



National  
Qualifications  
SPECIMEN ONLY

**S814/76/11**

**Childcare and Development**

Date — Not applicable

Duration — 1 hour 30 minutes

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**Total marks — 40**

**SECTION 1 — CHILD DEVELOPMENT — 15 marks**

Attempt ALL questions.

**SECTION 2 — CHILD DEVELOPMENT THEORY — 10 marks**

Attempt ALL questions.

**SECTION 3 — SERVICES FOR CHILDREN AND YOUNG PEOPLE — 15 marks**

Attempt ALL questions.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* S 8 1 4 7 6 1 1 \*

## SECTION 1 — CHILD DEVELOPMENT — 15 marks

Attempt ALL questions

1. (a) Describe two age appropriate methods for assessing the development of a child aged 3–5 years. 6
- (b) Explain the effectiveness of using one of these methods of assessment. 4

Read the following case study and answer question 2.

Daniel is 3 years and 7 months old and is reaching his expected milestones. He attends a local authority early years setting three mornings a week. Daniel enjoys playing outdoors and painting pictures. He likes to collect cars and place them in order of size.

2. (a) Identify an activity that would promote cognitive development in relation to what Daniel enjoys and likes to do. 2
- (b) Describe how the activity you identified in 2(a) above helps develop fine motor skills and hand-eye co-ordination. 3

## SECTION 2 — CHILD DEVELOPMENT THEORY — 10 marks

Attempt ALL questions

3. (a) Describe **one** play theory relevant to children aged 3–5 years OR 5–8 years. 4
- (b) Explain how knowledge of the play theory you described in 3(a) above could assist practitioners with planning to meet the holistic needs of a child. 6

[Turn over

## SECTION 3 — SERVICES FOR CHILDREN AND YOUNG PEOPLE — 15 marks

Attempt ALL questions

- |   |          |
|---|----------|
| 4. (a) Describe <b>two</b> pieces of current Scottish legislation relevant to working with children and young people.                   | <b>6</b> |
| (b) Analyse the impact of <b>one</b> of the pieces of legislation you described in 4(a) above on the care of children and young people. | <b>4</b> |
| 5. (a) Describe how childcare practitioners are regulated in Scotland.  | <b>2</b> |
| (b) Explain how this regulation is beneficial to children in early learning and childcare settings.                                     | <b>3</b> |

[END OF SPECIMEN QUESTION PAPER]



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## Marking Instructions

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These marking instructions have been provided to show how SQA would mark this specimen question paper.

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## General marking principles for Higher Childcare and Development

*Always apply these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) We use the term 'or any other valid response' to allow for the possible variation in candidate responses of care. Award marks according to the accuracy and relevance of candidates' response. The skill of using appropriate terminology is reflected in exemplar responses. However, at this level award marks where the answer is accurate but expressed in the candidate's own words.
- (d) For **identify/name/give/what is/what are** questions, candidates must recall key points of knowledge or give examples. The number of marks available for these questions reflect the number of points the candidate needs to make. For example, if 1 mark is available the candidate needs to give one correct key point. If 3 marks are available the candidate needs to make three correct key points.
- (e) For **describe** questions, candidates must apply their knowledge and understanding to make a point and then develop this point by giving further information. For example, if 2 marks are available then award 1 mark for making the main point and a further mark for developing the point by giving additional or related information.
- (f) For **explain/use/in what way** questions, candidates must apply their knowledge and understanding of childcare and development to give further information about the meaning of something, relate cause and effect and/or make relationships between things clear. This may include explaining features of a theory, or explaining behaviour using approaches, concepts or theories, or relating these to a childcare context. For example, if 3 marks are available for an explain question, award 1 mark for making a key point of explanation and a further mark for each additional correct key point of explanation.

