

# **2006 Early Years Care and Education**

## **Higher**

### **Finalised Marking Instructions**

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## 2006 Early Years Care and Education

### Higher

#### Case Study: Ross and Ian

#### Question 1

Marks

- (a) Describe the positive influence of one family factor on the boys' health.

3

1 mark for appropriate factors and up to 2 marks for an appropriate description.

Any example of a family factor from:

- family structure – lone parent, nuclear, reconstituted or similar description, or separated
- parenting styles – laissez-faire/permissive
- family relationships
- access to extended family members
- size of family
- cultural influences
- provision of stable, loving environment.

**Or other relevant factor.**

Up to 3 marks for an appropriate description, such as:

#### **Family structure**

Lone parent/separated family; there may be less stress in the absence of the father of the home. There may be a closer link with the mother so improving emotional health of the boys. The boys benefit from seeing their father for a day at the weekend. This improves their relationship with him and they may get exercise, fresh air and a healthy diet on their day out.

#### **Parenting styles**

Grandmother laissez-faire/permissive – may lessen stress on the children and meet their emotional needs when separated from their mother.

#### **Access to extended family member**

Relationship with grandmother provides security, bonding and routine. She is attentive, trying to meet needs for exercise and emotional links with mother. Grandmother takes Ross to Family Centre, so recognising importance to all round health of attending the Centre, and takes Ian to park/library, providing exercise and stimulation for him.

#### **Size of family**

Both parents, although separated, could care very well for the children's physical and emotional health, as the family is small

**Or other similar answers.**

**(b) Describe the negative influence of one socio-economic factor on the boys' health.**

**3**

**1 mark** for the identification of a negative influence, such as:

- poverty
- inadequate housing
- family structure – lone parent/separated family
- education.

**Or other appropriate socio-economic factor.**

Up to **2 marks** for an appropriate description, such as:

**Poverty**

May lead to poor nutrition and lack of warmth and clothing. There may be lowered resistance to disease with subsequent results on all-round health. Can influence health in later life, as there is a relationship between health in childhood and serious diseases in adulthood.

**Inadequate housing**

Overcrowding in grandmother's flat may affect the children's sleep patterns; this could contribute to reduced appetite and increased risk of infections. Lack of space can cause reduced opportunity for exercise and play, which may result in challenging behaviour due to stress.

**Family structure**

Lone parent/separated family: increase in stress related to family situation can affect physical health of boys.

**Education**

Reduced attendance at nursery/family centre may have a negative effect on Ross' behaviour. He may miss routine and consistency, healthy diet and playing with his friends.

**Or other similar answers.**

(c) **Describe the negative influence of one environmental factor on the boys' health.**

**3**

**1 mark** for the identification of one environmental factor, such as:

- housing
- access to shops/nursery/hospital
- pollution
- accident prevention.

Up to **2 marks** for an appropriate description, such as:

**Housing**

Overcrowding in grandmother's flat may affect the children's sleep patterns; this could contribute to reduced appetite and increased risk of infections. Lack of space can cause reduced opportunity for exercise and play, which may result in challenging behaviour due to stress.

**Access to shops/nursery/hospital**

Having to travel for long periods by bus and lack of physical exercise can affect the health of both boys, leading to tiredness and boredom. This may result in poor sleep patterns and lack of appetite.

**Pollution**

Long bus journeys may expose the children to air pollution from traffic. This could affect their lungs and contribute to illness.

**Accident prevention**

There may be increased risk of accidents for these children as Ross tries to run around and does not behave well with his grandmother. Both boys may be at greater risk of accidents in an overcrowded home. They are further exposed to traffic by undertaking frequent bus journeys, so there is an increased risk of a potential accident. Lack of access to safe areas for play may increase risk of accidents, lack of child-safe environment in the grandmother's home may cause accidents, eg medicines, stairs, kitchen equipment.

**Or other appropriate answers.**

- (d) **There are a number of agencies, professionals and carers who might be involved in improving the health of Ian and Ross. Select three and explain how they could work together to promote the basic health of the boys.**

9

**1 mark** for the identification of **three** of the above, such as:

- Primary Health Care Team – Health Visitor, GP or other health worker
- Social Work Department – Social Worker, or other worker from a voluntary agency
- Education Department – Teacher/key worker or other professional
- Paediatrician or other specialist.

