



National
Qualifications
2023

2023 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 an ‘identify’ command.</p> <p>Award 1 mark for correctly identifying each age-appropriate physical milestone.</p>	3	<p>Candidates must correctly identify three age-appropriate physical milestones for the age range 0-3 years to gain 3 marks.</p> <p>For example, a child of 1 year:</p> <ul style="list-style-type: none"> • can walk with one hand-held • can stand alone for a few moments • can crawl on hands and knees • can pick up small objects using a pincer grasp • can point at objects of interest • can hold a crayon in a palmer grasp. <p>For example, a child of 2 years:</p> <ul style="list-style-type: none"> • can climb up on furniture • can push and pull large, wheeled toys • can walk up and down stairs usually with both feet on each step • can draw circles, lines and dots using their preferred hand • can turn book pages singly • can build a tower of six or more blocks. <p>Or any other valid response.</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>Candidates must identify and describe two suitable experiences.</p> <p>Award 1 mark for identifying one suitable experience and a further mark for describing this experience in terms of physical development.</p>	4	<p>Candidates must identify and describe two experiences that promote physical development for a child aged 0-3 years.</p> <p>For example:</p> <p>1 year:</p> <ul style="list-style-type: none"> • opportunities to play with wheeled push and pull toys to improve confidence in walking • provide a range of stacking toys and bricks to promote fine motor skills. <p>2 years:</p> <ul style="list-style-type: none"> • play with sand and water can help develop fine motor skills • ball play and games that involve throwing and catching to improve coordination skills. <p>Or any other valid response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<p>This question has an ‘explain’ command.</p> <p>Award marks for each point of explanation up to a maximum of 2 marks for each family influence.</p>	4	<p>Candidates must explain the impact of two different family influences to gain four marks. No marks are to be allocated if only the influence is identified. Answers may be positive or negative.</p> <p>Family Influences – for example, Parenting Styles, Family Types, Position in the family and parental involvement.</p> <p>Parenting styles such as autocratic/authoritarian, democratic/authoritative, laissez faire/permissive and neglectful/uninvolved can be explained for example:</p> <ul style="list-style-type: none"> • authoritarian/autocratic parenting styles are where parents have strict rules and high demands. This generally leads to children who are obedient and proficient, but they rank lower in happiness, social competence, and self-esteem • authoritative/democratic parenting styles are where parents are responsive and supportive. This tends to result in children who are happy, capable, and successful • permissive parenting is where parents make few demands and are relaxed and indulgent. This often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school • uninvolved parenting styles are where parents have poor interactions, poor communication and low levels of response. These children tend to lack self-control, have low self-esteem, and are less competent than their peers. They may become anxious and stressed and may be emotionally withdrawn. They may have problems making and keeping friends. <p>Family Types – for example, Nuclear, Extended, Re-constituted, Lone parent:</p> <p>Nuclear: The nuclear family is the traditional type of family structure. This family type consists of two parents and children. Children in nuclear families receive strength and stability from the two-parent structure and generally have more opportunities due to the financial ease of two adults.</p>

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			<p>Lone parent: The lone parent family consists of one parent raising one or more children on his or her own. This family may include a lone mother with her children, a lone dad with his children, or a single person with their children. Lone parent families are generally close and find ways to work together to solve problems, such as dividing up household chores. It may be a struggle to find childcare as the lone parent is working. This limits income and opportunities in many cases, although many lone parent families have support from relatives and friends.</p> <p>Extended family: The extended family structure consists of two or more adults who are related, either by blood or marriage, living in the same home. This family includes many relatives living together and working toward common goals, such as raising the children and keeping up with the household duties. Many extended families include cousins, aunts or uncles and grandparents living together. This type of family structure can help relieve financial problems but can lead to stress due to a lack of privacy, inconsistency of parenting and lack of space.</p> <p>Reconstituted family: Divorce and separation can result in a step or reconstituted family which involves two separate families merging into one new family. It consists of a new husband, wife, or spouse and their children from previous marriages or relationships. This can affect children as there will be a period of readjustment and discipline issues. This can affect children's emotional development, their behaviour and may affect performance at school.</p> <p>Or any other valid response.</p>

