similar or may be very different to those in the home environment.

### **Positive:**

If a child experiences a culture in which children are encouraged to talk and to interact with adults freely, then they will take part in many conversations and communications where their views and opinions are valued. This will develop their desire to communicate their vocabulary and comprehension and increase their confidence.

### **Negative:**

If children experience an environment where their cultural traditions or values are not upheld, this could cause confusion and a child may be less likely to communicate. If a child does not feel their culture is either shared or valued by others this may cause confusion or impact on their confidence or self-esteem, hindering their language development.

## Question 2

(a) **Briefly describe four types of research methods**

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**Four** appropriate methods of observing and assessing children's development and behaviour should be described, such as:

- naturalistic observation
- narrative report
- developmental screening
- standard checklist.

**1 mark** for a clear, accurate, brief description of each method of gathering information about the development and behaviour of children, eg for **4 marks**:

- naturalistic observation means studying subjects in their own environment. With naturalistic observation, it is possible to see how particular behaviour occurs in various settings
- narrative reports are a detailed recording of exactly what a child does in a particular environment, with the emphasis on the reporter being as objective as possible and not making value judgements about the behaviour observed
- developmental screening means setting tasks to test the child's level of development in any or all areas of development; physical, social, emotional, cognitive or language
- a standard checklist describes aspects of development across one or more areas and is used to record where the child is, developmentally, at any one point in time.

**(b) Evaluate the effect in terms of validity, reliability and ethical considerations of one of the methods described in (a).**

6

Up to **6 marks** for a clear evaluation of any **one** of the four types of research methods described in **(a)**.

In terms of **validity** and **reliability**:

- for naturalistic observations and narrative reports – observational techniques give a more realistic picture of how children function in their everyday world
- their limitations are that, because there is a lack of strict control, it is not possible to be sure whether unwanted variables are affecting the behaviour
- they are highly dependent on the accuracy of the person recording their observations
- observational techniques are more open to potential observer bias than are other methods, since they rely more heavily on the observer's subjective interpretation of events
- an evaluation of naturalistic observation or narrative report will include the importance of taking a non-interventionist role in recording observations and of observing children during the course of a day's activities and routines
- developmental screening and standard checklists allow the user to make comparisons in development and behaviour across time and with 'normal' development
- their limitations are that they take an interventionist approach and can, therefore, influence the child's response
- the child may be influenced by other factors – health, being tested, home life and many more – which can mean that their performance is affected
- an evaluation of a developmental screening or standard checklist approach will include reference to developmental milestones in all aspects of development; physical, cognitive, linguistic, social and emotional
- if an interventionist approach is described, candidates will include the importance of choosing an appropriate time and environment for carrying out the observation.

**Any other reasonable evaluation**

In terms of **ethical considerations**:

- an explanation that any research into human behaviour raises some ethical questions
- observing and/or testing children can be seen as an invasion of privacy
- guidelines from the British Psychological Society on ethical questions highlight that participants must be protected from possible mental or physical harm
- they further state that informed consent must be obtained from the parent or guardian
- confidentiality must be ensured and participants must feel confident that any personal information provided will be regarded as confidential
- written consent must be given for use of the findings in reporting research
- in research involving children, any child who is reluctant to take part must not be tested or observed
- any child who becomes distressed must be comforted
- potential risks to a child's psychological well-being must be avoided.

**Any other reasonable ethical consideration.**

- (c) **In a Family Centre holiday play-scheme, there are children aged from birth to 12 years. Some children are familiar with the setting, some are new and some have siblings there.**

**Explain how a knowledge of the theories of Bowlby and Rutter could aid the staff in promoting the children's sense of security in the holiday play-scheme.**

**(In your answer you should describe the two theories and explain how they apply to this setting.)**

15

Up to **4 marks** for each clear, accurate description including the most significant concepts/stages and an explanation of their research methods:

**Bowlby** Bonding, primary attachment, separation anxiety, etc, and his belief that maternal (or primary attachment) separation will lead to problems in later life.

**Rutter** Successful later attachments, effects of conflicts in the home.

Up to **7 marks** for applying the concept of attachment and separation to the children in the case study, eg:

- the staff would be aware of the importance of settling-in procedures
- they would be aware of the importance of getting as much information as possible from the parents about the children, in order to meet their needs
- they would also be aware of the importance of key workers in promoting the security of children within their care
- children who are securely attached have fewer problems making new attachments
- the ages and stages of development of the children will help to determine how they settle into the setting
- some of the children will be attached to siblings, some to staff members
- they would also be aware that conflict in the home could cause some children to have less secure attachments
- they could use children who are familiar with the setting to help settle the new starts.

**Any other reasonable answer.**

[END OF MARKING INSTRUCTIONS]