



2010 Early Education and Childcare

Higher – Paper 2

Finalised Marking Instructions

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Question 3

- (a) **Describe two ways that children's basic health needs for either fresh air and exercise or nutritional diet can be met.**

4 KU

Fresh air and exercise

- Regular access to outdoors where children can experience natural environments.
- Access to play experiences, both indoors and outdoors, with or without equipment.
- Encouragement to take part in a wide range of sporting activities and hobbies.
- Parents/carers, teachers and other professionals could emphasise the importance of the relationship between health and exercise to children in various ways eg being role models and taking part in activities with children.

Or similar suggestions.

Nutritional diet

- Provision of a diet with appropriate nutrients for age and requirements of the child.
- Wide variety of foods offered in a relaxed environment.
- Parents/carers and school staff should act as positive role models and share mealtimes with children.
- Sweets and snacks should be kept for after main meals.
- Discussion of relationship between diet and health between children and adults.

Or any appropriate suggestions.

- (b) **Evaluate the effects of two socio-economic factors from the list below on the health of children:**

6 AE

- Unemployment
- Education
- Cultural diversity
- Peer group pressure.

Up to **3 marks** each for appropriate evaluation of two socio-economic factors.

Unemployment

Cycle of disadvantage, strong links between unemployment, poverty and health, widening inequalities in health, relationship of the effects of stress on parents and health of children.

Or similar answers with examples of effects on children's health.

(There may be appropriate positive evaluative examples such as benefits to the child of having a close relationship with a parent/carer who – although unemployed – provides excellent care and subsequent benefits to child health.)

Peer Group Pressures

- Effects on children's health related to negative aspects could include drug use, alcohol use and poor diet. Relationship between all aspects of development could be explored.
- Bullying and stress will have negative effects on emotional and physical health.
- Lack of exercise and excessive use of computers also.
- Positive effects could include benefits of group activities, eg sports and other hobbies.

Or similar examples explained in an evaluative way.

- (c) **With reference to one relevant theorist, explain the basic health needs of the children in the case study.**

6 KU

With reference to one relevant theorist, explain the basic health needs of the children in the case study.

Up to 2 marks for an explanation of either Maslow or Kelmer Pringles theory to include the main points eg Maslow's five levels described briefly and must meet lower levels to progress.

Kelmer Pringle's theory to include the need for love and security, new experiences, praise and recognition and need for responsibility.

Up to 4 marks an accurate description of the children's needs, eg Sam's need for love and security due to family change, need for socialisation due to school change, praise and encouragement to help him adjust. Kia's need for love and security due to family change, encouragement, responsibility and any other relevant answers.

- (d) **Explain how Sam's basic health needs are being met.**

3 KU

Sam's basic health needs are being met by adequate housing, diet, clothing and security provided by his mother and her partner. His opportunities for play and friends may not be met. His needs for love and affection may be met by his mother, her partner and his sister. His father is obviously important to him and his contact will meet some of the basic needs for love. Needs for education and new experiences may only be met in part.

Or similar points for 3 marks.

- (e) **Evaluate the possible effects of family lifestyle on the holistic health of the children in the case study.**

6 AE

Effects of family lifestyle could include:

- effects of separation and new partner on the children such as anxiety, stress and change could all have negative effects on holistic health
- children could have lowered resistance to illness, poor concentration at school with resultant learning issues
- new school, new area – effects on social and emotional health could be negative
- missing father – negative effects on health
- mother busy with her business – could result in children spending little time with her and resultant negative effects on health
- new partner – could have positive effects on children's health, due to improved security at home due to improved family atmosphere.

Other similar points evaluated for up to 6 marks.

Question 4

- (a) **Evaluate the role of two professionals in supporting the development and holistic health of Kaylee and Cara.**

**4 KU
4 AE**

- Health visitor
Advice to parents on general health matters, development, checks, immunisations, specific support with Kaylee in order to prevent her illness eg diet and improving her health, correct use of antibiotics and other medicines.
- General Practitioners
Advice and treatment for Kaylee's conditions, referral to paediatrician if required and similar for Cara.

Or other appropriate answer. Up to 2 marks each for Knowledge and Understanding and 2 Analysis and Evaluation marks for each professional.

- (b) **Explain the possible effects of Kaylee's frequent ill health on her all-round development.**

3 AE

- Effects could include general negative effects on health, lowered resistance to disease, development of chronic ill health.
- Developmental delay could result from illness.
- Illness could prevent Kaylee eating a good diet with negative effects on health.
- Lack of educational play opportunities could affect emotional and social health.

Up to 3 Analysis and Evaluation marks for a good explanation.

Additional marks should be allocated as appropriate. Full marks can be allocated where students go into detail about the influence – for example specifying the parenting style and explaining how this could impact on the child.

- (c) (i) **Describe three fine-motor and three gross-motor skills you would expect to see from Kaylee.**

6 KU

For full marks candidates should give 3 short descriptions of **both** fine and gross motor skills. A maximum of 1 mark can be given to each example. For example:

Gross Motor Skills

Walks up and down the stairs both feet on each step or one foot on each step (both can be accepted).
Runs, usually able to avoid obstructions.
Can throw but usually not catch a ball.
Stand on tiptoe.
Climb on furniture and climbing frames.
Jump with both feet together.
Any other age appropriate skill.

Fine Motor Skills

Strings large beads.
Scribbles.
Starts to use scissors.
Uses preferred hand.
Pick up tiny objects using pincer grasp.
Turn pages of picture book one page at a time.
Lift own cup to drink.
Can use a spoon.
Can hold a pencil or crayon.
Can build a tower of 7 or more cubes.
Any other age appropriate skill.

(ii) Identify two cognitive skills you should expect from Cara.

2 KU

For full marks candidates should describe two different age appropriate skills such as:

Object permanence.
Will search for fallen toy.
Recognise/Remember familiar objects.
Recognise/Remember familiar people.
Remember their routine.
Understand simple commands.

(d) Explain how Tom could promote the physical and cognitive development of both children.

6 AE

For full marks candidates will give detailed description of appropriate physical and cognitive activities for both children for example, where candidates simply identify activities without describing these marks should be restricted.

Cara (10 months)

Play with blocks and hide a toy would only receive 1 mark.

Provide blocks in front of Cara to encourage her to stretch and crawl to develop her gross motor skills.

Hide a toy such as a teddy and ask Cara where it has gone to develop her memory could receive 3 marks.

Kaylee (2 years 6 months)

Throw a ball and follow an instruction would only receive 1 mark.

Provide a large ball for Kaylee to throw or try to kick.

Repeat nursery rhymes and read stories with Kaylee to develop her concentration and memory could receive 3 marks.

Or any other relevant skills.

[END OF MARKING INSTRUCTIONS]