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4.	<p>This question has an ‘evaluate’ command. 1 mark will be allocated for identifying an age-appropriate assessment method.</p> <p>3 marks will be allocated for evaluating the assessment method.</p>	4	<p>Candidates must evaluate one suitable assessment method for a child aged 3-5 years to gain 4 marks. Candidates must provide an advantage and disadvantage to gain all 4 marks.</p> <p>For example:</p> <p>Learning Journeys, Diaries, Observations, GIRFEC, Structured descriptions.</p> <p>Learning Journey/Journals/e-journals:</p> <ul style="list-style-type: none"> • a learning journey will encourage children to engage and be more active in the process of recording their learning • each child will have their own learning journey where staff, children, parents and professionals can contribute • all education and childcare settings may have their own format • these allow for ongoing assessment over periods of time to form a detailed picture of the child’s progress. <p>Advantages of e journals:</p> <ul style="list-style-type: none"> • saves time • allows photos to be uploaded • includes links • improves information sharing with parents • gives a clear picture of children’s development and progress. <p>Disadvantages of e journals:</p> <ul style="list-style-type: none"> • ICT can be unreliable and may also depend on the expertise of practitioner using ICT • staff training required • takes away the personal touch of paper copies. <p>GIRFEC:</p> <ul style="list-style-type: none"> • children will be assessed in terms of GIRFEC and the SHANARRI indicators. • this is a holistic assessment of the child’s wellbeing. • the My World Triangle can be used to assess and identify areas of concern. • advantages are that assessment will be on going, that professionals can share information, early intervention can be put in place, improved child protection. • disadvantages are that staff must be informed and understand the GIRFEC processes, it relies on professionals working together.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Observations:</p> <ul style="list-style-type: none"> • children and young people are observed in their natural environment to find out how they behave in certain situations. It is also used to observe children’s development • the observer can be participant or non-participant • the observer must be objective and record details accurately • observations should be evaluated against a pre-set aim • observations can be used to record specific or general information regarding a child’s development • observations can be narrative, duration and event sampling, tracking, on the spot and photographic/videoing. <p>Strengths of time sample:</p> <ul style="list-style-type: none"> • observations can be carried out over a long period of time • can be used to assess groups or individuals • simple and easy to record. <p>Weaknesses of time sample:</p> <ul style="list-style-type: none"> • good timekeeping is vital • may need to involve others • may miss something that happens outside the set intervals. <p>Structured Descriptions:</p> <ul style="list-style-type: none"> • snap shots of a child’s all-round development or one developmental aspect. They are often used when a child moves from nursery to primary school to provide a picture of their stage of development, for example, a transitions document. Health professionals use structured interviews to monitor children’s developmental progress. Activity checklists are filled in as skills are achieved. May be interventionist or non-interventionist. <p>Strengths:</p> <ul style="list-style-type: none"> • gives an accurate picture of a child’s developmental stage at a particular moment in time • useful for comparison with developmental norms • can identify developmental delay • may feed into a longitudinal record of a child’s developmental progress • may be useful for monitoring interventions.

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			<p>Weaknesses:</p> <ul style="list-style-type: none"> • only records what skills a child has at that moment in time, not what he/she may be about to achieve • adult intervention may confuse a child especially if they do not understand the task. <p>Or any other valid response.</p>

