



2015 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>Candidates should describe four reflexes. If a list of names of reflexes is given a maximum of 1 mark should be allocated.</p> <p>For example: Four reflexes are Moro, walking, grasp and suck.</p> <p>Compared with: The Moro reflex is when a loud noise or sudden movement means that the baby cries and stretches out arms and legs.</p>	4 Ku	
1.	(b)	<p>One KU mark for identifying each relevant influence on Carla's physical development. Maximum of 2 AE marks for each explanation of how influence could impact on Carla's physical development.</p> <p>Possible influences could include: Ante natal care – mum's poor attendance at clinics can have an impact on access to midwife/GP; discussion re type of feeding; screening; scans; lifestyle advice during pregnancy Birth circumstances – can have a lasting effect on the growth and physical development of a child, for example, premature babies may have low birth weight and have difficulty in feeding and gaining weight. Their physical development may be delayed in comparison with their peer group; premature babies who receive appropriate care will quickly gain weight and make developmental progress; the more premature a baby is, the longer he or she is likely to take to reach the milestones of their peer age group. Nature/nurture Genetics Illness Nutrition Exercise, rest and sleep Environmental influences Cultural background Inter-relationship of all aspects of development</p>	2 KU 4 AE	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(c)	<p>Candidates can gain a maximum of 2 marks for describing 2 relevant fine motor skills such as:</p> <p>A child of Carla’s age would be expected to develop control over her fingers to thread large beads on a string. She would also use crayons or pens to scribble and draw. Carla should be able to use scissors to cut paper but may still need help. (3KU)</p> <p>Carla will also be developing more control over her body and large movements she will be starting to jump or hop and will also be able to ride a tricycle. (3KU)</p>	6 KU	
1.	(d)	<ul style="list-style-type: none"> • Position in family • Culture <p>Up to 3 AE marks for evaluating the impact of each influence on Carla’s social, emotional and personal development.</p> <p>For example:</p> <p>Carla is the youngest child so her position in a family will be important for her development. Having siblings may mean she finds it easier to play with other children. However, as the youngest she may be ‘babied’ and have things done for her. This could mean she is not as independent. Being part of a large family may make Carla feel loved and secure. (3AE)</p> <p>Impact of culture could have an opening statement such as “Culture encompasses lifestyles, values and beliefs that are shared by an identifiable group and passed on through generations, with some cultures having different expectations of boys and girls”.</p> <p>Carla’s family are travellers and this means they move from place to place. This could mean that Carla is upset moving from familiar surroundings or people. The family may meet lots of new people or other travellers they know at new sites which could mean Carla is very sociable. (3AE)</p>	6 AE	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(e)	<p>Full 3 marks can only be given where answer is linked to Carla's holistic development.</p> <p>For example: Carla's <u>holistic</u> development will be influenced by her environment; position in family; being part of a travelling family; living in a rural location; access to pre-school; health visitor etc. All of these are considered nurture/ environmental influence and can affect Carla in a positive and negative way. Nature could be considered in Carla's genetic inheritance; our genes determine our sex and many other characteristics. Genetics contributes to the individual's behaviour; in behaviour genetics, psychologists look at how heredity influences aspects of growth, development and behaviour such as: height, body shape, intelligence, reading ability, aggressiveness, depression, temperament and sociability. (1AE)</p> <p>Carla's birth circumstances are called the influence of nature on development. Her premature birth meant that she had a low birth weight. This is nature. (1KU)</p>	<p>3 AE</p> <p>(25)</p>	

Question			Expected Answer(s)	Max Mark	Additional Guidance
2.	(a)	(i)	<p>A maximum of 8 KU marks for a relevant theory of language development such as Chomsky or Brown.</p> <p>For example: Brown studied language development by observing children in a longitudinal study. (1KU)</p> <p>He analysed children's conversations to try to develop a theory. (1KU)</p> <p>He identified 5 stages of language acquisition which are Stage 1 – 2/3 word sentences Stage 2 – Naming objects Stage 3 – What? Why? Questions Stage 4 – Short sentences joined together Stage 5 – Complex sentences. (4KU)</p> <p>Brown's theory of these stages led to further research into the structure of children's early sentences. (1KU)</p>	8 KU	
2.	(a)	(ii)	<p>This theory would assist a keyworker to plan activities by</p> <p>Understanding the stage children are at in their language development staff can plan activities that are at the right level for individual children. This will ensure activities are challenging enough or support children with specific needs. (2 AE)</p> <p>The keyworker could use knowledge of this theory to observe the stage children are at in their language development. (1AE)</p> <p>The keyworker should encourage the children to talk about real experiences. The keyworker should listen and respond to the children during activities by using short, simple sentences and should repeat words in the correct form if necessary.</p>	5 AE	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2.	(b)	<p>Naturalistic observation is a good method to use in Early Education.</p> <p>Children are observed in the playroom in a place they feel comfortable in. (1KU) This means that they should behave in a natural way and not feel strange. This should mean the results of the observation give a true picture of the child and their stage of development. (1AE)</p>	<p>3 KU 3 AE</p>	
2.	(c)	<p>One method should be described and evaluated. For example in terms of validity and reliability.</p> <p>A longitudinal study tracks children's development over a long period of time (for example 10 years). (1KU)</p> <p>This method is reliable as it reviews children's progress over a long time. It can be unreliable if children drop out of study and you can't measure their progress. (2AE)</p>	<p>2 KU 4 AE</p>	

