



National  
Qualifications  
2022

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# 2022 Childcare and Development

## Higher

### Finalised Marking Instructions

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## 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.		<p>This question has a ‘describe’ command.</p> <p>Award <b>1 mark</b> for correctly identifying each age-appropriate cognitive milestone and <b>a further mark</b> for developing this point.</p>	4	<p>Candidates must correctly identify <b>two</b> age-appropriate milestones in order to gain <b>2 marks</b>. They must then describe each to gain a further <b>2 marks</b>.</p> <p><b>For example, a child of 3 years:</b></p> <ul style="list-style-type: none"> <li>• can match two or three primary colours, usually red and yellow, but sometimes confuse similar colours such as blue and green</li> <li>• they can repeat songs and rhymes as their memory develops</li> <li>• they can begin to understand the concept of time. This means that they can start to remember events in the past and can anticipate events in the future.</li> </ul> <p><b>For example, a child of 4 years:</b></p> <ul style="list-style-type: none"> <li>• can understand numbers. They can enjoy counting up to 20 and will understand numbers up to 3</li> <li>• they include more detail in their drawings. They can use this to add hands, fingers and feet to drawings of people</li> <li>• can give reasons and solve problems as they continue to learn from their environment and experiences.</li> </ul> <p><b>Or any other valid response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.		<p>This question has a ‘describe’ command.</p> <p>Award <b>1 mark</b> for identifying one suitable activity and a <b>further mark</b> for describing this activity in terms of cognitive development.</p>	2	<p>Candidates must identify and describe a suitable activity that promotes cognitive development to gain <b>2 marks</b>.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• <b>games</b> that help children to categorise and sort objects – this will support cognitive development by building skills in matching, sorting and sequencing</li> <li>• games such as <b>Lotto</b>, encourage one to one correspondence which will help children understand numbers</li> <li>• <b>painting at an easel</b> – this will enhance children’s creativity and imagination</li> <li>• <b>jigsaws</b> – this type of activity helps to develop problem-solving skills and hand-eye co-ordination</li> <li>• <b>making dough</b> – helps the children to understand volumes and the changing properties of materials.</li> </ul> <p><b>Or any other valid response</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<p>This question has a ‘describe’ command.</p> <p>Award <b>1 mark</b> for correctly identifying one appropriate assessment method for a child aged 8-12 years.</p> <p><b>A further 2 marks</b> can be allocated for developing this method.</p>	3	<p>Candidates must identify and describe <b>one</b> suitable assessment method to gain <b>3 marks</b>.</p> <p>For example:</p> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• as children move through education, the goal of formative assessment is to monitor learning to provide ongoing feedback to help improve pupil/student achievement</li> <li>• it refers to a variety of methods that teachers use to assess learning continuously. It can be used to plan experiences and activities to promote learning and development</li> <li>• formative assessments are <i>for</i> learning.</li> </ul> <p><b>Summative assessments</b></p> <ul style="list-style-type: none"> <li>• at regular points (depending on whether a child has additional needs) or when a child is leaving the setting and moving on it is important to formally record learning</li> <li>• in school and further education, summative assessments are used to evaluate pupil/student learning progress and achievement at the conclusion of a specific period</li> <li>• summative assessments are <i>of</i> learning for example, a final exam.</li> </ul> <p><b>ILPs/Child’s plan</b></p> <ul style="list-style-type: none"> <li>• individual learning plans are designed to encourage learners to reflect on where they are now, set goals and reflect on their progress</li> <li>• they are a useful way for learners to take ownership of their own learning (independent learning)</li> <li>• they can help to identify/assess areas of strengths and weaknesses</li> <li>• benefits: Aids problem solving, reflection and can inform one to one discussions.</li> </ul> <p><b>Learning Journey/Journals/e-journals</b></p> <ul style="list-style-type: none"> <li>• a learning journey will encourage children to engage and be more active in the process of recording their learning</li> <li>• each child will have their own learning journey where staff, children, parents and professionals can contribute</li> <li>• all education and childcare settings may have their own format</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• these allow for ongoing assessment over periods of time to form a detailed picture of the child’s progress.</li> </ul> <p><b>GIRFEC</b></p> <ul style="list-style-type: none"> <li>• children will be assessed in terms of GIRFEC and the SHANARRI indicators</li> <li>• this is a holistic assessment of the child’s wellbeing</li> <li>• the My world triangle can be used to assess and identify areas of concern.</li> </ul> <p><b>Scottish National Standardised Assessments</b></p> <ul style="list-style-type: none"> <li>• completed online</li> <li>• normal part of classroom work</li> <li>• children can take as long as needed to complete</li> <li>• Primary 4 – three assessments; reading, writing and numeracy</li> <li>• no pass or fail.</li> </ul> <p><b>Or any other valid response</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	<p>This question has an ‘explain’ command.</p> <p>Award marks for each point of explanation up to a <b>maximum of 3 marks</b> for each environmental influence.</p>	6	<p>Candidates must explain the impact of <b>two</b> different environmental influences to gain <b>6 marks</b>. No marks are to be allocated if the influence is only identified. Answers may be positive or negative.</p> <p>For example:</p> <p><b>Pollution</b></p> <ul style="list-style-type: none"> <li>• air pollution can cause asthma and other respiratory problems</li> <li>• noise pollution can reduce rest and sleep which can affect children’s growth and physical development. It can also cause poor concentration leading to a negative impact on cognitive development</li> <li>• water pollution can lead to cancers and developmental delays.</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• damp housing can cause respiratory problems affecting physical development and cognitive development as time can be missed from schooling</li> <li>• poor housing can lead to an increase in accidents affecting physical development</li> <li>• overcrowding can lead to lack of sleep leading to poor cognitive function</li> <li>• houses with gardens promote physical development</li> <li>• rural housing – lack of opportunities to socialise.</li> </ul> <p><b>A stimulating and enriched environment (positives)</b></p> <ul style="list-style-type: none"> <li>• a stimulating environment provided by parents, carers, pre-school and school can influence cognitive development as children will have opportunity to explore, investigate and experiment</li> <li>• stimulation ideally in as many forms as possible – books, music, rhymes, games, play, new experiences, outings, hobbies. A stimulating environment will build on children’s abilities and promote their cognitive and linguistic development</li> <li>• encouraging and praising achievements will promote children’s self-esteem.</li> </ul> <p><b>Or any other valid response</b></p>

