



National
Qualifications
RESOURCE

X814/76/11

Childcare and Development

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

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. Award marks according to the accuracy and relevance of candidates' responses. The skill of using appropriate terminology is reflected in exemplar responses. However, at this level candidates may be awarded marks where the answer is accurate but expressed in their 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	Specific marking instructions for this question
1.	(a)	Candidates may be awarded up to 1 mark for identification of a suitable activity and a further mark for the description of this activity.	2	<p>Candidates need to make a clear link between the activity and the impact on language development.</p> <p>Candidates may choose to describe an activity such as</p> <ul style="list-style-type: none"> • access to mark making materials • reading • songs and rhymes • finger painting • access to books • environmental print. <p><i>Or any other valid response.</i></p>
	(b)	<p>Candidates may be awarded up to 2 marks for identification of suitable activities with a further 2 marks available for explanation of how the activities positively impact on Jenni's linguistic development.</p> <p>Or</p> <p>Up to 4 marks for a holistic explanation.</p>	4	<p>Candidates could explain positive or negative impact of family.</p> <p>Positive</p> <ul style="list-style-type: none"> • her parents reading to her • discussions with family at the dinner table • discussions with siblings • talking about her day • talking about books she likes to read. <p>Negative</p> <ul style="list-style-type: none"> • lack of interaction • no resources • no gatherings • no table time • too much time on electronic devices, tablets etc.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>The impacts could be</p> <ul style="list-style-type: none"> • increased vocabulary • increased opportunity to practice words • improved listening skills • improved motivation to engage • increased understanding of the rules of language – for example, turn taking. <p><i>Or any other valid response.</i></p>
2.			Up to 2 marks can be awarded for identification of milestones with a further 2 marks available for a description of these milestones.	4	<p>Candidates could describe</p> <p>Using gross motor skills for activities such as climbing, running, jumping, skipping, football, cycling, swimming, horse riding, skiing, (jet skiing would also be accepted).</p> <p>Increased dexterity in fine motor skills manipulation – for example, detailed drawings and paintings, complex tasks like buttons, zips and shoelaces.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<p>Up to 1 mark can be awarded for an appropriate method of assessment relevant to children ages 5-8 years.</p> <p>Up to a further 4 marks can be awarded for points of evaluation.</p>	5	<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 formative assessments could allow practitioners/teachers 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.</p> <p>For example, if the practitioner finds that the child likes to explore numbers, they may consider providing activities of challenge such as division, sequencing, mental maths, fractions, time and order, financial fitness, correct mathematical vocabulary, multiplication, addition and subtraction.</p> <p>Results from formative assessment could be impacted by practitioner bias, the ability of the class overall (for example, differentiation in ability may lead to false conclusions depending on the mean of class ability).</p> <p>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>Naturalistic observations and My World Triangle are also appropriate assessment methods.</p> <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	Specific marking instructions for this question
4.	(a)	Candidates can be awarded 1 mark for the identification of an age appropriate theory, with further marks available up to a maximum of 4 marks overall for developed points of description.	4	<p>Candidates may choose from a number of relevant theorists such as</p> <ul style="list-style-type: none"> • Bruner – scaffolding, active learning, 3 modes of learning, spiral curriculum • Piaget • Vygotsky • Fischer. <p>For example, Bruners theory states that practitioners need to have a clear understanding of what learning has taken place.</p> <p>Candidates should give a clear example of how their chosen theory relates to a child aged 3-5, for example, a child of this age will be in either the iconic or symbolic learning stage depending upon individual development.</p>
	(b)	<p>Up to 6 marks can be awarded for each developed point of evaluation.</p> <p>For example, 2 marks could be awarded for the identifying a specific aspect of the theory and further marks could be awarded for discussion.</p>	6	<p>Candidates should show a clear link between the chosen theory and practice, for example</p> <p>Scaffolding – used by practitioners to support learning, building upon existing knowledge. It should also provide challenge to cognitive structures and allow the individual to go beyond what they already know. This may include the introduction of resources which provide challenge and active learning opportunities. It should challenge individuals to review their own learning and identify next steps appropriate to their needs. For example, success criteria and learning intentions.</p> <p>Practitioners experience in applying theory may impact on the quality of experience and lack of suitable resources may also have an impact on active learning experiences.</p>

Section 3 – Services for children and young people

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	(a)	<p>2 marks can be awarded for correct identification of a relevant piece of legislation.</p> <p>1 mark can be awarded where partial identification of legislation occurs</p>	2	<p>Candidates could identify legislation such as</p> <ul style="list-style-type: none"> • Children and Young People (Scotland) Act 2014 • The Education (Additional Support for Learning) (Scotland) Act 2004 and 2009 • candidates must clearly identify how the chosen piece of legislation supports development of children and young people in Scotland. <p><i>Or any other valid response</i></p>
	(b)	<p>Explain how the guidance within the legislation identified in 5(a) can be applied in an Early Learning and Childcare centre.</p>	4	<p>If candidates identify the Children and Young People (Scotland) Act 2014, they can then explain how GIRFEC can be applied within a centre. Candidates would be expected to summarise the guidance, for example SHINARRI wheels, wellbeing indicators and named person. Please note that ‘named person’ legislation has been repealed and that this will still be allowed for this session however will not be for next session (as in the case with recent updates to health and social care standards).</p> <p>Alternatively, if candidates identify the The Education (Additional Support for Learning) (Scotland) Act 2004 and 2009, they can give examples of how it would influence practice. This could include short term and long term support for children with identified needs through co-ordinated support plans, interdisciplinary practice, inclusion, access to supporters and advocacy.</p> <p>Candidates may also discuss the principles of the UNCRC.</p> <p><i>Or any other valid response.</i></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.		<p>Candidates can be awarded up to 6 marks for an explanation of the importance of CPD that includes discussion of impact on registration.</p> <p>Marks can be awarded for an identification and explanation of 3 individual points or for up to 6 individual points.</p>	6	<p>Candidates could identify that CPD is</p> <ul style="list-style-type: none"> • a mandatory requirement • underpins the codes of practice • encourages employers and employees to make use of both formal and informal learning • improves knowledge and practice • ensures currency of practice • helps to ensure quality of provision • assists with reflective practice • informs statutory procedures.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.		1 mark can be awarded for an example of partnership working relevant to early learning and childcare practice with up to 2 marks for further points of explanation.	3	<p>Candidates may explain</p> <ul style="list-style-type: none"> • how professionals may liaise with early years settings with regards to child protection. This may also involve other agencies, such as social work or police • 3rd sector organisations can promote health and wellbeing – such as Barnardos, Children First, Child Smile, Play Read Talk, Book Bug, National Literacy Trust. • setting may liaise with other professionals such as speech and language therapists, occupational therapists and physiotherapists • early learning and childcare practitioners may work alongside primary teachers to promote active, play based learning and transitional support.

[END OF MARKING INSTRUCTIONS]