[END OF MARKING INSTRUCTIONS]



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Higher Paper 2

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

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- (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>Any relevant theorist such as Maslow or Mia Kellmer Pringle can be used. A maximum of 4KU marks can be given to the description of the theory.</p> <p>The 3AE marks can only be given where the theory is used to evaluate how Katy and Kim's health needs such as walking to and from school, cooking, socialising with other children at Brownies or gymnastics or attending health appointments.</p>	<p>4 KU 3 AE</p>	
3.	(b)	<p>A maximum of 2KU marks can be given for a description of a relevant professional who could support Katy and Kim's holistic health. For example.</p> <p>The teacher in Katy and Kim's primary school could support their holistic health development. The teacher could plan lessons about healthy eating and exercise and provide experiences to develop good attitudes to a healthy lifestyle. (2KU)</p>	4 KU	
3.	(c)	<p>Katy and Kim's gran is providing an important influence to their health. They walk to and from school which will give them exercise and fresh air and also help them to sleep. Their gran also cooks with the girls which means they are eating homemade food instead of convenience foods which can be high in fat and salt. (3AE)</p>	4 AE	
3.	(d)	<p>Each social trend can gain a maximum of 3AE marks.</p> <p>For example: Family lifestyle can have an impact on Katy and Kim's holistic health. As their parents work long hours they may not spend much time together during the week. This could impact on them if their granny was unable to look after them. (2AE)</p> <p>Katy and Kim do not seem to be eating convenience foods. Convenience foods can be high in saturated fat and lead to obesity. As their gran cooks for them this is not having an impact on their health. (2AE)</p>	6 AE	
3.	(e)	<p>One voluntary agency which supports families is Children First. Children First is a charity who help families from all over Scotland. They offer lots of different projects to try to keep children safe and families together. If parents are splitting up they can go to meetings to discuss the best options for children. If children are abused or parents need help they can provide someone to talk to. (3KU)</p>	<p>4 KU</p> <p>(25)</p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.	(a)	<p>A maximum of 6 KU marks can be given for a description of a relevant theory such as Piaget. For example.</p> <p>Piaget studied his own children as they played to develop his ideas about learning.</p> <p>He believed children are born with reflexes which mean we respond automatically. He developed the idea that children pass through 4 main stages.</p> <p>Birth – 2 years sensory motor 2 – 7 years pre operational 7 – 11 years concrete operational 11 – 18 years formal operational</p> <p>For full marks an example of being egocentric or the development of schemas would be needed.</p>	6 KU	
4.	(b)	<p>Piaget's theory was criticised because he studied his own children to develop ideas about all children. This means he could have been biased about the results and used a very small sample. (2AE)</p>	4 AE	
4.	(c)	<p>Drama activities could develop Mark's social development as he could interact with a group of children. (1AE) Emotional development as he might develop his confidence (1AE) cognitive development as he learns to remember a story or (1AE) play, linguistic development discussing a story/words/vocab (1AE) physical – movements to express feelings in story. (1AE)</p>	5 AE	
4.	(d)	<p>One activity which could promote Mark's physical and cognitive development could be going for a walk to the local park. (1KU)(1AE)</p> <p>A walk to the park provides an opportunity to develop his gross motor skills by walking with children and staff and running, jumping, climbing at the park. (1KU)</p> <p>This will provide exercise and develop gross motor skills and co-ordination. (1AE)</p> <p>Staff could use this trip to provide many opportunities for learning. They may discuss birds, insects or animals with the children. They could develop an activity where the children could gather leaves or acorns to sort and categorise at the nursery. (1KU)(1AE)</p>	3 KU 3 AE	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.	(e)	<p>Maximum of 2AE marks for each principle.</p> <p>Cephalocaudal development describes the progression of body control from the head to the lower parts of the body. For example, an infant will achieve head, upper trunk, and arm control before lower trunk and leg control.</p> <p>Proximodistal development describes progress from the central portions of the body (ie, the spinal cord) to the distal or peripheral parts. This developmental progression continues throughout early childhood, with upper trunk control being achieved first, then arm control, and finally finger control. According to this principle, each change in the child's development should result in an increasingly refined level of skill development.</p> <p>For example: Mark will be able to climb, run and jump but may still need a lot of practice in mark making and holding a pen or pencil.</p>	<p>4 AE</p> <p>(25)</p>	

[END OF MARKING INSTRUCTIONS]