



2014 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
<p>1. (a)</p>	<p>Candidates could make reference to some of the following, reference to process of growth and physical development in relation to size, growth rates and body changes. Candidates could also make reference to the development of motor skills, sequential development, for example: the development of physical skills in children follows a sequence. Children will usually follow this sequence as they grow and develop but individual children will achieve specific skills at different ages.</p> <p>Physical growth and development includes the increase in size of the body as children grow and mature. It also includes increase in muscle strength and size and in ossification, lengthening and strengthening of bones.</p> <p>Physical development also includes the gradual development of control of the body. As children grow and mature they develop physical skills such as bladder and bowel control and gross and fine motor skills.</p> <p>Cephalo-caudal principle of development refers to the sequence of physical development from head to toe such as ossification (hardening) of bones beginning with the skull down the body through the spine.</p> <p>Cephalo-caudal principle relates to the development of physical skills from simple to complex beginning with head control which precedes sitting unsupported, crawling and walking.</p> <p>Proximodistal principle of development refers to the sequence of physical development such as ossification from the spine towards first the arms and legs and then the hands and feet.</p> <p>Proximodistal principle relates to the development of physical skills from 'inner to outer' beginning with reaching which progresses to the palmer grasp which precedes the pincer grip.</p> <p>Or any other appropriate answer.</p> <p>For full marks, candidates should identify and discuss at least one <u>relevant point from both growth and development.</u></p>	<p>4 KU</p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(b)	<p>Talks fluently and with correct grammar in first language; fluent in English language if from bi-lingual family; enjoys jokes; tells stories from memory; holds long conversations; listening skills improve; expresses self clearly and fluently; participates in family discussions; beginning to understand concept of reasoning; reads a range of books by themselves.</p> <p>For full marks, candidates should identify and expand on at least three of the points listed above.</p>	6 KU	Can give overview of language - but only 1 mark

