



2013 Early Education and Childcare

Higher Paper 2

Finalised Marking Instructions

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Part One: General Marking Principles for Early Education and Childcare Higher Paper 2

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.

- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Early Education and Childcare Higher Paper 2

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Part Two: Marking Instructions for each Question

Question		Expected Answer/s	Max Mark	Additional Guidance
3	a	<p>Describe four signs and symptoms that indicate a child is becoming unwell.</p> <p>Signs and symptoms could include:</p> <ul style="list-style-type: none"> • Pale or Flushed • Listless or Agitated • Spots/rash • Diarrhoea • Vomiting or feeling sick • Complaining of pain • Change in temperature • Change in mood • Reluctance to play/join in • Unhappy/tearful <p>Candidates must describe these terms for full marks</p>	4KU	
3	b	<p>Evaluate the benefits of immunisation in meeting the health needs of a child.</p> <p>Possible benefits could include:</p> <ul style="list-style-type: none"> • Protection from disease • Prevents spread of infection/epidemics • Raised immunity • Save children from unnecessary suffering/death • Some infectious diseases have dangerous side effects • Or any other appropriate answer 	4AE	

Question	Expected Answer/s	Max Mark	Additional Guidance
3	<p>Continued</p> <p>Read the following case study and answer the questions that follow.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Zara (8 years) and Gillian (3 years) live with their parents in a flat in the city. The family lead an active lifestyle with Zara regularly helping to prepare healthy meals with her parents. Zara has diabetes and attends the local health centre for check ups.</p> <p>Gillian attends her local nursery class and enjoys participating in the wide range of activities. At dinner her parents ask her about her day at nursery and look at the pictures she has brought home.</p> <p>Gillian and Zara are both looking forward to a family outing to a country park.</p> </div>		
3	<p>c</p> <p>With reference to Mia Kelmer-Pringle evaluate how Zara and Gillian's basic needs are being met.</p> <p>Up to 4 KU marks for knowledge of the key points of Mia Kelmer-Pringle's theory. For example:</p> <ul style="list-style-type: none"> • Psycho-social needs • All needs inter related and inter dependence • Holistic approach to meet needs • Early years important for later development • Environment important for children's development <div style="border: 1px solid black; padding: 5px;"> <p>4 basic emotional needs love and security, new experiences, praise and recognition and responsibility (1 KU)</p> </div> <p>Up to 4 AE for relating these to the children in the case study. For example:</p> <p>Zara and Gillian live with their family in a supportive environment. This means their need for love and security is being met. 1AE</p>	<p>4KU 4AE</p>	

Question		Expected Answer/s	Max Mark	Additional Guidance
3	d	<p>Describe the role of the health visitor in meeting Gillian’s health needs.</p> <p>Health visitor role</p> <ul style="list-style-type: none"> • Visit the family at home or at child health clinic • Provide advice and information • Support parents • May carry out developmental checks or immunisations • or any other relevant points 	4KU	
3	e	<p>Evaluate how access to education and health care impacts on the holistic health of Zara and Gillian.</p> <p>For full marks candidates must cover education and health care and give at least one specific example of how these would impact on Zara and Gillian. Answer can be linked for both girls if answer is relevant – not necessary to separate children.</p> <p>For example:</p> <p>Access to health care is important for the children as Zara has diabetes.</p> <p>If she attends the clinic regularly she will be monitored and will be able to manage her diabetes with support from her parents. Her GP or a nurse will give them all information on her diet and how to check her blood sugar.</p> <p>If Zara and her family are not able to control her diabetes she may become unwell, this would impact on her physical development. Also Zara may miss some school due to illness or attending clinics which could impact on her cognitive development. Gillian attends nursery where the staff will also promote healthy eating through healthy snacks and activities. They might also promote tooth brushing with the children. 3AE</p> <p>By attending school and nursery regularly Zara and Gillian will take part in activities and lessons to promote their cognitive development. They will learn lots of different things. They will also play and make friends with other children which will help their emotional, personal and social development. 2AE</p>	5AE	

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Question			Expected Answer/s	Max Mark	Additional Guidance
4			<p>Read the following case study and answer the questions that follow.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Ola is two years, six months old and lives with her father and older sister who is six years old. Ola attends the local family centre where she has lunch with the other children. Ola is a friendly and outgoing child; she enjoys outdoor play and spending time with the staff and other children.</p> </div>		
4	a	i	<p>Describe one theory of language development for children aged 0-12 years.</p> <p>The candidates do not need to cover all aspects of their chosen theory but at least 4 relevant key points should be covered.</p> <p>Candidates may choose any relevant theory such as Chomsky or Brown.</p> <p>For example:</p> <p>Chomsky studied children’s language development. He believed that children’s ability to learn how to talk and how to use grammar was something they were born with. Chomsky believed that nature was more of an influence than what parents did to promote language. He believed this as his studies showed that all children follow the same sequence when they are learning to talk. 3KU</p>	4KU	
4	a	ii	<p>Evaluate this theory in terms of research methods and criticisms.</p> <p>Any relevant positive or negative comment on research methods or criticisms can be included such as:</p> <p>Many other researchers have emphasised the importance of social interaction on language. Some people question Chomsky’s theory as if language development is innate why some children would develop at a different pace. 2AE</p>	3AE	

Question		Expected Answer/s	Max Mark	Additional Guidance
4	b	<p>Evaluate the role of the staff in the family centre in promoting Ola’s language development.</p> <p>The staff should ensure that Ola is hearing lots of language around her and being role models in encouraging her language development. They should praise and encourage her as she repeats or learns new words. Staff should be aware that Ola will understand more words that she can say and encourage her to follow instructions, listen to stories and rhymes and join in with familiar songs. The staff should provide suitable activities for Ola’s stage of development. The family centre may provide leaflets or story sacks for her father to encourage him to develop Ola’s language skills.</p> <p style="text-align: right;">2KU, 2AE</p>	<p>2KU 2AE</p>	
4	c	<p>Describe one factor from the following list and evaluate the effect this factor could have on Ola’s language development.</p> <p>Up to 3 KU marks for a description of :</p> <ul style="list-style-type: none"> • Parenting style • Parental involvement • Position in family <p>Up to 3AE marks for an evaluation of the effect this factor could have on Ola’s language development.</p> <p>For example:</p> <p>Ola is the baby of the family as she has an older sister who is six years old. This could impact on her language development in a positive way. Her sister will talk to her and she may learn new words from her. Her sister may play games with her which will encourage her language development. Having a big sister could have the opposite effect. She may rely on her big sister to talk for her. This could mean she is not used to explaining what she wants when she goes to nursery.</p> <p style="text-align: right;">3AE</p>	<p>3KU 3AE</p>	

Question		Expected Answer/s	Max Mark	Additional Guidance
4	d	<p>Evaluate how having lunch in the family centre could impact on Ola’s holistic development.</p> <p>Having lunch in the family centre could promote Ola’s social development. She will be sitting with other children and staff getting to know them and enjoying spending time together. She may make friends with the children who stay for lunch. The staff may encourage the children to chat to each other and to them during lunch. This will develop Ola’s language and communication skills. Usually at nursery children are supported to become more independent so she may serve herself or help to set the table. Staff will encourage the children to show good manners and praise children when they do this. This will support her emotional development. Lunch at nursery is usually planned so that it is a healthy option. This means that she will be getting the vitamins and nutrients that she needs for her physical development.</p>	<p>4KU 4AE</p> <p>3KU, 3AE</p>	

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[END OF MARKING INSTRUCTIONS]