## Marking instructions for each question

### Section 1 – Child development

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a)	<p>This question has a ‘describe’ command.</p> <p>Award <b>1 mark</b> for each point of description and a <b>further mark</b> for developing this point.</p>	<b>6</b>	<p>Candidates must describe two appropriate methods to gain all <b>6 marks</b>. The methods may include:</p> <p><b>Developmental checklists</b> – can be used with children from birth onwards to check motor and sensory development, communication, and co-ordination. As children get older, they can be used to check areas of development such as self-concept, self-awareness, play, coping strategies, socialisation and awareness and understanding of others.</p> <p><b>Diagnostic tests</b> – can be used to test for a variety of conditions and to get an accurate diagnosis and treatment. In children, this can range from diagnostic testing for vision and hearing problems, asthma, ADHD, autism and developmental delay.</p> <p><b>Diaries</b> – are a good way to record and share a child’s learning journey and significant events in the child’s life in the early learning centre. Diaries can be shared with the child, parents/carers and can be useful in building partnerships with home.</p> <p><b>Types of observations</b> – can include naturalistic, structure description, time sample, event sample, trail maps, duration. Observation checklists allow practitioners to see, at a glance, areas that have been observed for particular children. Checklists can cover areas such as confidence, relationships, behaviour, listening, speaking and understanding. They are quick to do and can include all children in one setting.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>This question has an ‘explain’ command.</p> <p>Candidates must give more information on something, give reasons or show connections.</p> <p>Award <b>1 mark</b> for each point of explanation and <b>a further mark</b> for developing a key point.</p>	4	<p>Candidates must explain one method to gain all <b>4 marks</b>. For example:</p> <p>Using <b>observations</b> could allow practitioners to identify areas of the child’s development, track whether the child is reaching expected developmental milestones and allow practitioners to identify suitable extensions to learning. For example, if the practitioner observes that the child likes to put the cars in size order, they could make resources available for the child to put in size order, further extending their interest in size. Similarly, the practitioner could provide other resources that would interest the child, such as wheels of various sizes from different vehicles.</p> <p><i>Or any other valid response.</i></p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	<p>This question has an ‘identify’ command.</p> <p>Candidates must identify a suitable activity.</p> <p>Award <b>1 mark</b> for a suitable activity and <b>a further mark</b> for linking this to what Daniel enjoys to do.</p>	<b>2</b>	<p>Candidates must identify a suitable activity to gain <b>2 marks</b>. For example:</p> <p>An appropriate activity may be sand-and-water play which is an inclusive form of play, allowing children to develop the skills of negotiating, sharing and communication. When pouring or transferring from one container to another, children are introduced to the concepts of conservation of mass and volume, and explore the texture of combining different elements. Children explore how water flows, what may block it, how and why objects sink or float. These types of activities help to develop problem-solving skills. Sand-and-water play also develops fine motor skills when the child is filling, pushing, transferring, digging and patting, allowing them to develop fine motor and hand-eye co-ordination skills.</p> <p><i>Or any other valid response.</i></p>
	(b)	<p>This question has a ‘describe’ command.</p> <p>Award <b>1 mark</b> for each point of description and <b>a further mark</b> for developing this point.</p>	<b>3</b>	<p>Candidates must give a clear description to gain the <b>3 marks</b>. For example:</p> <p>Sand-and-water play allows the child to develop fine motor skills when using pincer grip to grasp equipment and manipulate materials, allowing them to develop hand-eye co-ordination, spatial awareness, manipulative strength and two-handed/hand-to-hand co-ordination.</p> <p><i>Or any other valid response.</i></p>

