



Higher Childcare and Development Project

Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It **must** be read in conjunction with the course specification.

Valid from session 2024-25 and until further notice.

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Introduction

This document contains marking instructions and instructions for candidates for the Higher Childcare and Development project. You must read it in conjunction with the course specification.

This project is worth 90 marks. This is 70% of the overall marks for the course assessment.

This is one of two course assessment components. The other component is a question paper.

Candidates must use one of the following briefs as the basis for their project:

- ◆ How do government initiatives support outdoor learning?
- ◆ How can literacy development be supported for children and young people?
- ◆ What are the benefits of play to the holistic development of children and young people?

The project should be between 3,000 and 4,000 words, excluding references, footnotes and appendices. The candidate must provide the word count for the completed project, excluding appendices, footnotes and references. If the word count exceeds the maximum by 10%, a penalty will be applied.

Footnotes and appendices should only be used to support information included in the project (for example tables of figures, graphs, statistics, questionnaires, transcripts of interviews, pictures) and cannot be used to add information that should be submitted as part of the word count.

Marking instructions

In line with SQA's normal practice, the following marking instructions for the Higher Childcare and Development project are addressed to the marker. They will also be helpful if you are preparing candidates for course assessment.

Candidates' evidence is submitted to SQA for external marking.

General marking principles

Always apply these general principles. Use them in conjunction with the detailed 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 detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- c Award marks according to the accuracy and relevance of the evidence provided, whether it is included in the examples given in the detailed marking instructions or not.
- d 'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.
- e 'Analyse' requires candidates to identify relevant pieces of information, the relationship between them, and their relationship to the brief. This might involve analysing data; exploring contradictions, inconsistencies or different views; comparing and contrasting; or any other relevant type of analysis.
- f 'Evaluate' requires candidates to make a judgement based on criteria such as strengths and/or weaknesses or advantages and/or disadvantages.
- g 'Provide a conclusion' requires candidates to provide a reasoned opinion supported by information or data.
- h A development of a point (of description, explanation, evaluation or analysis) must provide further related information to gain the mark for development.
- i Award marks for the response at any relevant point in the report where the evidence occurs. There is no requirement for the report to follow any particular order: the structure of the report does not need to follow the order of the prompts.

Detailed marking instructions

Candidates' responses must be clearly related to the brief and the chosen child or young person.

Item	Prompt	Max mark	Marking instructions	Additional guidance
A	<p>(i) Explain two aspects of development.</p> <p>(ii) Explain the interrelationship between these two aspects of development on the chosen child or young person.</p>	12	<p>Award up to 3 marks for each aspect of child development.</p> <p>The two aspects of development should clearly relate to the brief and the chosen child or young person.</p> <p>For each of the two aspects of child development:</p> <ul style="list-style-type: none"> ◆ Award 1 mark for a point of description, or a development of a point of description, of the aspect that is clearly relevant to the brief and the chosen child or young person. ◆ Award 2 marks for milestones that are relevant to the age of the child or young person and each identified aspect that is clearly relevant to the brief and the chosen child or young person. ◆ Award up to 6 marks for the development of a point of explanation of the interrelationship of the two aspects of development that is clearly related to the brief and the chosen child or young person. 	<p>Explanation requires candidates to relate aspects of child development to the brief and the chosen child or young person, and make the relationship between them clear.</p> <p>Aspects of development could include social, physical, emotional, cognitive, cultural or any other relevant aspect of human development.</p>

