



2013 Early Education and Childcare

Higher Paper 1

Finalised Marking Instructions

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Part One: General Marking Principles for Early Education and Childcare Higher Paper 1

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 1

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
1	a	<p>Full four marks where sequence is correct, age/stage referenced with examples of fine and gross motor skills</p> <p><i>Candidates should make reference to fine and gross motor skills.</i></p> <p>The development listed in their answer should be in an appropriate sequence. For example the following sequence could be used:</p> <p>Birth – 18 months possible answers could include reflexes, head control, sits unsupported, crawls, pulls to stand. 18 – 24 months – cruises round furniture, walks, climbs onto furniture 2 – 3 years walks, runs, climbs stairs one foot to a step</p> <p>Birth – 18 months Palmar grasp, reaches for object, pincer grip, builds 2-3 tower 18 – 24 months – builds 4-6 block tower, holds and lifts cup, turns book pages 2 – 3 years strings large beads, scribbles, starts to use scissors</p> <p>Any other appropriate sequence can be used.</p>	4KU	
1	b	<p>Describe the term object permanence.</p> <p>Up to 3 marks can be given for a full description. Candidates may use an example to illustrate their answer.</p> <p>Between age of 7-9 months, although this can vary Stage where children begin to reach for a toy which has been hidden</p> <p>Before this if a toy/object is hidden or dropped the child does not search for it , and may be distressed that the toy has disappeared</p> <p>A child who has reached object permanence will search for a toy that is hidden or covered as they are aware that the object is still there</p>	3KU	

Question		Expected Answer/s	Max Mark	Additional Guidance
1	c	<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>Janice is 6 years and 3 months old and is currently in Primary 2. Janice has a brother, Brodie, aged 3 years who has recently started nursery.</p> </div> <p>Identify two possible influences on Janice's cognitive development and evaluate positive and negative effect of these influences.</p> <p>2 influences from:</p> <ul style="list-style-type: none"> Nature/nurture Genetics Pre-school provision School ethos/environment Stimulation Medical conditions Culture, gender expectations Or any other relevant influence <p>1 KU mark for identifying and describing the first influence and up to 3AE marks for analysing the potential positive <u>and</u> negative impact on Janice's cognitive development.</p> <p>1 KU mark for identifying and describing the second influence and up to 3AE marks for analysing the potential positive <u>and</u> negative impact on Janice's cognitive development.</p>	<p>2KU 6AE</p>	

Question	Expected Answer/s	Max Mark	Additional Guidance
	<p>the nature/nurture debate</p> <ul style="list-style-type: none"> • Before birth babies are influenced by factors inside and outside the womb. It is apparent that the interaction of nature and nurture affects development. Nature and nurture are really inseparable. For example, a child is born with the ability to learn a spoken language but to what extent this develops, will depend on his developmental stage (ie no child will speak in sentences before he is one year old), and also the amount of environmental stimulation he receives. The spoken language will belong to that child's own culture. Eventually, a child who has inherited exceptional linguistic abilities will no doubt converse more, ask questions and make comments, therefore initiating further language responses from adults and thus further extending his abilities. So we can see that in language development, an interaction of nature and nurture influences the progress. <p>genetics, heredity - Genetics, heredity - The study which includes the contribution of genetics to the individual's cognitive development has become known as behaviour genetics. In behaviour genetics, psychologists are looking at how heredity influences aspects of development and behaviour such as: intelligence, reading ability and temperament.</p> <ul style="list-style-type: none"> - personality and intelligence partly determined by genetics but environmental factors also important such as size of family, position in family and life circumstances - genetic factors may set the limits of potential cognitive development whereas environmental factors determine to what extent, within those limits, cognitive development is achieved (rubber band hypothesis) 		

Question	Expected Answer/s	Max Mark	Additional Guidance
	<p>• pre-school provision such as nursery school, attendance at playgroup, childminder</p> <ul style="list-style-type: none"> - a stimulating environment provided by nursery, playgroup or childminder could influence cognitive development through exposure to new experiences, activities and appropriate equipment for children to explore and investigate - pre-school settings provide books, communication, pictures, music, rhymes, games, play and outings to encourage exploration, investigation and experiment by the children. The adult role is also important in recognising when intervention is appropriate to support and promote children's cognitive development <p>school ethos, environment</p> <p>• stimulation</p> <p>Stimulation – there is evidence that a more stimulating and enriched environment can positively impact on a child's cognitive development</p> <p>a stimulating environment provided by parents, carers, pre-school and school can influence cognitive development as children will have opportunity to explore, investigate and experiment</p> <p>there is evidence that children deprived of stimulation do not develop all their cognitive abilities. Although good quality resources and equipment contribute to a stimulating environment, children need the input of interested adults</p> <p>stimulation ideally in as many forms as possible – books, communication, pictures, music, rhymes, games, play, new experiences, outings, hobbies.</p> <p>Adult role is important in building on children's abilities and promoting their cognitive developmental progress</p>		

Question	Expected Answer/s	Max Mark	Additional Guidance
	<p>medical conditions</p> <p>• culture – gender expectations/differentiation. The example of the ‘rubber band’ hypothesis indicates that all children are born with a certain cognitive potential. The experiences they receive decide how much they are stretched. Schools are developing curricula that provide equal access to children from all cultural backgrounds. cultural differences both within one community and between different parts of the world can influence the cognitive development of children as some cultures value academic achievement very highly some cultures value particular qualities and skills, for example some place emphasis on sporting ability, some on academic progress. The former culture is likely to place more emphasis on the development of physical skills whereas the latter is likely to focus more on scholastic achievement individualist cultures focus on the success of the individual for example winning medals and prizes for being best. Such a culture may impose stress on children when they reach formal schooling. Children may feel compelled to study hard at school and at home or they may reject learning and ‘drop out’</p>		