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>Candidates may choose from some of the following:</p> <p>Parental involvement and interaction – opportunity to develop linguistic ability in both home language and additional language. Parental involvement in children’s linguistic development begins before birth. Unborn children hear and recognise their parents’ voices. Children usually learn their home language from their parents and their earliest experience of speech is usually in the home. Listening and responding to children. Children who are listened to gain confidence in using and developing their linguistic skills. Giving children opportunity to participate in conversation, eg meal times, helping with homework, reading opportunities; written work. Encouraging children to express thoughts and feelings freely without fear of criticism encourages them to become more articulate in argument and discussion.</p> <p>Experiences to extend and expand vocabulary – opportunity for trips and outings to different activities stimulate children’s interest and thus promote appropriate linguistic development with questions and opportunity to respond to questions from more linguistically able person, for example, a library visit provides exposure to books and reading allows children to experience a variety of linguistic styles and approaches. New surroundings and experiences which can later be used for discussion and written work to extend and expand vocabularies and linguistic skills. With careful correction of grammar, pronunciation and vocabulary mistakes children are not discouraged from communicating with others.</p> <p>Siblings</p> <p>As the first child in the family, Natasha’s parents may have spent more time reading to and participating in language related activities. With the birth of another child, there may have been the possibility that Natasha would revert to baby talk, similarly, this may be an opportunity for Natasha to expand her vocabulary while interacting with her brother and assisting with his care; being relatively close in age, children can share thoughts and ideas which assists both children to develop self-expression and linguistic skills.</p>	<p>2 KU 4 AE</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Physical development Physical development involves the growth and development of the mouth, teeth and tongue in correct proportion. It also involves the growth and development of the ears and hearing mechanism to allow effective communication</p> <p>Cognitive development – vocabulary, self-expression; cognitive development includes comprehension and interpretation of the spoken word. Linguistic development also depends on the growth and development of the speech centre of the brain. Children who do not experience conversation with adults, siblings and peers may have limited vocabularies as they lack opportunity to practise their linguistic skills.</p> <p>Children who are encouraged and supported by adults to explore their thoughts and ideas verbally will develop wide vocabularies and the means to express their feelings.</p> <p>Children who are read to and who read age appropriate material for themselves experience different ways of expressing ideas.</p> <p>Children who are encouraged to discuss and reason with adults and their peers will develop linguistic skills for competent argument and debate.</p> <p>Education – environment, teaching styles, ethos relates to an encouraging atmosphere with recognition of children’s individual strengths and learning needs. The education environment can also reflect the cultural and language backgrounds of its pupils, with equal access to environmental print, books, resources in more than one language. Teaching styles should be flexible enough to adapt to individual and group needs. Encouragement to learn reading and writing will encourage the acquisition of an extensive vocabulary in children and the ability to express themselves verbally and in writing. Encouraging imagination and creativity in verbal and written discussion and description expands children’s linguistic skills. Children need freedom to develop their ideas unrestricted initially by grammar and spelling constraints, but gentle recasting and correction will support the later acquisition of the linguistic rules of their own language. Opportunities to develop social skills through interaction with adults and their peers will give children confidence in their linguistic skills. Opportunity for role play and drama in school encourages linguistic experimentation, competence and confidence.</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Bilingualism</p> <p>A strong first language contributes to a child's development of a second or third, but it's equally important that a child grows up with at least one strong language to enable the acquisition of others. Children learning through an additional language may have high levels of ability curricular aspects or areas but may lack the linguistic skills in the additional language to achieve to their potential. In this instance home/school liaison may assist the development of linguistic skills in the additional language. Important for child's self-esteem that both languages are maintained and developed, with equal value placed on each. Children need acknowledgement of their home and cultural background to maintain their individual identities. Children from monolingual backgrounds benefit from exposure to new language concepts and awareness of different cultures in the presence of bilingual children. Children's home language should continue to be spoken at home to ensure they develop a strong first language on which to build their second language. Children learning two languages simultaneously may take longer to develop linguistic skills but this is a recognised successful route to bilingualism. Bi-lingual children should have access to material in their mother language as well as material in additional language.</p> <p>Candidates can identify and discuss two influences from those listed above, 1 KU mark for identifying influence and 2 AE marks for discussion of that influence, with at least two reasonable comments on influence.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(d)	<p>Home – a stimulating environment provided by parents/ carers can influence cognitive development as children will have opportunity to explore, investigate and experiment, with evidence supporting children who have a rich, stimulating environment in the home promotes cognitive development/ability. Although resources and equipment contribute to cognitive development, the input of interested adults is essential. Natasha’s mother is highly educated, so there is a possibility that there is ample opportunity within the home environment to participate in a range of activities, for example, books, music, games, outings, interaction which all promote cognitive development/progress. Natasha is bi-lingual, so this will suggest her parents have made a concerted effort to promote this within the home environment. Praise and recognition of Natasha’s efforts will further motivate her to investigate and attempt challenging tasks allowing her to reach her full learning potential.</p> <p>School – Teaching approaches and styles as well as attitudes towards and acceptance of individual pupils will have an impact on Natasha’s cognitive development. She has recently started school and is now settling in well. This will suggest she has been supported by the adults in the school environment to make this transition. This support will allow Natasha to feel confident to explore, investigate and experiment, children who are encouraged and praised for effort as well as achievement develop confidence to build on their abilities and develop new skills. Resources available and a wide and varied curriculum will encourage learning with a mix of child led/teacher led approaches. Resources available in Natasha’s first language will further support this and promote the value placed on them. This may assist with the promotion of Natasha’s cognitive development as she will have the self-confidence to try new tasks and learn new skills. Enthusiastic and motivated teaching/support staff provide positive role models for children and further promote cognitive development.</p> <p>For full marks, candidates should discuss two possible experiences from home/school that could include some of the discussion from above or any other appropriate answer.</p>	4 AE	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(e)	<p>Genetic (nature) factors may set the limits of potential cognitive development whereas environmental (nurture) factors determine to what extent, within those limits, cognitive development is achieved (rubber band hypothesis). This can be influenced by the interaction between Darius and his parents and sister along with opportunity to participate in activity and have new experiences. Environmental factors are the only factors over which early education and childcare workers have any influence – therefore it is possible that those working in early education and childcare should focus on these factors rather than unalterable genetic factors. However, it is important to be aware of the impact of genetic factors.</p> <p>For full marks, candidates should discuss Nature/ Nurture, with an explanation that includes the interaction of both.</p> <p>They should also identify at least <u>two</u> possible influences on Darius’s <u>cognitive</u> development.</p>	5 AE	

(25)