Item	Prompt	Max mark	Marking instructions	Additional guidance
B	Analyse three factors that influence development.	15	<p>The three factors that influence development must clearly relate to the brief and the chosen child or young person. Factors should include a combination of positive and negative factors.</p> <p>Award up to 5 marks for each factor that influences development.</p> <p>For each of the three factors that influence development:</p> <ul style="list-style-type: none"> ◆ Award 1 mark for a point of analysis of the factor that is clearly relevant to the brief and the chosen child or young person. ◆ Award 1 further mark for each development of a point of analysis that is clearly relevant to the brief and the chosen child or young person. 	<p>Analysis requires candidates to identify factors that influence development, the relationship between them, and their relationships to the brief and the chosen child or young person.</p> <p>This might involve analysing data; exploring contradictions, inconsistencies or different views; comparing and contrasting; or any other relevant type of analysis.</p> <p>Factors that influence development could include cultural, economic, environmental, familial or societal factors.</p> <p>Influences could include:</p> <ul style="list-style-type: none"> ◆ cultural: ESOL, religion, community ◆ familial: parenting styles, birth order, parental imprisonment, care experience ◆ economic: income, resources, access to clubs ◆ environment: area in which they live, resources, play parks, pollution ◆ political: PEF funding, attainment gap, refugees ◆ any other suitable response

Item	Prompt	Max mark	Marking instructions	Additional guidance
C	Explain two theories of development.	10	<p>The two theories of development must clearly relate to the brief and the chosen child or young person.</p> <p>Award up to 5 marks for each theory of development.</p> <p>For each theory:</p> <ul style="list-style-type: none"> ◆ Award 1 mark for identifying a theory that is clearly relevant to the brief and the chosen child or young person. ◆ Award 2 marks for a description of this theory that is clearly relevant to the brief and the chosen child or young person. ◆ Award 2 marks for a point of explanation, or a development of a point of explanation, of the theory that is clearly relevant to the brief and the chosen child or young person. 	<p>Explanation requires candidates to relate to two theories of development and make the relationship between these theories clear.</p> <p>Candidates can refer to classical and/or contemporary theories of development and must use appropriate terminology to support their chosen theories. These should include theory relevant to social or emotional, language, cognitive, and physical development in children and young people, along with relevant theory of play. Candidates should refer to theories that inform current practice.</p> <p>Theories could include:</p> <ul style="list-style-type: none"> ◆ play: Bruce, Froebel, Montessori, Parten, Issacs, Rogoff, Hughes, Bruce, Sylva, Moyles ◆ cognitive: Piaget, Bruner, Vygotsky, Hughes, Fischer ◆ social and/or emotional: Bowlby, Skinner, Bandura, Rodgers, Rutter, Zeedyk ◆ physical: Gesell, Maslow ◆ any other suitable theory
D	Analyse how the two chosen theories of development in	10	Award up to 5 marks for each theory of development.	Analysis requires candidates to identify how theories of development, identified in prompt C, can be applied to the chosen child or young person. Candidates should show the relationship

Item	Prompt	Max mark	Marking instructions	Additional guidance
	prompt C can be applied to the chosen child or young person.		<p>For each theory:</p> <ul style="list-style-type: none"> ◆ Award 1 mark for a point of analysis, or the development of a point of analysis, of the theory that is clearly relevant to the brief and the chosen child or young person. 	<p>between theories and their relationships to the brief and the chosen child or young person. This might involve analysing data; exploring contradictions, inconsistencies or different views; comparing and contrasting; or any other relevant type of analysis.</p>
E	Explain two strategies and/or initiatives.	12	<p>The two strategies and/or initiatives must clearly relate to the brief and the chosen child or young person</p> <p>Award up to 6 marks for each strategy and/or initiative.</p> <p>For each strategy or initiative:</p> <ul style="list-style-type: none"> ◆ Award 1 mark for identifying a relevant strategy or initiative that is clearly relevant to the brief and the chosen child or young person. ◆ Award 2 marks for description of the strategy or initiative that is clearly relevant to the brief and the chosen child or young person. ◆ Award 3 marks for the development of a point of explanation of the strategy or initiative that is clearly relevant to the brief and chosen child or young person. 	<p>Explanation requires candidates to relate relevant strategies and initiatives to the brief and the chosen child or young person, and make the relationship between them clear.</p> <p>Candidates can refer to any current relevant initiative or strategy.</p> <p>Strategies and/or initiatives could include:</p> <ul style="list-style-type: none"> ◆ play strategy: My World Outdoors, The Daily Mile, Loose Parts Toolkit, Our Creative Journey ◆ Curriculum for Excellence; GIRFEC; Childsmile; Every Day's a Learning Day; Better Eating, Better Learning; Hungry for Success; The Eatwell Guide; Bookbug; Big Bedtime Read ◆ any other suitable strategy and/or initiative