Section 2 – Child development: Theory

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	<p>This question has a ‘describe’ command.</p> <p>Award <b>1 mark</b> for each point of description and <b>a further mark</b> for developing this point.</p>	4	<p>Candidates must give a clear description to gain all <b>4 marks</b>. For example:</p> <p>Tina Bruce’s theory of play focuses on ‘creativity, play and first-hand experiences’. Bruce developed 10 principles of play, which include:</p> <ul style="list-style-type: none"> <li>• a child’s need to be a child; holistic nature of development and the integrated nature of learning, with emphasis on the importance of allowing children to make decisions; focusing on what children are able to do and taking that as a starting point for learning</li> <li>• Bruce believes that children use play to practice what they have already learned. Play gives them a chance to understand their relationships, thoughts and feelings, and to use newly acquired physical skills.</li> </ul> <p>Another aspect of Bruce’s theory is the value she places on ‘free-flow play’, highlighting the significance of children being able to ‘wallow’ in play. This includes children’s first-hand experiences, freely-chosen activities, rehearsing recent learning and deep involvement in ‘personal play agenda’.</p> <p>Wallow (concentration and involvement) + Application of what has been learned and understood = The essential for free flow play</p> <p>Statements in Janet Moyles’ Statements of Entitlement and Play Spiral include:</p> <ul style="list-style-type: none"> <li>• young children are entitled to play experiences that support their learning</li> <li>• play is meaningful and relevant to the child</li> <li>• children are entitled to play experiences that promote curiosity and encourage creativity</li> <li>• play spiral – exploratory free play allowed a spiral of learning, spreading ever upwards and wider, leading to ‘accretion of knowledge and skills’.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Chris Athey's theory explains how children use schemas to arrive at classifications and categories. Her theory:</p> <ul style="list-style-type: none"> <li>• underlines the importance of rich and varied experiences</li> <li>• states that schema evolve from early action and perception</li> <li>• allows children to make sense of their world</li> <li>• gives opportunity to explore and be curious which are essential.</li> </ul> <p>Some of the schemas identified include vertical, back and forth/side to side, circular or rotational, going over, under or on top, containing/enveloping, going round the boundary/going through the boundary.</p> <p><i>Or any other valid response.</i></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>This question has an ‘explain’ command.</p> <p>Candidates must give more information on something, give reasons or show connections.</p> <p>Award <b>1 mark</b> for each point of explanation, and a <b>further mark</b> for developing a key point.</p>	6	<p>Candidates must give a clear explanation to gain all <b>6 marks</b>. For example:</p> <p><b>Bruce</b> Practitioners should be aware</p> <ul style="list-style-type: none"> <li>• of the need to allow children to have first-hand experiences, to move around and have different experiences of different areas in the setting</li> <li>• that children make their own rules when they are playing; this encourages a sense of ownership of the play</li> <li>• of the importance of role play, both in pretend play and for rehearsing for later life.</li> </ul> <p>They should involve the children in planning, but also be flexible enough to allow the children to become immersed in their own play and only join in if invited.</p> <p>If a practitioner is familiar with this theory, they can plan and integrate what the child already knows to enhance all aspects of development.</p> <p><b>Moyles</b> Moyles’ theory gives practitioners the tools to know when, how and why a child’s play needs to be supported and changed. Planning involves considering what the child already knows, what the child still needs to learn and what aspect of development is being enhanced/demonstrated. This allows practitioners to offer play opportunities that promote free play, then structured play with adult intervention, then the child can play freely to practice new skills, eventually developing mastery of play.</p> <p><b>Athey</b> Awareness of Athey’s theory allows practitioners to ‘schema spot’, where children show an interest in a particular schema. For example, has shown an interest in big-to-small scaling, the practitioner would provide resources that allow the child to explore this further. Athey notes that children switch from one activity to another with a purpose in mind, allowing children to build a schema for a particular action. This allows practitioners to make effective use of these observations to ensure resources are available that may fit into particular categories.</p> <p><i>Or any other valid response.</i></p>