Question			Expected Answer(s)	Max Mark	Additional Guidance
2.	(a)	(i)	<p>Candidates should give a full description of a relevant theory such as Bowlby.</p> <p>For a full 8 marks they should describe at least 6 aspects of Bowlby's theory.</p> <p>Candidates can choose any relevant theory and should describe the key points of that theory.</p> <p>Key points may include:</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. (2 marks)</p> <p>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. (2 marks)</p> <p>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</p>	8 KU	
		(ii)	<p>6 AE, 2 KU marks for a full description of the application of the theory. For example:</p> <p>By allocating one member of staff to be a keyworker they will develop a strong bond with the child (1KU). This means the child will have one person they can trust and this will make them feel secure in nursery (1AE).</p> <p>The keyworker could arrange a settling in period for the child and their carer (1KU). This would mean the child would spend time in the service with their parent/carer until they are ready to spend time away from their attachment figure (1AE).</p>	2 KU 6 AE	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>Candidates should evaluate their chosen method. For example surveys</p> <p>Surveys can use written questions to gather information. They are not an ideal method for using with children as they may misunderstand the questions (1AE).</p> <p>Surveys can gather a large amount of information quickly (1AE).</p>	3 AE	
2	(c)	<p>3KU and 3AE can be allocated for a full description of how naturalistic observation can assess children's language development. For example:</p> <p>Naturalistic observation means that the child will be assessed in a familiar environment such as home or nursery (1 KU). The observer would record details about the child's language by taking notes. They would record what the child says to assess the stage of language development (1AE).</p>	3 KU 3 AE	

(25)

[END OF MARKING INSTRUCTIONS]



2014 Early Education and Childcare

Higher Paper 2

Finalised Marking Instructions

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GENERAL MARKING ADVICE: Early Education and Childcare Higher Paper 2

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Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.	(a)	<p>Up to 4 KU marks for a description of a relevant theorist such as</p> <p>Maslow – summary of theory covering:</p> <p>Hierarchy of needs – relevant to all ages, not just for children Some needs take precedence over others 5 levels of need – physical, safety, social, self-esteem, creativity Each level must be met before progressing to the next level Difficult to reach full potential unless lower level needs have been met</p> <p>Kellmer – Pringle – summary of theory covering:</p> <p>All needs are inter-related and interdependent – theory specifically developed for children For children to develop their full potential all needs must be met – no hierarchical sequence Concentrates on psycho-social needs – 4 basic needs which require to be met throughout life: love and security, new experiences, praise and recognition and responsibility Early experiences and environment have significant influence on later development</p> <p>UP to 4 AE marks for explaining:</p> <p>With reference to Maslow’s theory both children have their physical needs for security met living with parents in a house with an enclosed back garden. Sam is being breast fed (protection from illnesses – increased immunity) and the family enjoy eating their own fresh produce from the garden. Susie’s social needs are being met at nursery class; also her creativity needs are being met by the family’s interest in gardening. This will enhance her self-esteem needs. Fresh air and exercise will be obtained outside in the garden.</p> <p>With reference to Kellmer-Pringle’s theory both children receive love and security from their parents. Susie will receive new experiences/praise and recognition/education at nursery – she is also gaining new experiences and responsibility outside in the garden. These experiences and environment will have significant influence on Susie’s later development.</p> <p>Or any other appropriate answer.</p>	<p>4 KU 4 AE</p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.	(b)	<p>1 KU for balanced diet Susie has a balanced diet which contains all 5 nutrients plus fibre and water.</p> <p>2 AE for any of the following:</p> <p>Food is required for growth, repair and development of all bones and tissue. Proteins are required for body building. Calcium for strong teeth and bones. Vitamins and Minerals for protection against illness and disease. Carbohydrates for energy. Fats for warmth. They will receive some of these from the foods grown in their garden.</p> <p>1 KU for breast feeding Sam will benefit from breast milk as it is a natural food designed for babies.</p> <p>2 AE for any of the below:</p> <p>It will protect him from infections and diseases. He will receive immunity from the colostrum. Breast milk contains long chain polyunsaturated fatty acids which are essential for brain development. There is less chance of Sam developing diarrhoea and vomiting as breast milk is sterile. Less chance of developing chest and ear infections and having to go to hospital as a result. Less likelihood of becoming obese and possibly developing type 2 diabetes.</p> <p>This will ensure Susie and Sam grow and develop to meet their milestones. As the family are interested in the production of their own food, this will encourage an interest in maintaining a healthy diet as they grow up.</p> <p>Or any other appropriate answer</p> <p>Candidates should refer to both children.</p>	<p>2 KU 4 AE</p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.	(c)	<p>Initial signs are a mild fever and feeling unwell similar to flu like symptoms. Young children may seem irritable and unhappy. Loss of appetite and child may feel sick. Rash starts as small, itchy red spots. Then after about 12 hours crops of spots appear quickly which develop central fluid filled blisters that become extremely itchy. These appear in clusters and tend to be:</p> <ul style="list-style-type: none"> • behind the ears • on the face • over the scalp • under the arms • on the chest and tummy • on the arms and legs • occasionally in the mouth, even inside the ears and nose <p>After a couple of days these spots scab over and dry up.</p> <p>Or any other appropriate answer.</p>	3 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.	(d)	<p>Up to 4 marks for evaluating the effects of one of the following social trends.</p> <p>Technological Revolution</p> <p>Children now have access to many educational tools such as computers, Ipads, games such as the Wii, TV, DVD, mobile phones, the Internet which can enhance learning both at home and school.</p> <p>Some children may overuse these tools with ensuing problems such as lack of socialisation with peers. Lack of exercise may result in obesity. Cyber bullying is also an issue and schools/parents need to be aware of such issues.</p> <p>There may be negative outcomes for children who may not have access to computers, mobile phones or other devices.</p> <p>Modern technology has also improved household appliances to assist busy families eg Microwave. Ready-made meals are useful in these situations but also cost more and contain foods with high fat/sugar/salt content. This may lead to health problems such as obesity, high BP, heart problems and dental cavities.</p> <p>Or any other appropriate answer.</p> <p>Family Life Style</p> <p>Dad has a flexible work pattern which can allow more time to be spent with the children. Mum is on maternity leave which enables her to spend time with the children. Flexible working allows parents to provide childcare within the family without additional child care costs. This could help to allay financial anxieties for the parents. This could reduce emotional stress within the family and benefit the children.</p> <p>This family can adapt to their new baby with the father working from home some days. This could reduce stress on the family and allows them to adopt a more flexible pattern.</p> <p>Home working may allow for easier childcare and promote emotional health in the children. The family have the opportunity to bond together and remain a secure unit. The children will benefit from spending time together with their parents in the garden.</p> <p>The family might enjoy spending time outdoors. This means they would be developing their physical development.</p>	4 AE	

