2012 Early Education and Childcare

Higher – Paper 1

Finalised Marking Instructions

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Question 1

(a) Describe Connie's expected cognitive development between the ages of 5 – 8 years. **5 KU**

One mark for each appropriate example. **Maximum** of **two** marks may be given for a detailed description of any one particular skill.

- Can remember own name, address and birthday.
- Improving skills with letters and numbers – counting, reading and writing fluently.
- Can concentrate for increasingly longer periods.
- Can research projects and topics in school in more depth.
- Begins to be able to tell time.
- Problem Solving.
- Can understand and make up stories, retelling these through role play.
- Develops in depth knowledge of some topics.
- Interest and skills develop in reading and writing.
- Can weigh up responsibilities and decisions.
- Can follow 3 part instructions.
- Can distinguish between fantasy and reality.
- Enjoys experimenting.
- Interest and skill in ICT developing.
- May ask questions about cause and effect.
- May express interest in topics such as life cycle.
- Beginning to tell the time.
- Can do simple calculations – sometimes without concrete materials.
- May be able to start to understand and handle small amounts of money.

Or any other appropriate answer.

(b) Emotional, personal and social development could be affected by the following factors.

- **Position in family**
- **Parenting Styles**

Evaluate the possible positive and negative effects of both these factors on Connie's emotional, personal and social development. **6 AE**

For full 6 marks, candidates should give **at least** 1 positive and 1 negative for each factor. Maximum of 3 marks for each factor. For example

Parenting Styles

Connie's parents are using a Democratic style of parenting. If Connie's parents use this style of parenting she will be used to being listened to and understand when she is breaking the rules. This will make her more confident and assertive. This could have a negative effect as she may expect all adults to negotiate with her.

Or any other appropriate answer.

(c) Describe Craig's linguistic development between 3 – 5 years. **4 KU**

1 mark for each appropriate example such as

At **three**:
Can give name and age
Wide and active vocabulary and sentence use
Long running commentaries when playing
Loves songs, stories, rhymes. Knows some by heart
Asks where and why questions.

At **four**:
Can give full name and address correctly
Near adult vocabulary
Makes up stories – enjoys jokes
Still asking lots of why questions
Few childish expressions remain.

At **five**:
Can give full name, address and often birthday
Increasingly asks the meaning of words
Near adult vocabulary – fluent in speech
May ask about abstract words eg what does beyond mean?

For full 4 marks candidates must give a range of appropriate examples in sequence from 3 years to 5 years.

Where candidates give very general answers with no awareness of different stages, half marks may be given.

(d) Evaluate two factors that might impact on Craig's linguistic development. **6 AE**

Maximum of 3 marks for each evaluation of **2** different factors such as:

New experiences

Music, Art and Drama – creative experiences which allow the child to express using words and other means.
Visiting speakers into nursery and school discussing aspects of their work encourage learning new expressions and vocabularies. Children may develop linguistic skills through learning to ask relevant questions.
Library visits – exposure to books and reading allows children to experience a variety of linguistic styles and approaches.
Outings and trips to Museums, Plays, Concerts with the support of an attentive adult, they would be naming and discussing lots of new things. Provides an opportunity for children to learn new vocabulary, ask questions, and see environmental print.
Opportunity to recall the experiences later with other adults and friends.
Opportunity to take turns in a conversation and practise their listening skills.
Discussion time in the nursery/school where children interact with their peers allows time to develop conversation skills and are encouraged to ask/answer questions.

Siblings

Stimulating ideas often come from a big sister or brother – making up games.
The older child will contribute to the younger child's vocabulary acquisition.
Sharing of books and stories allows all siblings involved to comment and speculate on the storyline. Younger children often memorise favourite story books which further expands vocabulary.
Being a close friend whom the child can share thoughts and ideas with assists both children to develop self expression and linguistic skills.
Occasionally can hinder linguistic development if an older sibling does all the talking. Younger children are often willing to allow an older sibling to be their mouthpiece.

Education

The education environment should reflect the cultural and language backgrounds of its pupils. Teaching styles should be flexible enough to adapt to individual and group needs.
Encouragement to learn reading and writing will allow the acquisition of an extensive vocabulary in children and the ability to express themselves verbally and in writing.
Provide opportunities to use imagination and creativity in verbal and written discussion and description expands children's linguistic skills.
Opportunities for role play in nursery and later participating in school plays/ presentations help children develop confidence in speaking out in public.
To focus on children's individual interests and recognising them as individuals encourages them to express their thoughts and ideas.
Encouragement from teaching staff to build on existing skills and make progress gives children confidence in their linguistic ability.

Parents/Carers

Can promote linguistic development in many ways.
Children usually learn their home language from their parents and their earliest experience of speech is usually in the home.
Early communication from birth, singing, talking, eye contact, reading stories is very important in the development of children's linguistic skills.
Hearing the spoken word precedes the ability to reproduce it.
Listening and responding to children after school, conversing with them about the day's events is important.
Using meal times for conversation allows children to develop skills in listening as well as expressing their thoughts, ideas and opinions.
Assisting children with homework, story writing, and imaginative written work develops their linguistic skills.

Physical development

Children's mouths, teeth and tongues need to develop fully to enable linguistic development.
Prolonged use of dummies/feeding bottles into toddlerhood may impair speech development as prolonged sucking impairs the development of oral muscles required for speech.
Children with mouth or tongue impairments may have speech difficulties – such as cleft palate/hare lip.
Children may have speech impairments as a result of illness, accident or brain damage. They may require speech therapy.