Item	Prompt	Max mark	Marking instructions	Additional guidance
F	Explain the ways that two current services may support the chosen child or young person.	10	<p>Award up to 5 marks for each service that is clearly relevant to the brief and the chosen child or young person.</p> <p>For each service:</p> <ul style="list-style-type: none"> ◆ Award 1 mark for identifying a current and appropriate service that is clearly relevant to the brief and the chosen child or young person. ◆ Award 2 marks for a description of this service that is clearly relevant to the brief and the chosen child or young person. ◆ Award 2 marks for a point of explanation that is clearly relevant to the brief and the chosen child or young person. 	<p>Explanation requires candidates to relate the current services to the brief and the chosen child or young person, and make the relationship between them clear.</p> <p>Candidates can refer to any current service that supports the chosen child or young person in relation to the brief.</p> <p>Services could include:</p> <ul style="list-style-type: none"> ◆ education: school, nursery, childminder, after-school services ◆ health: speech and language services, audiology, neurology, health visiting, specialist paediatric health services ◆ psychological health: psychology, CAMHS, counselling, bereavement support group ◆ oral health: dentistry, Childsmile ◆ social care: social work services, family support groups, Barnardo's, Action for Children, autism support groups, ADHD support groups ◆ recreation: <ul style="list-style-type: none"> — statutory: Active Schools, swimming, gymnastics, football, libraries, Scottish rugby, youth groups (must be run by local authority)

Item	Prompt	Max mark	Marking instructions	Additional guidance
				<ul style="list-style-type: none"> — third sector: Play Scotland, Barnardo’s, Action for Children, Children 1st, STAR (siblings together and reunited), support groups (for example: ASN, autism, ADHD) — private: football (Scottish Football Association (SFA) coaches), tutoring, counselling ◆ any other suitable services
G	<p>Explain the role and responsibilities of two professionals who support the chosen child or young person.</p>	10	<p>Award a maximum of 5 marks for explanation of the role and responsibilities of each professional clearly relevant to the brief and the chosen child or young person.</p> <p>For each professional:</p> <ul style="list-style-type: none"> ◆ Award 1 mark for identifying a relevant professional that is clearly relevant to the brief and the chosen child or young person. ◆ Award 2 marks for describing the role and responsibilities that is clearly relevant to the brief and the chosen child or young person. ◆ Award 2 marks for a point of explanation that is clearly relevant to the brief and the chosen child or young person. 	<p>Explanation requires candidates to relate the roles and responsibilities of the identified professionals to the chosen child or young person and the brief, and make the relationship between them clear.</p> <p>Candidates can refer to any relevant professional contributing to the development of the chosen child or young person.</p> <p>Appropriate professionals may include:</p> <ul style="list-style-type: none"> ◆ early-years workers, teachers, classroom assistants ◆ GPs, health visitors, psychologists, speech and language therapists ◆ social workers, play workers, youth workers, counsellors, family support workers, family link workers, play therapists ◆ sports coaches