**Or other appropriate agency, professional or carer.**

Up to **2 marks** each for an appropriate explanation of how they could work together to promote the basic health of the boys, such as:

**Primary Health Care Team – Health Visitor**

For liaison with parents, grandmother and the nursery/family centre and other professionals to help in the assessment of Ross' developmental delay and to offer strategies to cope with his behaviour. The Health visitor will monitor the children's developmental progress and give advice on healthy diet, sleep routine and the benefits of a generally healthy lifestyle for both boys. The Health Visitor will promote the immunisation programme and give advice on parenting.

**Social Work Department**

The Social Worker can give advice on benefits, grants, resource centres and voluntary groups to provide support for lone parent families. Will liaise with other professionals in order to assist families in situations where additional support is required.

**Teacher/key worker**

Involved in the identification and observation of developmental delay and support and advice with behavioural difficulties. Liaison with professionals and family, implementation of strategies for dealing with Ross' behaviour. Supporting a healthy lifestyle in nursery including healthy diet and exercise.

**Or other appropriate answers.**

## Question 2

Marks

(a) Describe two main influences on the physical development of Ian.

4

1 mark each for naming **two** influences, such as:

- diet
- environment
- exercise
- birth circumstances
- separation from parents.

**Or other appropriate influence.**

1 mark for each description of the effects of each influence on Ian's development, such as:

### **Diet**

Due to moving to live with his grandmother, Ian's appetite has become poor. This will have a negative effect on all aspects of his physical development. A healthy diet is important for growth, energy and all-round development for children of Ian's age who will be growing.

### **Environment**

Due to lack of contact with mother and father, and moving to live with his grandmother in an overcrowded flat he has become quiet and withdrawn. His emotional development is closely related to physical development, and at two years old, he will not understand the reasons for these changes.

### **Exercise**

Although he has access to exercise and play in the mornings, which will have a positive effect on aspects of his health, the overcrowded flat will not give him opportunities to exercise in safety indoors. This could result in lack of appetite, poor sleep patterns and contribute to increased susceptibility to illness.

### **Separation from parents**

Ian will probably be affected by anxiety about his ill mother, change in circumstances, frequent travelling and subsequent behavioural issues affecting his older brother. These could all have a negative effect on his physical development. As he is two years old, extended separation from his mother and lack of visiting with his father at weekends will result in emotional distress and subsequent effects on physical development.

**Or other appropriate answers.**

- (b) **Describe two main influences on the social and two main influences on the emotional development of Ross.**

8

Up to **2 marks** for each appropriate description of **two** influences on the **social** and **two** influences on the **emotional**, such as:

**Bonding**

Early bonding between mother (parents) and child is thought to have a significant positive influence on the emotional well-being of children. Ross will have benefited from close bonds with his mother and father (also with grandmother). He may be affected by lack of contact with his father in present circumstances and by the restricted contact with his mother.

**Parenting style**

Influences both emotional and social development. Laissez-fair/permissive style of parenting by grandmother may affect self-esteem: may confuse a child who might have been used to a more authoritative style and have other effects on behaviour.

**Peer group**

Less time spent with his peer group could have negative effects on behaviour; progress in social relationships may be delayed.

**Life events**

Separation from both parents could have significant negative effects on both emotional and social development (short and long-term).

**School**

Major socialising influence: as Ross is missing friends this could have negative effects on his behaviour. Progress in both developmental delay and disruptive behaviour could be adversely affected.

**Or other appropriate descriptions.**

- (c) **Describe one theory of emotional development which could explain the boys' behaviour.**

6

Up to **6 marks** for an accurate description of a relevant theory such as:

**Bowlby's theory of attachment and separation**

- Bowlby stressed the importance of children's early years in forming a bond with their prime care giver.
- Bowlby thought that children have a biological instinct to form an attachment.
- Bowlby based his findings on his own research, other research on children and animal studies.
- Bowlby believed any disruption to this bond (such as Ian and Ross being separated from their mum) would impair children's emotional development and their personality.
- Bowlby tried to demonstrate in his research that children who had not formed a bond and who had experienced maternal deprivation would find it difficult to form attachments in later life and demonstrate negative behaviour. Bowlby's theory would explain Ross being very demanding of adult attention and Ian being very quiet and withdrawn.
- Separation anxiety was the term given to children's difficulty in coping with separation from their main care giver when they would cry and doubt whether the mum/carer would return to them. Other researches such as James and Joyce Robertson explored these concepts identifying stages of distress, despair and detachment children go through when experiencing separation.

