



2010 Early Education and Childcare

Higher – Paper 1

Finalised Marking Instructions

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Question 1

- (a) **Briefly describe what is meant by emotional, personal and social development.** **3 KU**

For **1 mark** candidates would briefly mention that this area of development covers children's feelings and relationships with others.

For **2 marks** candidates would go into more detail perhaps mentioning children's developing and understanding of their own and other people's feelings. They would mention the types of people relationships would be formed with.

A **3 mark** answer would be a full definition of this area of development which might include points below.

Emotional and personal development relates to how children cope with and express different feelings. This includes how children feel towards others, both positive and negative feelings, and the feelings they experience from others towards themselves. Children's emotional development includes bonding and attachment, the establishment of trust in others, developing a concept of self and becoming self-confident and independent.

Social development describes how we interact with family members and others outside the family. It involves making friends, co-operating, sharing and learning group responsibility. It relates to our social interaction with others both verbal and non-verbal.

Social development also relates to how children learn the rules and norms of the society and culture in which they live. This aspect of social development is often referred to as socialisation. Primary socialisation is learning to behave in the way our immediate family and friends behave. Secondary socialisation is learning the social rules outside our homes such as those that apply in school, in clubs and what we see on television and in newspapers.

- (b) **Describe the main features and principles of children's growth and physical development.** **4 KU**

For full marks candidates must include an accurate description of both features and principles of growth and development. Candidates may include that while all children develop at different rates the sequence of this development follows a common pattern.

Principles of physical development (Max 2 marks for detailed answer)

Cephalo-caudal:

- 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
- 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.

Proximodistal:

- 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
- proximodistal principle relates to the development of physical skills from 'inner to outer' beginning with reaching which progresses to the palmar grasp which precedes the pincer grip.

Features of growth and development (Max 2 marks for detailed answer)

- Babies' heads are bigger in proportion to their bodies in comparison with older children.
- Babies' head are approximately one third to one quarter of their total length.
- Between two years and the onset of puberty, children grow at a relatively steady rate.
- From about 10 years in girls and 12 years in boys there is usually a considerable growth spurt.
- Any other relevant answers.

- (c) (i) **Identify one possible influence on Laila's language development and evaluate the possible short-term and long-term effects of this influence.**

**1 KU
6 AE**

1 mark for identifying an appropriate influence from:

- parental involvement and interaction
- experiences to extend and expand vocabulary
- siblings – positive effects learning from siblings; negative effects allowing siblings to do all the talking
- physical development – mouth, tongue, teeth; prolonged use of feeding bottles and dummies
- emotional development – self-confidence, self-esteem
- cognitive development – vocabulary, self-expression
- education – environment, teaching styles, ethos
- culture – family expectations, gender stereotypes
- bi-lingualism
- home language different from language in community
- learning through a different language from language in home
- inter-relationship of all aspects of development.

Up to **6 marks** can be given for a full description of the possible short and long term effects of one of these influences. A maximum of **3 marks** can be given if the answer **only** covers short **or** long term.

- (ii) **Describe Laila's expected stages of language development between the ages of three and five years.**

5 KU

A full marks answer would include a detailed description of language development and may focus on one or all of the aspects of talking, listening, reading and writing. Candidates who mention appropriate examples of children who are demonstrating early reading or writing skills should be given credit for this.

- can learn more than one language
- carries on simple conversations
- speech understanding
- verbal negotiation with peers
- may 'answer back' to adults
- early literacy development
- asks questions.

(d) Choose **one** influence from:

Parenting styles

Life Events

Culture.

Evaluate the possible positive and negative effects of this influence on the emotional, personal and social development of a child aged from birth to three years.

6 AE

For full marks the evaluation of the main influences should include a balanced consideration of both positive and negative effects on children's emotional, personal and social development. Half marks can be allocated if only positive or negative explained.

2 marks should be allocated for a brief explanation of a positive and negative effect of any influence above the example – if a parent is strict the child might be nervous and if a parent gives praise the child will be confident.

Question 2

- (a) **Describe how naturalistic observation is carried out in an early education and childcare setting.**

4 KU

Up to **4 marks** for a clear description of naturalistic observation in an early education and childcare setting such as:

Naturalistic observation refers to the method whereby researchers observe subjects in their natural environment to find out how they behave and respond in certain situations. It can be carried out in the nursery setting, or at home.

Naturalistic observation can be interventionist (participant) or non-interventionist (non-participant) and should be done as precisely as possible. This method makes use of procedures such as:

- time sampling
- frequency sampling
- duration sampling.