Question		Expected Answer/s	Max Mark	Additional Guidance
1	d	<p>Describe Brodie's cognitive development up to the age of three years.</p> <p>Cognitive development between 0-3 years. Any reasonable examples can be credited with marks.</p> <p>One mark can be awarded for general description, with full 4 marks being awarded to candidates who cover a range of stages of development from birth to three years, covering more than one of the identified age ranges below.</p> <p>Birth – 18 months – recognises familiar faces and objects recognises familiar routines fear of strangers concept of object permanence puts all objects into mouth to explore their properties learns simple games such as peek-a-boo enjoys looking at books 2 marks maximum</p> <p>18 – 24 months – points to objects named by adult obeys simple requests wants to explore and investigate everything in reach joins in nursery rhymes solves simple puzzles 2 marks maximum</p> <p>2 – 3 years – remembers rhymes and songs matches colours sorts objects into simple categories solves more complex puzzles 2 marks maximum</p>	4KU	

Question		Expected Answer/s	Max Mark	Additional Guidance
1	e	<p>Evaluate the role of nursery staff in promoting Brodie's emotional, personal and social development.</p> <p>Maximum of 6 AE marks for at least 3 different examples of how nursery staff could promote Brodie's emotional, social and personal development.</p> <p>For example: candidates could give one well developed example or 3 shorter descriptions:</p> <p>The nursery staff could develop Brodie's self-esteem and confidence by praising him when he completes an activity or does well. This will encourage him to try new things. 2AE</p> <p>The nursery staff could support Brodie to make friends and develop good relationships with the staff. His keyworker could spend time with him and offer activities where he can get to know other children as he is new to the nursery 2AE</p> <p>The role of the staff /key worker within the nursery is to re-assure Brodie in a new environment, introduce him to routine and structure of setting. Allow him time to settle and explore safely, answering his questions and generally making themselves available in any moments of fear and anxiety. 2AE</p> <p>Key worker should establish good relationship with Parent/Carer, re-assuring both child and parent /carer in times of anxiety. This can be assisted with settling in period and good communication with Parent/Carer.</p> <p><i>Candidates could make reference to importance of:</i></p> <p><i>Communication with Parents</i> <i>Key Worker system</i> <i>How staff meet child's needs</i></p>	6AE	

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Question		Expected Answer/s	Max Mark	Additional Guidance
2	a	<p>Describe naturalistic observation as a method of assessing children’s development and evaluate its effectiveness.</p> <p>Maximum of 7 marks for describing what naturalistic observation is and how it can be used to assess development</p> <p>3 KU</p> <ul style="list-style-type: none"> • assess children in their natural environment 1KU • where the adult/observer can be a participant or non-participant 1KU • notes are taken about what the child actually says or does related to a particular aspect of development 1KU • or any other appropriate points <p>4 AE</p> <p>Candidates may give specific examples or a more general answer. They must evaluate effectiveness. For example, the following response would gain 1 mark</p> <p>This method may give an accurate assessment of the child as they are in a familiar relaxed environment 1AE</p>	3KU 4AE	
2	b	<p>Describe one research method from the following list and evaluate the effectiveness of this method in researching children’s emotional, personal and social development.</p> <ul style="list-style-type: none"> • Longitudinal studies • Case studies • Surveys <p>Choose one research method from longitudinal, case studies and surveys - described and evaluated for a maximum of 6 marks.</p> <p>For example:</p> <p>Surveys - questions parents/carers or children about a particular topic may be done on the phone, completed on paper or by the researcher talking to the subject can ask specific questions about children’s emotional personal and social development 3KU</p>	3KU 3AE	

Question		Expected Answer/s	Max Mark	Additional Guidance
2	b	<p>Continued</p> <p>Can be effective as can get a large sample of people easily</p> <p>Could ask about sensitive issues in confidence</p> <p>Could be unreliable as people may answer what they think the researcher would like to hear rather than truthfully</p> <p>Questions need to be carefully written so they do not influence the answer</p> <p>May be confusing or time consuming for children to complete</p> <p style="text-align: right;">3AE</p>		

Question		Expected Answer/s	Max Mark	Additional Guidance
2	c	<p>Evaluate how one theory of children’s emotional, personal and social development relates to current practice in early education and childcare settings.</p> <p>Candidates can choose any relevant theory and should describe the key points of that theory and evaluate the relationship to current early years practice.</p> <p>For example.</p> <p>Bowlby was a researcher who studied children’s emotional, personal and social development. He researched how early relationships and attachments formed by children were important for their later development. (1KU) His theory states that the child needs to form a strong bond with one main care giver. His theory originally stated this should be with the child’s mother. (2KU) He believed that if a child did not form this secure attachment in their early years they would have difficulties with their emotions and forming new relationships. (1 KU) Children may experience separation anxiety (1KU)</p> <p>This relates to current practice in the following ways:</p> <p>By nurseries having settling in periods for children and carers to take time to build new relationships before the child spends time away from their attachment figure (2AE) By allocating a keyworker who will work to develop a strong bond with the child (1AE) By understanding that children may find separation difficult and may then show this in their behaviour. (1AE)</p> <p>And any other appropriate points.</p>	<p>6KU 6AE</p>	

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[END OF MARKING INSTRUCTIONS]