Or any other appropriate answer.

The following question **does not** relate to the case study.

(e) Describe the influence of Nature/Nurture on children's holistic development. **4 KU**

The candidate should give a brief description of the influence of Nature. (1 mark)
The candidate should give a brief description of the influence of Nurture. (1 mark)
Candidates should then make reference to at least 2 aspects of holistic development and how genetics or environment could impact on these. (2 marks)

The Nature/Nurture debate is concerned with the extent to which development and learning are primarily to do with a child's natural maturing processes and the extent to which development and learning progress as a result of experience. It refers to whether a child's inborn make up has a greater influence on his/her growth and development than outside (environmental) influences.
Candidates may discuss fixed personalities at birth (nature argument) also intelligence being fixed at birth.
Modern psychologists such as Rutter believe that the child's learning is probably about 60% nature and 40% nurture.

(25)

Question 2

(a) Describe one theory of cognitive development for children aged 0 – 12 years. **10 KU**

For example

Up to **10 marks** for a clear, accurate description of **one** appropriate theory with the theorist correctly identified.

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
- schemata are adapted through assimilation and accommodation
- cognitive development consists of four main stages
- these stages are the sensori-motor stage, the pre-operational stage, the concrete operational stage and the formal operational stage (maximum 2 marks for a list such as this)
- 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.

Fischer:

- skill theory proposes that development progresses through a series of skill structures known as levels
- skill levels are sensori-motor action, representation and abstraction
- skill develops 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 pursue 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.

Vygotsky:

- saw cognitive development as an active process
- saw great regularities in the development of children's thinking
- stressed the importance of the child's social world
- he proposed that people have developed 'tools' to master their behaviour, which include speech, writing and numbering – he argued that these 'tools' (sometimes referred to as cultural sign systems) greatly affect cognitive development – especially for higher level thinking
- he saw cognitive development as being influenced by intrinsic forces as well as cultural forces
- he was interested in people's 'metacognition', ie the awareness people have of their own thought processes and their ability to improve their own learning strategies
- he saw value in abstract concepts being taught in schools, eg maths, science and social science
- role of the adult important
- zone of proximal development – Vygotsky used this term for the distance between what a child can do for themselves, and that which they can master with the help of an adult
- stressed importance of formal education.

Bruner:

- children learn through play and exploration
- the role of language is crucial – parents and teachers/lecturers should encourage children to express events by talking and writing
- the role of the adult is very important – Bruner talked about 'scaffolding' – ie the adult helping and supporting the child at a crucial time in his learning
- sequence of cognitive development – children develop three main ways of internally representing the environment to themselves (modes of thought).

Enactive – based on physical actions; iconic-mental images; symbolic – for example number. Adult retains these modes throughout life.

- Bruner stresses the importance of culture, family and education on the child's learning.

(b) Evaluate how this theory helps an early years practitioner to support the cognitive development of children. **6 AE**

Up to **6 marks** for a clear evaluation of the use of the theory described in (a) benefit the holistic development of children, such as:

Jean Piaget's theory of cognitive development

- children progress through specific learning stages at different ages (1 mark)
- important to understand the assimilation and accommodation of schemata, applicable at all ages (1 mark, 2 if example described)
- children need opportunities to learn through active exploration and investigation of their environment (1 mark)
- important for early education and childcare workers to recognise which developmental stage a child has reached and not expect understanding beyond their age and stage of cognitive development (1 mark).

Kurt Fischer's theory of cognitive development

Fischer put forward a theory referred to as 'skill theory'. He sees skills developing in phases rather than stages; depending on the amount of practice and experience one has in that area of development. The influence on current practice in early education and child care includes the following:

- skill theory proposes that children's development progresses through a series of skill structures known as levels
- important that early education and childcare workers recognise what skills are developing and at what level to support the progression to the next level
- children need practice and experience in order to develop skills
- cognitive developmental 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.

Plus as above for Vygotsky, Bruner or any other, relevant, theorist, including the importance of having contact with adults or more able children to 'scaffold' or gain access to their 'zone of proximal development'.

(c) Evaluate one method of observing children including its reliability, in the study of children's development. **2 KU 4 AE**

Naturalistic Observation
1 mark for each KU point made up to a maximum of 2. For example:
Observes children as they behave and interact in early education and/or childcare settings
Uses checklists, charts and grids to record accurately and effectively.

Up to 4 marks for the evaluation that includes reliability. For example:
Helps observations to be more accurate as children are in their natural habitat and less likely to be aware that they are being observed.

Marks may be awarded for additional detail or other appropriate responses.

(d) Evaluate the validity of one research method when working with children and young people. **3 AE**

Maximum of 2 marks for each point evaluated about the method.

Case studies
- allow researchers to study rare or sensitive issues
- may not be representative of children as a whole, cannot generalise
- interviews with children not always reliable
- can provide useful information and starting points to stimulate further, more scientific research.

Surveys
- questions may be answered orally or in writing, this may not be appropriate for small children if they do not understand or have the skills
- questions should not be leading or results will not be useful
- may be used to survey parents and a range of childcare professionals.

Longitudinal studies
- useful for seeing changes in development and behaviour in children over time rather than a snapshot
- can be used to record children's developmental progress.

Experiments
- scientific method of research, control experiments necessary
- often set up in 'false' situations, so children may not respond naturally
- unethical to carry out experiments with children which place them in difficult or vulnerable situations.

(25)

[END OF MARKING INSTRUCTIONS]