Section 2 – Child development theory

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	(a)	<p>General Marking Instructions here This question has a ‘describe’ command.</p> <p>Award <b>1 mark</b> for correctly identifying one theory of social and emotional development. <b>A further 3 marks</b> can be awarded for points of development relevant to identified theory.</p>	4	<p>Candidates must correctly identify <b>one</b> relevant theory of social and emotional development in order to gain <b>1 mark</b>, with further marks being awarded for points of development.</p> <p>Relevant theory: John Bowlby’s Theory of attachment – <b>1 mark</b></p> <p><b>Points of development: 1 mark for each point of development:</b></p> <ul style="list-style-type: none"> <li>• children are born with an inbuilt desire to form attachments, not only for feeding and protection but also for the feeling of safety and security these attachments bring</li> <li>• children show a preference for a small group of adults, seen as a normal part of human development</li> <li>• children and adults both play a role in the formation of attachment</li> <li>• attachment behaviour increases (proximity to adult) when a child is anxious or frightened, will naturally look to adult for comfort and security, this then decreases as fear and anxiety subside</li> <li>• children’s experience of attachment in infancy can have a lasting effect into adulthood. The responsiveness of significant adults to the child’s feelings of fear and anxiety and the adult response to expressions of happiness or love from the child can influence relationships throughout life</li> <li>• if early attachments are disrupted other experiences can determine the child’s ability to cope with this, for example, inbuilt resilience to situations.</li> </ul> <p><b>OR</b></p> <p>Suzanne Zeedyk: Social and emotional development/attachment/connected baby theory <b>1 mark</b>.</p> <p><b>Points of development: 1 mark for each point of development:</b></p> <ul style="list-style-type: none"> <li>• attachment is the biological need for relationships that all human beings are born with</li> <li>• attachment is especially important in the early years of life; Zeedyk believes it shapes the ways our brains and bodies handle emotions</li> <li>• advances in neuroscience have shown the importance of parent/carer responses for a baby/child’s brain development</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• a baby’s brain is programmed to seek emotional and physical contact with other people</li> <li>• in the first year, babies discover who meets their need for emotional contact and who is not in tune with our needs</li> <li>• a baby’s rapidly developing brain keeps track of these patterns; the baby then builds these patterns into the expectations they are forming about relationships more generally</li> <li>• if the parent/carer is in tune and responsive to the baby or young child, the child will relax, however, if the parent is not responsive to the needs of the child, levels of anxiety increase. This anxiety response can then become ‘hard wired’ into the brain</li> <li>• uses the ‘internal teddy bear and sabre tooth tiger’ analogy to describe babies’ emotional response to stressful situations</li> <li>• this response can have a long-lasting impact on the baby/child</li> <li>• adverse childhood experiences can have long term impact on outcomes for children and young people.</li> </ul> <p><b>Or any other relevant theory.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>This question has an ‘explain’ command.</p> <p>Award <b>1 mark</b> for any relevant point related to the theory and the impact this has on transition of children.</p>	<b>6</b>	<p>Candidates must explain how the theory can support the transition of children and young people and how this can be implemented in practice. <b>1 mark</b> can be awarded for any relevant point relating to the question.</p> <p><b>Knowledge of Bowlby’s theory can support transitions by ensuring:</b></p> <ul style="list-style-type: none"> <li>• practitioners should value the importance of the children’s attachments, both in the home and the early years setting</li> <li>• good communication with parent’s/carers allows for effective transitions arrangements to be put in place</li> <li>• effective record keeping will ensure children and young people’s specific needs are recorded</li> <li>• parents/carers should be encouraged to spend short periods of time with the children when they first start at an early year’s setting</li> <li>• some children may wish to bring a particular item from home during early stages of transition</li> <li>• identified ‘key workers/practitioner’ help build secure relationships with children</li> <li>• responsiveness of adult to the general fear and anxiety of a child entering a new setting will aid a smooth transition</li> <li>• practitioners should be consistent in their interactions with children, acknowledging the child’s interactions with them</li> <li>• it is important that practitioners realise that as children get older, attachment behaviours may change and levels of confidence may increase, but transitions to new environments can be stressful and reassurance may still be needed.