Item	Prompt	Max mark	Marking instructions	Additional guidance
				◆ any other suitable professionals.
H	Evaluate the effectiveness of partnership working between the two relevant professionals identified in prompt G who support the chosen child or young person.	6	<p>Award up to 6 marks for any of the following responses:</p> <ul style="list-style-type: none"> ◆ one positive effect of partnership working ◆ one negative effect of partnership working ◆ a combination of the above <p>Award up to 2 marks for the development of a point of evaluation for each example.</p>	Evaluation requires candidates to make a judgement about the effectiveness of partnership working and the roles of relevant professionals based on criteria such as strengths and/or weaknesses or the advantages and/or disadvantages of partnership working in relation to the chosen child or young person.
I	Provide a conclusion about the question posed in the brief.	3	<p>Award 1 mark for each point of conclusion, or a development of a point of conclusion, that is clearly relevant to the brief.</p> <p>Candidates can gain marks for reaching conclusions throughout the report, not just at the end of the report.</p>	Providing a conclusion requires candidates to provide a reasoned opinion about the question posed in the brief, supported by information or data.
J	Present at least five appropriate pieces of referenced information from a variety of sources.	2	<p>Award up to 2 marks for presenting referenced information in an appropriate way.</p> <p>Award 1 mark only where candidates present fewer than five accurate pieces of referenced information.</p> <ul style="list-style-type: none"> ◆ Award 2 marks for accurate or mainly accurate referencing. 	<p>Candidates should reference information in such a way that someone else could easily find the source of the information. Candidates should use the information appropriately within the report.</p> <p>Appropriate sources for this information could be books (including electronic books), newspapers, magazines, professional journals, TV, childcare</p>

Item	Prompt	Max mark	Marking instructions	Additional guidance
			<ul style="list-style-type: none"> ◆ Award 1 mark for referencing that contains inaccuracies. ◆ Do not award marks where there has been no attempt at referencing. 	websites, other relevant websites, specialist videos, and visiting speakers.

Instructions for candidates

This assessment applies to the project for Higher Childcare and Development.

This project is worth 90 marks. This is 70% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ explaining child development
- ◆ analysing factors that influence development
- ◆ explaining and analysing theories of child development
- ◆ investigating initiatives and strategies used to inform childhood practice
- ◆ investigating current childhood practice and services
- ◆ explaining the role and responsibilities of professionals in contributing to the development of children and young people
- ◆ evaluating the effectiveness of partnership working
- ◆ investigating, analysing, evaluating and presenting information
- ◆ applying knowledge and understanding to childhood practice

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

In this assessment, you have to:

- ◆ investigate the needs of a child or young person and the range of ways in which professionals and other people can meet those needs

You must use one of the following briefs as the basis for your project:

- ◆ How do government initiatives support outdoor learning?
- ◆ How can literacy development be supported for children and young people?
- ◆ What are the benefits of play to the holistic development of children and young people?

Your teacher or lecturer will help you make your choice. At this stage you should also identify a child or young person to base your project on. It is up to you whether you choose the brief or the child or young person first.

Once you have chosen the brief and your child or young person, you will carry out an investigation to gather information and produce a report of 3,000-4,000 words based on your findings, related to the following points:

- ◆ explaining aspects of child development
- ◆ analysing factors that influence development
- ◆ explaining theories of development
- ◆ analysing chosen theories of development

- ◆ explaining strategies and/or initiatives
- ◆ explaining current services that support the chosen child or young person
- ◆ explaining the role and responsibilities of professionals
- ◆ evaluating the effectiveness of partnership working
- ◆ providing a conclusion about the question posed in the brief
- ◆ presenting appropriate pieces of referenced information from a variety of sources

Before starting the project

Before you start your project, you must choose a brief from those provided and select a child or young person. Your teacher or lecturer will provide guidance on the briefs to ensure you are clear about what each brief entails. Whichever brief you choose, you will have to demonstrate the same skills, knowledge and understanding.

The child or young person you choose to investigate could be someone you have read about in a case study or newspaper article, seen on a childcare website or video, met on placement, or someone you know. You must not base your project on yourself. You may find it helpful at this stage to create a short description of the chosen child or young person including, for example, age and family background.

This is not a practice-based course and does not involve primary research. This project therefore does not require you to have direct contact with children or young people. However, if there is a situation where you think this might be relevant, then you **must** discuss the suitability of this with your teacher or lecturer **before** starting the project. If your teacher or lecturer agrees, then you **must** obtain appropriate permission from the relevant person(s) before undertaking the project.