Question	Expected Answer(s)	Max Mark	Additional Guidance
<p>3. (e)</p>	<p>The NHS Primary Health Care Team (PHCT) monitors the health and development of children from birth, provides support and advice to parents and provides immunisations against childhood and adult diseases.</p> <p>The PHCT provides a service to the families in the community which include diagnosis of illness and its treatment and referral to appropriate specialists.</p> <p>The PHCT is also involved in health education and may provide specialist clinics for diabetes, asthma, ante natal care and family planning.</p> <p>Primary health care team consists of the General Practitioner, health visitor, midwives, community/district nurses and other ancillary staff such as health care assistants, phlebotomists etc. Depending on the size of the community this team may vary considerably.</p> <p>PHCT is generally the first port of call for the family in health related matters.</p> <p>The GP will advise, diagnose, treat, examine and prescribe medications for all the family. The GP should be notified about Susie's chickenpox and can offer advice if symptoms are severe.</p> <p>The health visitor advises families on general health matters, development checks, screenings and any specific support that families require. The HV will advise mum about Sam's feeding and weaning.</p> <p>Information about current immunisation routines for both children will be provided by the PHCT.</p> <p>For full marks the candidate should identify and describe four points from the above. Any other reasonable answer can be credited with marks.</p>	<p>4 KU</p>	

(25)