Section 3 – Services for children and young people

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	(a)	<p>This question has a ‘describe’ command.</p> <p>Award 1 mark for each point of description and a further mark for developing this point.</p>	6	<p>Candidates must describe two pieces of Scottish legislation to gain all 6 marks. For example:</p> <p><b>Regulation of Care (Scotland) Act 2001</b></p> <ul style="list-style-type: none"> <li>• The main aim of the Act is to improve standards of social care services.</li> <li>• The Act means that far more care services and staff come under scrutiny and have to conform to established standards.</li> <li>• Failure of a care service or an individual to comply with the Act and associated regulations means they can be de-registered and no longer able to provide services.</li> </ul> <p><b>Children and Young People (Scotland) Act 2014</b></p> <ul style="list-style-type: none"> <li>• The Children and Young People (Scotland) Act strengthens the rights of children and young people in Scotland by encouraging Scottish ministers and public bodies to think about these rights and how they relate to their work.</li> <li>• The Act includes the introduction of the Named Person for the child and Getting it Right for Every Child (GIRFEC) framework.</li> </ul> <p><b>Equality Act 2010</b></p> <ul style="list-style-type: none"> <li>• The Equality Act 2010 prohibits all service providers and providers of education from discriminating against, harassing or victimising individuals with protected characteristics.</li> <li>• The Act offers similar levels of protection from discrimination across all the protected characteristics and all sectors where appropriate – a process called harmonisation.</li> <li>• Unlawful discrimination includes refusing to admit a child to a school as a pupil because of their race, for example because they are from a traveller community, or discouraging a female student from undertaking a course in engineering. (<a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a>).</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>This question has an ‘analyse’ command.</p> <p>Candidates must identify parts, the relationship between them and their relationship with the whole.</p> <p>Award <b>1 mark</b> for each point of analysis, and a <b>further mark</b> for developing a key point.</p>	4	<p>Candidates must give a clear analysis to gain all <b>4 marks</b>. For example:</p> <p>The Children and Young People (Scotland) Act aims to promote and protect the rights of children in Scotland. The Act introduces policies such as the Named Person and GIRFEC acknowledging that, in some cases, the child needs the intervention of a named person who will co-ordinate with other partners in the care of the child and put together a plan to support the child.</p> <p>This allows for:</p> <ul style="list-style-type: none"> <li>• an integrated approach to services for children, ensuring professionals involved in the care of the child put the child’s needs at the centre of decisions made about them. This should also ensure that the child’s parent, guardian or carer is involved and considered in the discussion</li> <li>• the GIRFEC approach allows professionals to be the link between interested parties, ensuring continuity of care for children.</li> </ul> <p>Potential barriers to the approach working effectively could be:</p> <ul style="list-style-type: none"> <li>• the child is not able to choose the named person. This could result in difficulty and information being withheld if the child does not like or get on with the named person</li> <li>• there should be contingency for children who change schools or move from one region to another. A lack of opportunity to build relationships with the named person may result in issues affecting the child being missed, due to lack of continuity of communication. This could have an impact on children who are part of a travelling community or who have recently arrived from another country</li> <li>• the named person should be someone with whom the child is familiar and comfortable to talk to. Barriers to communication between the child and the named person could lead to delay in relevant actions being taken. This could be an issue if, for example, the child is in a large school and the named person is not familiar with all the children in the setting. This could be relevant to quieter children or to children who speak English as a second language</li> <li>• if children do not get the opportunity to build meaningful relationships with a named person due to staff changes.</li> </ul> <p><i>Or any other valid response.</i></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	(a)	<p>This question has a ‘describe’ command.</p> <p>Award <b>1 mark</b> for each point of description and a <b>further mark</b> for developing this point.</p>	<b>2</b>	<p>Candidates must give a clear description to gain the <b>2 marks</b>. For example:</p> <p>People who wish to work with children in Scotland must have a relevant qualification that allows them to register with the SSSC as an early years support worker, practitioner or manager. They must also have a current, enhanced PVG which shows they are able to work with children and young people. Qualifications must be relevant to working with children, for example NPA, NC, HNC, degree, SVQ level 2, 3 or 4. This allows them to register with SSSC as a childcare practitioner. SSSC then monitors and regulates to ensure the registration is current and valid.</p> <p>PVG, SSSC registration and GTC are some of the required regulatory frameworks in Scotland. To work with children in Scotland, you must have a registerable qualification as recognised by the SSSC.</p>
	(b)	<p>This question has an ‘explain’ command.</p> <p>Candidates must give more information on something, give reasons or show connections.</p> <p>Award <b>1 mark</b> for each point of explanation, and a <b>further mark</b> for developing a key point.</p>	<b>3</b>	<p>Candidates must give a clear explanation to gain all <b>3 marks</b>. The explanation may include:</p> <p>Working within regulations ensures practitioners have had all the checks necessary to confirm, as far as possible, they are fit to work with children. This ensures all children are safe and cared for in an appropriate way. Working within the codes of practice should guarantee that practitioners are working within a recognised framework and undertake regular CPD opportunities relevant to their job role. This ensures up-to-date knowledge of sector requirements in relation to the care of children. This should allow children and their parents/carers to expect the best care in the early years setting of their choice, and for a consistent approach to delivery of the service provided. Regulating childhood practice professionals also ensures and identifies any requirements for re-training and specifies a minimum requirement for registration.</p> <p><i>Or any other valid response.</i></p>

[END OF SPECIMEN MARKING INSTRUCTIONS]