If you choose a real person for your project, you must change their name and take any other appropriate steps to maintain their anonymity. You must seek guidance from your teacher or lecturer before approaching anyone for your project.

Throughout the project, you **must**:

- ◆ establish appropriate safeguards and boundaries in relation to real people
- ◆ maintain privacy, confidentiality and anonymity at all times
- ◆ follow relevant ethical guidelines from appropriate regulatory bodies when required

Carrying out the investigation

Once you have chosen your brief and your child or young person, and agreed the approach to your investigation with your teacher or lecturer, you are ready to start your investigation.

You must carry out the investigation independently, supervised by your teacher or lecturer. Your teacher or lecturer could ask you to discuss your work at any stage, and you should be able to tell them what you have been doing. They cannot give you any guidance

on what to do if you are stuck, have fallen behind with your plan or encounter any other problems. They cannot give feedback on your work, even if it is only a draft.

You can use a variety of sources of information during your investigation. You have to use at least five pieces of referenced information in your report and they must be relevant, appropriate and credible.

When you are gathering information, make a full note of the source of each piece so that you can reference it in your report. This will enable you or anyone else to find it again.

When using information in your report you should amend or adapt it, unless you are using it as a direct quote. You can use graphs, charts, tables, diagrams, text or any other suitable information in your report.

You must reference all sources that you use in your project.

When undertaking the investigation, remember that you will need to use the information you have gathered to present your response to the question posed in the brief. In your report you will need to explain, analyse and evaluate the information you have gathered. Use each project item prompt to help structure your report.

- ◆ Prompts that ask you to ‘explain’ mean you need to relate cause and effect and/or make relationships between things clear.
- ◆ Prompts that ask you to ‘analyse’ mean you need to identify relevant pieces of information, the relationship between them, and their relationship to the brief. This might involve analysing data; exploring contradictions, inconsistencies or different views; comparing and contrasting; or any other relevant type of analysis.
- ◆ Prompts that ask you to ‘evaluate’ mean you need to make a judgement based on criteria, such as strengths and/or weaknesses or advantages and/or disadvantages.

The table below provides more information about what you need to include in your report.

Higher Childcare and Development project: prompts and marks

Item	Prompt	Max mark	Additional guidance
A	<p>(i) Explain two aspects of development.</p> <p>(ii) Explain the inter-relationship between these two aspects of development on the chosen child or young person.</p>	12	<p>You must relate cause and effect and/or make clear the relationships between aspects of development, the brief, and the chosen child or young person.</p> <p>You can gain a maximum of 6 marks for each aspect of child development.</p> <p>Aspects of development could include cognitive, emotional, linguistic, physical and social aspects.</p>
B	Analyse three factors that influence development.	15	<p>You must identify factors that influence development, the relationship between them, and their relationship to the brief and the chosen child or young person. This might involve analysing data; exploring contradictions, inconsistencies or different views; or comparing and contrasting.</p> <p>You can gain a maximum of 5 marks for each factor that influences development.</p> <p>Factors that influence development could include cultural, economic, environmental, familial or societal factors.</p> <p>Factors should include a combination of positive and negative factors.</p>
C	Explain two theories of development.	10	<p>You must relate a theory of development to the brief and the chosen child or young person, and make the relationship between them clear.</p> <p>You can gain a maximum of 5 marks for each theory of development.</p>