</li> </ul> <p><b>OR</b></p> <p><b>Knowledge of Zeedyk’s theory can support transitions by ensuring:</b></p> <ul style="list-style-type: none"> <li>• practitioners recognise and value the need for attachment</li> <li>• practitioners recognise that babies have a physical and emotional need for attachment</li> <li>• practitioners are in tune with the needs of the children in their care and are responsive to those needs</li> <li>• attachment led practice can offer good outcomes for children; leads to increased sense of security</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> <li>practitioners awareness of adverse childhood experiences (ACE) can have an impact on transition; practitioners can work with children to develop effective strategies.</li> </ul> <p><b>Or any other valid response.</b></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
6.	(a)	<p>This question has a ‘describe’ command.</p> <p>Award <b>1 mark</b> for correctly identifying one appropriate piece of legislation that influences early learning and childcare settings and <b>a further 4 marks</b> for developing this point.</p>	<b>5</b>	<p>Candidates must correctly identify <b>one</b> appropriate piece of legislation in order to gain <b>1 mark</b>. They must then describe how the selected piece of legislation or policy influences the children’s services in order to gain a further <b>4 marks</b>.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Children and Young People (Scotland) Act 2014/GIRFEC</li> <li>• Protection of Vulnerable Groups (Scotland) Act 2007</li> <li>• Equality Act 2010</li> <li>• Health and Social Care Standards 2018</li> <li>• Health and Safety at Work Act 1974.</li> </ul> <p><b>Influences of legislation on early learning and childcare settings:</b></p> <ul style="list-style-type: none"> <li>• it secures a specified amount of funded early learning and childcare for children-currently 1140 hours</li> <li>• it introduced the provision of free school meals for primary 1–3</li> <li>• it ensures standards as a service may be de-registered if not complying with the piece of legislation</li> <li>• it informs the children’s services settings for policy making</li> <li>• it sets out the procedures or standards that staff and organisations must follow</li> <li>• it promotes the health, safety and well-being of the children</li> <li>• it ensures that suitably qualified staff are employed</li> <li>• it minimises risk</li> <li>• it challenges discrimination.</li> </ul> <p><b>Or any other valid response.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>This question has an ‘explain’ command.</p> <p>Award marks for each point of explanation up to a <b>maximum of 5 marks</b> for how the identified piece of legislation selected at 6(a) impacts on early learning and childcare settings.</p>	5	<p>Candidates must explain how the selected piece of legislation identified in 6 (a) impacts on practitioners in early learning and childcare settings to gain <b>5 marks</b>. No marks are to be allocated if only the piece of legislation or policy is identified without an explanation.</p> <p>For example:</p> <p><b>Children and Young People (Scotland) Act 2014</b></p> <ul style="list-style-type: none"> <li>• children’s early learning and care is promoted by securing specified funding for 1140 hours delivered by practitioners in early learning and childcare settings</li> <li>• this Act directs practitioners in children’s services to promote the rights of the child</li> <li>• it directs practitioners in children’s services to use recommended models of integrated education and care encouraging practitioners to deliver high quality early learning and childcare based on play and nurture</li> <li>• the Act introduces policies such as GIRFEC acknowledging the importance of an integrated approach to children’s services, ensuring practitioners involved in the care and wellbeing of children put the child’s needs at the centre of decisions made about them</li> <li>• this should also ensure that the child’s parent, guardian or carer is involved and considered in the discussion.</li> <li>• GIRFEC - incorporates SHANARRI indicators and My World Triangle, any areas of concern may be addressed, and the relevant professionals may support the child.