- (d) **Six months later Mum is back home with the boys and their new sister. Explain two changes you may expect to see in the boys' behaviour.**

6

Up to **3 marks** for a full description of any possible positive or negative changes in the boys behaviour.

**Bowlby's theory of attachment and separation**

- Eating habits – Ross has been demanding junk food and Ian has been picky with his food. When mum returns from hospital with the baby hopefully they would settle into a routine and eating habits would improve.
- Ross has, been disruptive and attention seeking during bus journey with gran. On his mum's return the need for this journey would stop. As Ross feels more secure at being back with his mum his need to demand adult attention and test boundaries may reduce.
- Ross has been disruptive but with the new baby returning home mum may be able to develop his self esteem by involving him in caring for the baby. His development sense of responsibility may improve his behaviour at home and at nursery.
- Ian has been withdrawn and quiet while his mum has been in hospital. He may find it difficult to adjust to his new sibling and may regress in his behaviour and possibly demonstrate resentment to the new baby.

### Question 3

Marks

- (a) **Choose two research methods and explain their use in the study of cognitive development in children.**

6

**1 mark** for each research method identified, such as:

- case studies
- naturalistic observation
- experiments
- surveys.

Up to **2 marks** for an accurate description of the research method, such as:

#### **Case Studies**

- Can provide information about one child or a group of children.
- Involve observation and interviews.
- Allows researchers to study rare or sensitive issues.
- May not be representative of children as a whole: cannot generalise.
- Information can be used to assess developmental levels.

#### **Naturalistic Observation**

- Involves observation of children in their natural environment to find out how they behave and respond in certain situations.
- Useful with children as they can be observed in a natural setting at play without being disturbed.
- Can be interventionist (participant) or non-interventionist (non-participant).
- Interventionist methods give greater opportunity to see and hear closely: observer can manipulate a situation in order to initiate certain aspects of behaviour.
- Prior to observation, objectives must be set.
- Procedures for recording include time sampling, frequency sampling and duration sampling.
- Observation findings can be recorded using checklists, charts, grids and diaries.
- Objectivity is important in recording exactly what is seen and heard.
- The use of naturalistic observation can provide information relating to the developmental level and behaviour of children.

#### **Experiments**

- Used to test a particular hypothesis.
- Variables: independent, dependent and confounding.
- Scientific method of research control experiments necessary.
- Need to be replicated many times by others to be sure of consistency in results and conclusions drawn.

**Surveys**

- Involves use of questionnaires and/or interviews.
- Questions may be answered orally or in writing.
- Questions can ask for a mixture of 'closed' or 'open' answers.
- For child development and behaviour it is useful to survey parents and a wide range of childcare professionals.
- Can be used in all types of studies.

**Or other appropriate descriptions.**

**(b) Describe one theory of cognitive development in children.**

**6**

Up to **6 marks** for describing any relevant and appropriate theory, such as:

- An explanation of Piaget's theory would include accurate definitions of schema or concept formation, assimilation, accommodation and equilibrium and each stage he identified, related to the appropriate age. This should also include, from each stage, examples of the types of development Piaget identified:

**Sensori-motor:**

**Birth-2 years**

Main focus on physical sensation and learning to co-ordinate our bodies

Learn by trial and error, fascinated by own bodies

By end of stage are aware that they are separate from rest of the world, developing language

**Pre-operational:**

**2-7 years**

Thinking beginning to be symbolic

Highly egocentric

Difficulty conserving

Animism

**Concrete operational:**

**7-12 years**

Logical thought applied to physical/present (concrete) situations

Loss of animism

Can conserve

**Formal operational:**

**12 years plus**

Formal reasoning

Can understand concepts consisting of more than one idea

Devise and test hypotheses

New stage of adult logic, where abstract reasoning is capable

Development of system of values and ideals

- An explanation of Bruner's theory would identify his 'modes of representation' and give a description of the main points of each stage. The answer should also identify the concept of 'scaffolding', with a clear explanation of what it means.

