



National
Qualifications
2019

2019 Childcare and Development
Higher
Finalised Marking Instructions

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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 | Detailed/Specific marking instructions for this question |
|----------|-----|--|----------|---|
| 1. | (a) | <p>Award 1 mark for each point of description up to a maximum of 3 marks.</p> <p>0 marks given for identification of a method.</p> | 3 | <p>Candidates must describe an appropriate method to gain all 3 marks. The method may include</p> <p>Developmental checklists – 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>Diagnostic tests – 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>Diaries – 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>Types of observations – can include participant/non participant, naturalistic, frequency sampling, structured 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 | Detailed/Specific marking instructions for this question |
|----------|-----|--|----------|--|
| | (b) | <p>Award 1 mark for each point of evaluation up to a maximum of 4 marks.</p> <p>Marks can be awarded for identifying the usefulness of the method and strengths and/or weaknesses of the method when working with children.</p> <p>Evaluation points can be all positive or all negative or a mixture of both.</p> | 4 | <p>Candidates can choose any method of assessment, for example</p> <p>checklists are easy to compile and complete, but do not consider holistic development and only provide a snapshot at that time. Minimal narrative is obtained from a checklist and therefore does not assist with planning next steps.</p> <p>using observations 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.</p> <p>similarly, the practitioner could provide other resources that would interest the child, such as wheels of various sizes from different vehicles. This would also enable the practitioner to identify the next steps for the child, for example colour sequencing, smaller to larger, weight and measurement. However, observations may be subjective and open to observer bias. Practitioner experience of using observations may also impact on an accurate record of the child's development.</p> <p><i>Or any other valid response.</i></p> |

| Question | | General marking instructions for this type of question | Max mark | Detailed/Specific marking instructions for this question |
|----------|-----|---|----------|---|
| 2. | (a) | Award 1 mark per milestone identified. | 2 | <p>Candidates must identify two age appropriate milestones in order to gain 2 marks.</p> <p>For example</p> <ul style="list-style-type: none"> • making friends • taking turns • sharing • having a best friend • caring about your peer group, beginning to show empathy. <p><i>Or any other valid response.</i></p> |
| | (b) | Award 1 mark for identification of the activity and a further mark for description of how the activity promotes emotional and social development. | 2 | <p>Candidates must describe an age appropriate activity in order to gain 2 marks.</p> <p>For example</p> <ul style="list-style-type: none"> • simple games that promote turn taking • use of puppets – as this will allow children to interact with others and overcome shyness • imaginative play areas • role play • circle time activities. <p><i>Or any other valid response.</i></p> |

| Question | | General marking instructions for this type of question | Max mark | Detailed/Specific marking instructions for this question |
|----------|-----|--|----------|---|
| | (c) | Marks can be awarded for up to 4 benefits which have been explained, or two benefits with further explanation. | 4 | <p>Candidates must explain benefits clearly and apply these to holistic development</p> <ul style="list-style-type: none"> • making friends and building relationships • fine motor skills • language development • positive risk taking • problem solving • sequence of numbers • role play • imagination • learning to share • turn taking • rules • independence • expressing imagination • expressing feelings • exploring real world events. <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 | Detailed/Specific marking instructions for this question |
|----------|--|----------|--|
| 3. | <p>Award 1 mark for the identification of a relevant play theory and further marks up to a maximum of 3 marks for each point of description about how the chosen play theory promotes linguistic development.</p> <p>The theory chosen must be a relevant theory of play.</p> <p>0 marks will be allocated if theory chosen is not a relevant play theory.</p> | 4 | <p>Candidates can choose from a range of acceptable play theories which may include</p> <ul style="list-style-type: none"> • Bruce • Moyles • Sylva • Athey • Froebel • Montessori • Sturrock and Else • Nutbrown. <p>Candidates must give a clear description to gain all 4 marks. 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"> • 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 when planning linguistic activities for children aged 3–5 • Bruce believes that children use play to practice what they have already learned. For example, this would allow the child to practice early linguistic skills from exposure to books and mark making materials, environmental print, along with the opportunity to participate in music, singing and story time • 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’. |

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|----------|--|----------|---|
| | | | <p>Some candidates may include the 12 features of play.</p> <p>Chris Athey's theory explains how children use schemas to arrive at classifications and categories. Her theory includes</p> <ul style="list-style-type: none"> • underlines the importance of rich and varied experiences • states that schema evolve from early action and perception • allows children to make sense of their world • gives opportunity to explore and be curious which are essential. <p>Some of the schemas identified include vertical, back and forth/side to side – such as early reading skills (for example reading from left to right and top to bottom, building bibliographic knowledge).</p> <p><i>Or any other valid response.</i></p> |