</li> </ul> <p><b>Protection of Vulnerable Groups (Scotland) Act 2007</b></p> <ul style="list-style-type: none"> <li>• this supports the children’s health and well-being as it ensures that only suitable individuals work with children which safeguards the children</li> <li>• it minimises risk of abuse by unsuitable staff.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Equality Act 2010</b></p> <ul style="list-style-type: none"> <li>• this supports children as it ensures that all children are treated equally by practitioners in children’s services, so they have the same opportunities</li> <li>• it encourages the development of inclusive policies and practices by practitioners</li> <li>• it informs inclusive planning for individual needs, by practitioners, which supports children</li> <li>• children may feel secure as diversity is recognised and valued by practitioners</li> <li>• all children should be treated equally by practitioners as legislation would challenge discrimination.</li> </ul> <p><b>Health and Social Care Standards 2018</b></p> <ul style="list-style-type: none"> <li>• The Standards are underpinned by five principles; dignity and respect, compassion, be included, responsive care and support and wellbeing</li> <li>• it ensures staff make sure children, as individuals, are listened to and are fairly treated</li> <li>• it ensures staff respect the children’s privacy and are sensitive to their needs and support them in their choices about their care and wellbeing</li> <li>• makes sure staff help children to be included and make informed choices and listen to their voice</li> <li>• staff will be responsive in care and support and will assess and review children’s needs to ensure they receive the right support and care</li> <li>• it ensures the child’s care and support will be adapted when the needs, choices change</li> <li>• if complaints are made, they are acted on</li> <li>• it ensures that all children are encouraged to reach their full potential through help if needed</li> <li>• it supports children to take risks and make choices</li> <li>• it ensures children feel safe and are protected from neglect, harm and abuse.</li> </ul> <p><b>Health and Safety at Work Act 1974.</b></p> <ul style="list-style-type: none"> <li>• this should ensure that the early learning and childcare settings/practitioners provide a healthy and safe environment for children. This ensures that the setting is a safe and healthy place for children to flourish</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> <li>as staff are aware of health and safety issues, they aim to minimise the hazards and risks to enable the children to thrive holistically in a healthy and safe environment.</li> </ul> <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
7.		<p>This question has an ‘explain’ command.</p> <p>Award marks for each point of explanation up to a <b>maximum of 5 marks</b> for the importance of involving parents or carers as partners in early learning and childcare settings.</p>	5	<p>Candidates must explain the importance of involving parents or carers as partners in early learning and childcare settings to gain <b>5 marks</b>.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• a holistic approach with parents and carers to learning with communication has many benefits to the child, parent and practitioner. The practitioner can benefit from the wealth of knowledge that the parent or carer has about the individual child and use that knowledge to plan for and develop the individual child’s learning. The benefits for the child is that with this knowledge their specific needs are met in a way that is consistent with their home life</li> <li>• partnerships and sharing of knowledge allows for a smoother transition as well as a sense of security in the childcare setting</li> <li>• sharing information about the child’s interests, temperament and learning style will pay dividends in terms of planning for that child</li> <li>• parental/carers involvement may improve and assist with relationship building with staff and the child who may feel more secure if parents or carers have a rapport with staff</li> <li>• partnership enables improved communication which allows identification of children’s likes/dislike to inform practitioner. This facilitates: <ul style="list-style-type: none"> <li>– sharing of information</li> <li>– improved planning for children’s holistic development</li> <li>– improved outcomes for children</li> <li>– areas of concerns raised/discussed and planning</li> </ul> </li> <li>• parents and carers benefit too as they will be made to feel at ease with leaving their child at the setting, and also feel they can ask practitioners for help or advice if needed, which can only benefit the child.</li> </ul> <p><b>Or any other valid response.</b></p>

[END OF MARKING INSTRUCTIONS]