**Enactive:**

Children in the first stage have to have 'real' experiences in order to develop their ideas. Experiences must be direct because their thinking is based on physical actions and does not use imagery or words. This kind of representation carries on throughout life in things like throwing a ball and sports activities.

**Iconic:**

Bruner thought that children from about 1 year were capable of representing the environment in mental images: this is seen as iconic. The mental images can be sight, hearing, smell or touch (visual, auditory, olfactory or tactile). Children can build up a picture of the environment even if they cannot describe it in words.

**Symbolic:**

Children transfer from the iconic to the symbolic mode when they can use language for thinking. Later they are also able to use other types of symbols like number and music. Once the child is able to use symbols, they can categorise the world and start to think logically. Bruner believed that this happened when a child had acquired a degree of mastery over language.

- An explanation of Vygotsky's theory would identify his Zone of Proximal Development (ZPD) with a clear description of what this means. It would also identify him as a 'social constructivist', again with a clear description, such as:
  - he saw language development and cognitive development as closely related
  - he believed that the culture in which the child grew up was very important
  - he also believed that the amount of help and support the child received would influence development
  - he believed in three major elements in the process towards fully developed cognitive ability
  - the child firstly responds to the world through action: often language is not required
  - the child can then reflect on their own thought processes through language and can develop strategies for dealing with problems such as talking themselves through it
  - understanding is finally reached through co-operation with others in a wide variety of social settings, eg interactions with parents, peers, teachers and other people important in their life.

**And any other reasonable answer.**

**(c) Explain how an understanding of the theory identified in (b) relates to practice in early years care and education.**

**8**

Up to **5 marks** for a clear and accurate explanation of how the early years practitioner could use their knowledge of the theory described in (b) when working with children, such as:

- For Piaget or Bruner, knowledge of the child's age and stage of development would enable the practitioner to plan appropriate activities for the child, using stage-appropriate methods. For Bruner, they will identify the importance of 'scaffolding': eg for children in approximately the first two years the emphasis would be on sensory, real physical activities so that the children have experiences they can relate to. As the children get older and language develops, the practitioner can introduce more varied experiences, including opportunities for symbolic play. From approximately two years, the children would be involved in a wide variety of experiences designed to help them overcome egocentricism and find out about the world around them. By the end of our age range the children would be developing the ability to use logical thought, be aware of the needs of others, problem solve and use symbols other than language to interpret the world.
- For Vygotsky, an explanation of the importance of learning in a social context, language and cognitive development closely linked, the ZPD and its implications for practice, and application of the three major elements in the process of reaching potential (as described in the answer to (b)). Candidates would also make reference to the importance of the culture that the children were growing up in and relate this to practice in the early years setting.

**And any other reasonable answer.**

**Question 4**

**Marks**

- (a) **Describe two positive and two negative influences on the emotional development of children aged five-seven years.**

**8**

Up to **2 marks** for describing each positive and negative influence on emotional development from the following list.

**1 mark** for correctly naming an appropriate influence and **1 further mark** for describing its influence on children's emotional development at this stage.

**Parenting**

**Positive influences:** If children are set appropriate boundaries, they will feel secure and have a good understanding of rules and compromise. If children are given responsibility, this will build their self-esteem.

**Negative influences:** A permissive parenting style may mean that children find it difficult to understand and follow rules when in an environment such as school where this is important.

**Peer group**

**Positive influences:** Children at this stage will be keen to make friends. Playing with friends develops children's confidence and self-esteem as well as developing skills of compromise and negotiation.

**Negative influences:** Children at this stage of development may be influenced by their friends to misbehave and copy inappropriate behaviour.

**Position in family**

**Positive influences:** An only child may receive a lot of attention from the adults they interact with and this would build their self-confidence and self-esteem.

**Negative influences:** An only child may receive a lot of attention from the adults they interact with and this may make them impatient or demanding when in a situation where they are not the focus of attention.