Item	Prompt	Max mark	Additional guidance
			You can refer to classical and/or contemporary theories of development that inform current practice. You must use appropriate terminology to support the chosen theories.
D	Analyse how the two chosen theories of development in prompt C can be applied to the chosen child or young person.	10	<p>You must identify how the theories of development that you chose in prompt C can be applied to the chosen child or young person. You should show the relationship between the theories and their relationship to the brief and the chosen child or young person. This might involve analysing data; exploring contradictions, inconsistencies or different views; or comparing and contrasting.</p> <p>You can gain a maximum of 5 marks for each theory of development.</p>
E	Explain two strategies and/or initiatives.	12	<p>You must relate relevant strategies and/or initiatives to the brief and the chosen child or young person, and make the relationship between them clear.</p> <p>You can gain a maximum of 6 marks for each strategy and/or initiative.</p> <p>You can refer to any relevant initiative or strategy.</p>
F	Explain the ways that two current services may support the chosen child or young person.	10	<p>You must relate the current services to the brief and the chosen child or young person, making the relationship between them clear.</p> <p>You can gain a maximum of 5 marks for explaining each service that supports children and young people.</p> <p>You can refer to any current service that supports children and young people.</p> <p>You must link your choice of services to the strategies and/or initiatives you chose in Prompt E.</p>

Item	Prompt	Max mark	Additional guidance
G	Explain the role and responsibilities of two professionals who support the chosen child or young person.	10	<p>You must identify the role and responsibilities of professionals who support the chosen child or young person in relation to your brief, making the relationship between them clear.</p> <p>You can gain a maximum of 5 marks for explaining the role and responsibilities of each professional.</p> <p>You can refer to any professional contributing to the development of the chosen child or young person.</p> <p>You must link your choice of professionals to the services you chose in Prompt F.</p>
H	Evaluate the effectiveness of partnership working between two relevant professionals who support the chosen child or young person.	6	<p>You must make a judgement about the effectiveness of partnership working based on criteria such as strengths and/or weaknesses, or advantages and/or disadvantages, of partnership working in relation to the chosen child or young person. These must clearly relate to the brief.</p> <p>You must link your response to the professionals you chose in Prompt G.</p>
I	Referring to your report, provide a conclusion about the question posed in the brief.	3	<p>You must provide a reasoned conclusion about the question posed in the brief, supported by information or data.</p> <p>You can gain marks for reaching conclusions throughout the report, not just at the end of the report.</p>

Item	Prompt	Max mark	Additional guidance
J	Present at least five appropriate pieces of referenced information from a variety of sources.	2	<p>You must reference information in your report in such a way that someone else could easily find the source of the information.</p> <p>You can gain only 1 mark if you present fewer than five accurate pieces of referenced information.</p> <p>You must use the information appropriately within your report. You should provide references within the text of your report, and provide a reference list at the end of your report.</p> <p>Appropriate sources for this information could include books (including electronic books), newspapers, magazines, professional journals, TV, childcare websites, other relevant websites, specialist videos or visiting speakers.</p>
	Total marks	90	

Producing your report

Your report must be between 3,000–4,000 words excluding references, footnotes and appendices. You must provide the word count of your completed report, excluding references, footnotes and appendices. If the word count exceeds the maximum by 10%, a penalty will be applied.

Only use footnotes and appendices to support information included within the project (for example tables of figures, graphs, statistics, questionnaires, transcripts of interviews). Do not use them to add information that you should have submitted as part of the word count.

You must produce your report independently, under the supervision of your teacher or lecturer. This means that your teacher or lecturer could ask to see or discuss your work at any stage, and you should be able to let them know what you have been doing. Your teacher or lecturer cannot give you feedback on drafts of your work.

Your report must contain information that you have gathered during your investigation in relation to the brief. You must include a response to all of the prompts. The order in which you respond to the prompts will vary depending on the brief, how you choose to interpret it and how you structure your report.

Administrative information

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History of changes

Version	Description of change	Date
1.0	Additional information added to detailed marking instructions table and prompts and marks table.	27/06/2024
2.0	Items A–G: reinforced assessment answers needing to be relevant to brief and child or young person. Added details and suggestions on what assessment responses can refer to. Prompt B: added guidance on references to positive and negative factors Prompts E–H: added guidance on candidate responses needing to link to each other, and back to choices made for prompt E	July 2024

Note: you are advised to check SQA’s website to ensure you are using the most up-to-date version of this document.

Security and confidentiality

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