| Question | | General marking instructions for this type of question | Max mark | Detailed/Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 4. | (a) | <p>Award 1 mark for an identified theory and a further 1 mark for the relevance to the age range. Marks should only be awarded where candidates identify the theory. No marks should be awarded for naming theorists only.</p> <p>Marks can only be awarded when relevant theory is related to the age of the child.</p> | 2 | <p>Candidates can choose from</p> <ul style="list-style-type: none"> • Vygotsky – zone of proximal development/social construction theory • Piaget – stages theory of cognitive development, including schema, object permanence etc, constructivist approach • Fischer – skills theory • Bruner – three stages, including scaffolding, social construction • Rogoff – social constructivist theorist, guided participation. <p><i>Or any other valid response.</i></p> |
| | (b) | <p>Award marks for each point of explanation up to a maximum of 4 marks.</p> <p>This must relate to practitioners working with children in this age range.</p> <p>Must relate to theory identified in 4 (a) or 0 marks will be awarded.</p> | 4 | <p>Candidates could give examples such as</p> <ul style="list-style-type: none"> • Fischers skill theory allows children to practice and build on skills gained from previous experiences. Some children will master skills earlier than others and experiences are vital in the development of skills. Fischers theory also states that children should be given the opportunity to practice skills and that repetition is important in consolidation of knowledge and skills. <p>For example</p> <ul style="list-style-type: none"> • music lessons • sport training (football, tennis etc) • reading on a regular basis • Vygotsky’s zone of proximal development/social construction theory. Vygotsky believes in the role of social interaction and places importance on social factors in the development of cognition. He focused on the zone of proximal development and the role of the more knowledgeable other in support of learning. He believed language was a cultural tool to consolidate and extend their existing knowledge. <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 | Detailed/Specific marking instructions for this question |
|----------|-----|---|----------|--|
| 5. | (a) | <p>Award 2 marks for correct identification of current legislation.</p> <p>1 mark can be awarded for the correct identification of the Act.</p> <p>1 mark can be awarded for the year.</p> | 2 | <p>Candidates can choose from a range of legislation currently influencing Early Learning and Childcare practice which may include</p> <ul style="list-style-type: none"> • Children and Young People (Scotland) Act 2014 • Protecting Vulnerable Groups Scotland Act 2007 • Equality Act 2010 • Regulation of Care Act 2001 (new Health and Social Care Standards 2018) • Education Scotland Act 2016. <p><i>Or any other appropriate response.</i></p> |
| | (b) | <p>Award 1 mark per point of explanation or development of a point, up to a maximum of 4 marks.</p> | 4 | <p>Candidates must identify a relevant piece of legislation and explain how this is applied in practice. For example</p> <p>Children and Young People (Scotland) Act 2014</p> <p>the Act introduces policies such as GIRFEC acknowledging the importance of 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.</p> <p>This should also ensure that the child’s parent, guardian or carer is involved and considered in the discussion</p> <ul style="list-style-type: none"> • the GIRFEC approach allows professionals to be the link between interested parties including the named person, ensuring continuity of care for children • using Wellbeing Indicators/SHANARRI indicators ensures practitioners are aware of the health and wellbeing of children in their care • Extra hours for vulnerable two year olds, extended provision, free school meals for primary 1-3. <p><i>Or any other valid response.</i></p> |

| Question | | General marking instructions for this type of question | Max mark | Detailed/Specific marking instructions for this question |
|----------|-----|--|----------|--|
| 6. | (a) | <p>Award 1 mark for identification of appropriate regulatory body.</p> <p>1 mark can be awarded if abbreviations are used.</p> | 1 | <p>SSSC – Scottish Social Services Council. GTCS – General Teaching Council for Scotland.</p> |
| | (b) | <p>1 mark can be awarded for each requirement identified with a further 1 mark for each point of explanation up to a maximum of 4 marks.</p> <p>0 marks will be awarded where this answer does not relate to the regulatory body identified in 6 (a).</p> | 4 | <p>Candidates can identify requirements such as</p> <ul style="list-style-type: none"> • current and relevant qualifications which may include <ul style="list-style-type: none"> — NC Early Education and Childcare — PDA Education Support Assistance — HNC Childhood Practice — HND/Level 8/PDA — BA Childhood Practice — relevant teaching qualification • current employment – registration requires that you are in current Early Learning and Childcare employment • regular and appropriate CPD such as participation in job related training events • membership of PVG scheme • membership of GTCS. <p><i>Or any other valid response.</i></p> |

| Question | | General marking instructions for this type of question | Max mark | Detailed/Specific marking instructions for this question |
|----------|--|--|----------|--|
| 7. | | Award 1 mark per point of evaluation and additional marks for further points of evaluation or development of a point, up to a maximum of 4 marks . | 4 | <p>Candidates could identify from the following</p> <ul style="list-style-type: none"> • improved communication • improved outcomes for children • parental involvement • teamwork • consistency of approach/practice • sharing information • accurate next steps identified • CPD opportunities • Inter-professional integrated approach • continuity of care. <p><i>Or any other valid response.</i></p> |

[END OF MARKING INSTRUCTIONS]