**Life events**

**Positive influences:** A life event such as moving house could provide opportunities for developing new friendships and developing their social skills.

**Negative influences:** A life event such as moving house could cause a child to feel less secure and unsettled in a new environment and they may lose confidence and become more withdrawn than previously.

### **Social influences**

**Positive influences:** The media and role models such as celebrities can be a positive influence on children's emotional development, eg promoting anti-racism, anti-bullying etc.

**Negative influences:** The media and role models such as celebrities can be a negative influence on children's emotional development.

### **Bonding**

**Positive influences:** Having established a good bond with an adult caregiver, a child at this stage should be confident and willing to take on an appropriate level of responsibility.

**Negative influences:** Children of this age who have not formed a strong bond with an adult caregiver may be reluctant to form close relationships and develop trust in others.

### **Siblings**

**Positive influences:** Younger siblings can provide an opportunity for children at this age to become involved in caring for them and this will develop their self-esteem.

**Negative influences:** Older siblings who bully or exclude children of this age from their activities will impact on a child's confidence and self-esteem.

### **School**

**Positive influences:** Having opportunities to develop new skills and receiving praise and recognition for their attempts and achievements will develop children's confidence.

**Negative influences:** If the child struggles with learning and does not receive appropriate support this may lead to low self-esteem.

### **Gender**

**Positive influences:** Families who do not stereotype children and encourage them to play with toys traditionally aimed at boys and girls will contribute to the child feeling accepted and valued.

**Negative influences:** In some cultures, boys and girls are assigned with very traditional gender roles. If they are ridiculed or restricted in playing football or helping with housework due to their gender, their self-esteem may be affected.

**Conditional/Unconditional positive regard**

**Positive influences:** Unconditional positive regard for the child will mean that they feel loved, valued and secure, meaning that they will have high self-esteem.

**Negative influences:** If children feel their acceptance and value depends on their achievements they may be anxious or insecure with low self-esteem.

**Culture**

**Positive influences:** If a child's cultural background encourages them to express their opinions and that they will be listened to, the child's confidence will develop.

**Negative influences:** If a child's cultural background does not encourage them to interact with adults then they may be fearful and withdrawn around adults and those in positions of authority.

- (b) **Describe two positive and two negative influences on the cognitive development of children aged three-five years.**

8

Up to **2 marks** for describing each positive and negative influence on cognitive development from the following list.

**1 mark** for correctly naming an appropriate influence and **1 further mark** for describing its influence on children's cognitive development at this stage.

**Pre-school**

**Positive influences:** Stimulating experiences will provide opportunities for the child to develop their concentration, memory and problem solving skills.

**Negative influences:** If the quality of the pre-school experience is poor and does not meet the needs of the child then the activities may not be meeting the child's needs and they may lack concentration as they are bored.

**School**

**Positive influences:** Starting school can provide an opportunity for children to progress to the next stage of development in their learning. They will learn new skills and build on previous skills to continue to develop their literacy and numeracy skills and their ability to concentrate on tasks for a longer period of time.

**Negative influences:** Starting school may lead to a negative impact on cognitive development if the child struggles with the change in learning environment or teaching methods.

**Genetics**

**Positive influences:** Healthy parents mean more potential for optimum cognitive development.

**Negative influences:** Inheriting a genetic condition such as Downs Syndrome can affect cognitive development meaning that some children may need additional time or support to learn new facts or acquire skills.

**Stimulation**

**Positive influences:** Stimulation in the form of games, books and activities means that children will develop early literacy and numeracy skills and develop new concepts.

**Negative influences:** Lack of stimulation can hinder cognitive development as the child will lack access to opportunities to practise new skills and they become bored and fail to extend their knowledge.

**Parents**

**Positive influences:** Parents can provide support and encouragement to their child at this stage of development and encourage them to learn new things by answering questions, providing stimulation through interaction and activities.

**Negative influences:** If parents do not interact and respond to their child this will not develop their concepts or confidence. A lack of stimulation and encouragement from parents may result in a child not fulfilling their potential for cognitive development at that stage.