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.	(a)	<p>The benefits of outdoor activities are to maintain and improve holistic (all round) health. It may encourage children to develop a lifelong respect for the outdoor environment. It will create an enjoyable environment and make learning fun and exciting.</p> <p>Access to fresh air and exercise would promote circulation, muscle tone, increase flow of oxygen to lungs which will stimulate breathing.</p> <p>Exercise will promote a healthy appetite, resistance to infection and sound sleep.</p> <p>Exposure to sunlight will enhance the production of Vitamin D which is essential for strong bones.</p> <p>Exercise is associated with improving co-ordination, balance and general control of the body.</p> <p>Physical development would be assisted by linking the visit to the Curriculum for Excellence Health and Wellbeing.</p> <p>Children would learn about their environment and the importance of conservation in nature.</p> <p>New experiences would be gained during this visit eg when planting trees and seeing the animals in the wildlife centre.</p> <p>This will assist language development as they will be talking about new things to their teacher and friends.</p> <p>Social and emotional wellbeing will be enhanced as they are with their peers.</p> <p>Working as a team will help to raise esteem and increase confidence.</p> <p>Or any other appropriate answer.</p> <p>1 KU – different aspects of development. 1 KU – definition of holistic development inter-related aspects of development</p>	2 KU 6 AE	
	(b)	<p>Physical skills in children 5–8 can include:</p> <p>Gross motor development – throws and catches a ball, skips, rides bicycle with stabilizers, develops grace and balance in sport and other physical activities, can begin to control speed when running.</p> <p>Fine motor development – detailed drawings, uses scissors competently, prints sentences which then develops to writing in script, increased manipulative skills, may play musical instrument.</p> <p>For full marks, candidates should identify and describe both fine and gross motor skills which must be sequential.</p>	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.	(c)	<p>Exercise, rest and sleep relates to children's basic needs to maintain growth and physical development progress, with exercise needed to strengthen and develop muscles and long bones.</p> <p>Exercise is needed to promote healthy sleep, but it may be recognised that it is less easy for children to take exercise in built-up areas where there are no safe play areas. Fears for children's safety may prevent parents from allowing their older children to play outside without adult presence.</p> <p>Rest is required to prevent over-tiredness which may prevent sleep: some children do not recognise their need to rest. These children need strategies from adults such as story time to encourage rest.</p> <p>Sleep is needed to encourage growth as children grow during sleep. However, some children need encouragement to sleep and bedtime routines can contribute to a child's 'winding down' in preparation for sleep.</p> <p>For full marks, candidates should identify and discuss four points from those above or any other reasonable answer.</p>	4 AE	
	(d)	<p>Staff should have an awareness of the signs and symptoms of an unwell child.</p> <p>Staff should have a current first aid certificate and carry a first aid box on the visit.</p> <p>If child is sick then apply infection control procedures.</p> <p>The Teacher and Forest Ranger will know the reporting procedures to be followed.</p> <p>There must be an awareness of emergency procedures should the child's condition worsen.</p> <p>Staff must be aware of how to contact appropriate colleague, parent or carer.</p> <p>Staff must carefully observe child until appropriate help is summoned.</p> <p>Awareness of child's emotional wellbeing and comfort/ reassurance given.</p> <p>If appropriate remove child to a place of comfort and give reassurance.</p> <p>Make sure the other children are being cared for appropriately.</p> <p>Or any other appropriate answer.</p>	6 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.	(e)	<p>The school nurse</p> <ul style="list-style-type: none"> • The role of the school nurse is to promote the physical and mental health of school age children to enable children to achieve their full potential. • To liaise with school staff, parents, the PHCT, social services and secondary care services to meet the health and social needs of children. • May deliver immunisation programmes within the school especially when there are epidemics. • May arrange surveillance and screening programmes in school in order to pick up any problems occurring. • Will provide health care advice to children, parents and school staff. • Be involved in health promotion programmes to raise awareness of current issues. <p>Dentist</p> <ul style="list-style-type: none"> • Will monitor dental health and perform preventative work to maintain oral health. • Will promote dental hygiene and general health education for children and families which will encourage regular attendance at dental surgeries throughout their lives. • Will diagnose and treat diseases and disorders of the mouth and teeth to maintain good oral health. • Community dental health services may go into some schools especially in rural areas in order to promote good oral health. <p>Teacher</p> <ul style="list-style-type: none"> • The teacher is responsible for the education of children according to the Curriculum for Excellence. • The teacher develops lesson plans, implements and assess learning in children to encourage them to reach their full potential. • The teacher facilitates learning by establishing a relationship with pupils which will promote an atmosphere conducive to learning. • The teacher organises resources in the classroom in order to provide the best possible environment for learning. • Teacher's primary responsibility is the wellbeing of the children. • Teachers promote the social and personal development of children, working with parents and other professionals so that a healthy partnership exists for the benefit of the child. <p>Or any other appropriate answer.</p>	3 AE	

(25)

[END OF MARKING INSTRUCTIONS]