These help to observe the child across periods of time, and give pictures of the skills children possess and how they learn and develop new skills. Observation findings should be recorded carefully, using checklists and charts and grids. Often observers keep diaries to give a more representative picture over time, rather than making judgements from one-off situations.

When observing children it is important to be objective and not subjective. This means recording exactly what you see and hear, without assuming the intentions behind the behaviour.

- (b) **Evaluate the effectiveness of longitudinal studies in terms of validity, reliability and ethical considerations.**

6 AE

Up to **6 marks** for a clear evaluation of longitudinal studies in terms of v, r and e such as:

Valid and reliable:

- time consuming because of the timescale involved
- timescale involved may lead to subjects withdrawing or losing contact
- difficult to make comparisons between children in different families over a long period of time because they will all have had their own set of experiences
- useful for seeing the effects of age and/or changing environments on individuals and groups
- useful for seeing changes in development and behaviour in children can be used to record children's developmental progress
- ensures observation and assessment are ongoing
- can provide information for further research.

Ethical:

- some mention should be made of the professional duty to collect current information about children in order to plan for individuals, services, etc
- you might even get A Child of Our Time.

- (c) (i) **Describe two theories of cognitive development in children from birth to twelve years.**

8 KU

Up to **4 marks** each for clear descriptions of two theories, such as:

Jean Piaget

- babies are born with reflexes, which are involuntary responses to the environment
- schemata are patterns of behaviour which we use to guide and direct our behaviour. For example, the baby flaps out her hand and accidentally reaches toys. Eventually, because of this kind of accidental exploration, the baby is able to control movements in order to reach the toy. The movement (or operation) is based on the mental schema that has developed for this action
- schemata are adapted through assimilation and accommodation
- cognitive development consists of four main stages
- these stages are the sensory motor stages, the pre-operational stage, the concrete operations stage and the formal operations stage
- Piaget's ideas included concepts such as symbolism, conservation, egocentrism and object permanence
- Piaget thought that it was impossible for children to understand unless they were operating at that stage of cognitive development
- cognitive development occurs as a result of active exploration and discovery of the world by children.

Piaget's stages of cognitive development

Piaget claimed that cognitive development unfolds through four main stages:

1. The sensory motor stage – birth to 18 months/2 years
2. The pre-operational stage – 2 to 6/7 years
3. The concrete operations stage – 7 to 11 years
4. The formal operations stage – 11 years to 18+

Kurt Fischer

- skill theory proposes that development progresses through a series of skill structures known as levels
- skill levels are sensory motor action, representation and abstraction
- skills develop in phases rather than stages
- development of skills depends on amount of practice and experience in that particular area such as art
- skills at one level in one developmental aspect will build directly on the skills in the preceding level
- gradual progression from one level to the next
- discrete stages in cognitive development which relate directly to maturation
- cognitive developmental progress is continuous
- individuals often do not perform at their best level as they may picture too many skills
- an individual's performance in a variety of skills is likely to be good but only by isolating and practising specific skills can individuals perform at their optimum level. For example, artistically a child may have rapid development if he gains a lot of practice and is stimulated by examples of art from people around. Another child may make little or no progress because of lack of new experience, or opportunity to practice.

- (ii) **Evaluate how a knowledge of one of the theories chosen in (i) could assist a childminder in providing activities for children aged either 0-3 years and 3-5 years or 5-8 years and 8-12 years.**

7 APP

Up to **7 marks** for a clear evaluation of how a childminder could apply a knowledge of one theory to practice, such as:

Piaget

- children progress through specific learning stages at different ages
- important to understand the assimilation and accommodation of schemata, applicable at all ages
- children need opportunities to learn through active exploration and investigation of their environment
- important for early education and childcare workers to recognize which developmental stage a child has reached and not expect understanding beyond their age and stage of cognitive development
- children will benefit from the childminder's knowledge and understanding of how they acquire concepts as activities will be planned to meet their developmental needs
- children's developmental progress may be impeded if the childminder interprets Piaget's stages of development too rigidly
- an understanding of schemata as patterns of behaviour will assist the childminder in recognising the learning processes of individual children and providing a range of meaningful activities for them.

Fischer

- important that the childminder recognises what skills are developing and at what level to support the progression to the next level
- children need practise and experience in order to develop skills
- cognitive development progress is continuous
- individuals often do not perform at their best level as they may pursue too many skills
- children's performance in a variety of skills is likely to be good but only by isolating and practising specific skills can they perform at their optimum level. For example, artistically a child may have rapid development if he gains a lot of practice and is stimulated by examples of art from people around. Another child may make little or no progress because of lack of new experience, or opportunity to practise.

[END OF MARKING INSTRUCTIONS]