(c) **Describe the sequence of development of gross motor skills in children from birth to two years.**

6

**4 marks** for correctly identifying and explaining at least 4 stages of development accurately.

**2 marks** for the correct sequence of development.

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

- (d) **Describe two activities and explain how each activity could contribute to the development of fine motor skills in children aged two-four years**

6

Up to **3 marks** for each description of an appropriate activity.

**1 mark** for an age appropriate activity.

Up to **2 marks** for a description of how this activity will develop fine motor skills for at least two ages within the age range.

For example:

#### **Drawing with crayons or pens (1 mark)**

Drawing is an activity which encourages the development of fine motor skills as it develops a child's skill in manipulating tools, provides practise which develops the muscles in the wrist and fingers in holding their pencil and is a highly motivating activity for a lot of children which encourages them to express their own ideas and creativity.

A child of 2 would make a variety of marks on the paper including circles, lines and dots and any figures they draw would be hard to recognise. They would hold their crayon or pen in their preferred hand.

A child of 4 who was drawing would hold their pen or pencil in a more adult-like fashion in a tripod grasp. They would be able to produce much more detailed drawings, eg of people with head, legs and body and details such as houses with windows and doors.

#### **Fine Motor Skills development in children aged 2-4 years**

##### **2 years**

- Draw circles, lines and dots using preferred hand.
- Pick up tiny objects using pincer grasp.
- Can build a tower of six or more blocks.
- Can turn single pages in picture books.
- Can drink from a cup and use a spoon.

##### **2½ years**

- Can hold a pencil in their preferred hand with a tripod grasp.
- Can build a tower of seven cubes.
- Can imitate a horizontal line, circle, T and V.

##### **3 years**

- Can build a tower of nine or ten cubes.
- Can copy a building pattern of three or more cubes (eg bridge).
- Can control a pencil using thumb and first two fingers.
- Can copy a circle and the letters V, H and T.
- Enjoys standing and painting at an easel.
- Can draw a person with a head and sometimes legs.
- Can cut paper with scissors.
- Can thread large beads onto a lace.
- Can eat using a fork or a spoon.

**4 years**

- Can build a tower of ten or more cubes.
- Can copy a building pattern of 3 steps using 6 cubes or more.
- Are able to thread small beads onto a lace.
- Hold and use a pencil in an adult fashion.
- Can draw on request a figure that resembles a person, showing head, legs and body.
- Can copy letters X, V, H, T and O.

**Question 5****Marks**

- (a) **Describe one relevant theory in relation to the linguistic development of children.**

**6**

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

- Chomsky
- Skinner
- Trevarthen

**1 mark** for correctly identifying a theorist.

Up to **5 marks** for describing the appropriate theory, eg:

- a description of Chomsky's theory would include reference to language development being innate and genetically pre-programmed and an explanation of the concept of Language Acquisition Device (LAD)
- a description of Skinner's theory would include an accurate definition of operant conditioning and an explanation of the use of reinforcement to encourage the development of language
- a description of Trevarthen's theory would include reference to the need for social interaction between children and adults in the development of language and the need to respond to individual differences in children. Trevarthen emphasizes the need to listen to babies and children and give them time to respond to language overtures.

**And any other relevant theorist.**

- (b) **Evaluate how an understanding of the theory chosen in (a) would assist the adult in promoting the linguistic development of children.**

**6**

Up to **6 marks** for clearly describing how to promote language development in children accurately relating the description to the theory chosen in the answer to (a).

**1 mark** for each example, such as:

- Chomsky's theory would encourage those working with children to talk to them at every opportunity, bathing them in language to stimulate the innate language-learning ability. The emphasis is on using language while caring for and playing with the child. For babies who will be holding toys and pointing to objects, naming them will increase the child's vocabulary
- Skinner's theory would focus on rewarding children's attempts to communicate by smiles, nods and verbal response for the younger child and perhaps adding clapping for older babies with repetition of sounds that approximated to recognised words. As children's language develops the adult should listen attentively and respond appropriately to children's communications
- Trevarthen's theory would focus on social interaction, following up on very young babies' gaze and signs of recognition of familiar situations and people, and older babies' pointing and sounds. The added dimension would include the conversation between adult and baby – recognising the infant's imitation of communication and responding or waiting for a response from the baby to a verbal approach before saying more.

[END OF MARKING INSTRUCTIONS]