Section 2 – Child development theory

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	<p>This question has a ‘describe’ command.</p> <p>Award 1 mark for correctly identifying one appropriate theory of cognitive development and a further 3 marks for developing this point.</p>	4	<p>Candidates must correctly identify one appropriate theory of cognitive development to gain 1 mark. They must then describe how the selected theory is relevant to children aged 5-8 years of age to gain a further 3 marks.</p> <p>For example:</p> <p>Piaget: Piaget believed that children constantly construct and re-construct reality, therefore achieving an increased understanding by integrating simple concepts into more complex concepts at each stage of development. Piaget believed it was not enough to teach children by simple reinforcement, the child had to be at a particular stage to do this.</p> <p>Piaget identified 4 stages in children and young people’s cognitive development.</p> <p>These are:</p> <ul style="list-style-type: none"> • Sensorimotor Stage: The time between birth and age two during which an infant’s knowledge of the world is limited to his or her sensory perceptions and motor activities. Behaviours are limited to simple motor responses caused by sensory stimuli • Pre-operational Stage: The period between ages 2 and around 6 or 7 years during which a child learns to use language. During this stage, children do not yet understand concrete logic, they cannot mentally manipulate information and are unable to take the point of view of other people • Concrete Operational Stage: A period from about the ages of 7 and 11 years during which children gain a better understanding of mental operations. Children begin thinking logically about concrete events but have difficulty understanding abstract or hypothetical concepts. Logic is normally only applied to things that are tangible and can be seen • Formal Operational Stage: A period between approximately the age of 12 years to adulthood when people develop the ability to think about abstract concepts. Skills such as logical thought, deductive reasoning, and systematic planning also emerge during this stage.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Some of Piaget's key concepts relevant to children of 5 to 8 years of age include:</p> <p>Schema – the mental representations that develop as children have new experiences and put new ideas and abilities together.</p> <p>Equilibrium, accommodation, and assimilation – Equilibrium refers to children taking on new information either through sights, sounds or smells, known as assimilation. This can lead to a sense of disequilibrium; this causes children to re-think ideas assimilated – this is known as accommodation – children have to adjust or re-organise thinking to restore equilibrium.</p> <p>Egocentrism – children in the pre-operational stage of cognitive development can only see things from their point of view.</p> <p>Conservation – children are unable to understand the conservation of mass and volume, objects may look to have a larger or smaller volume because of the way they are displayed, but in fact have the same amount.</p> <p>Vygotsky:</p> <p>Social constructivist approach to cognition, believing language development is as important as cognitive development, believing language plays a significant role in abstract thought, stressing the importance of the labelling process for the formation of concepts.</p> <p>Vygotsky believed children used speech to clarify important points, helping children solve practical tasks.</p> <p>Zone of Proximal Development (ZPD) described by Vygotsky as the gap between what a child can do alone and what they can do with a more knowledgeable other (MKO), either adult or older child, arguing that the capacity to learn was a fundamental feature of human intelligence.</p> <p>Vygotsky believed interactions between children were equally important; interactions help both children, those who are being helped and those who are assisting as they get the opportunity to clarify ideas and concepts.</p> <p>Social context for learning – Vygotsky saw language as one of a range of cultural tools for thinking, which we learn from others, and use with others in thinking and learning.</p>

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			<p>Fischer – Dynamic skills theory: Fischer proposed a hierarchy of thirteen developmental levels, broken into 4 tiers. These tiers are: From bottom to top are: 1. reflexes, 2. actions, 3. representations, and 4. abstractions. Each tier consists of four levels, however, there is an overlap between each tier. The top level in each tier is also the first level of the next tier. Skill theory strongly suggests that situations in which children are given ample time to practice and participate in activities, then there will be the best possible outcome according to that child’s level of cognitive development. Where low levels of support and opportunity to practice a skill are present, then the child may only reach a functional level of competence, that is, does enough to get by. This is not necessarily the child’s optimum cognitive level; it could simply be that the child has not had sufficient opportunity to master a skill.</p> <p>Or any other valid response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	<p>This question has an ‘explain’ command.</p> <p>Award marks for each point of explanation up to a maximum of 6 marks for how knowledge of theory identified in 5 can inform the planning of outdoor experiences.</p>	6	<p>Candidates must explain how the selected theory can inform planning where 1 mark can be awarded for a relevant point in relation to the theory, or 2 marks for development of a point relevant to planning outdoor experiences.</p> <p>Piaget:</p> <p>Knowledge of Piaget’s theory can assist with planning in the following way:</p> <ul style="list-style-type: none"> • new ideas and experiences should be relevant to the current stage a child is in, remembering that children in the age range of 5-8 years need the opportunity to manipulate the environment they are in to represent objects with words. This can be true if children are experiencing outdoor play in a new environment • children in the age range of 5-8 years need the opportunity to have control over their learning, with the opportunity to find out and construct knowledge, this requires open-ended experiences • new situations for children should be supported with open-ended questions, this may support assimilation and accommodation of new experiences and support with building schema’s • children in the pre-operational stage still need the opportunity to have long periods of play and exploration • observation of what children are doing and saying can support effective planning to ensure appropriate curricular experiences are offered. <p>Vygotsky:</p> <p>Knowledge of Vygotsky’s theory can support planning in the following ways:</p> <ul style="list-style-type: none"> • the Zone of proximal Development emphasises the importance of scaffolding children’s learning, either by another child or adult (More Knowledgeable other MKO) • this type of learning has been associated with the ‘apprenticeship approach’ where the child learns from MKO. This could inform planning if practitioners witness scaffolding of play between children, where a more able child could support another child in learning • Vygotsky believed in the importance of the social component of children’s learning and he believed that the contribution made by others can make a child’s learning more meaningful

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • observation of children’s current abilities and competence can assist with relevant curricular planning that challenges the child’s current capabilities • Vygotsky’s social constructivist approach believes knowledge and understanding are constructed by the learner from their own experiences and interactions with others • knowledge of Vygotsky’s theory can support outdoor experience for children in the age range of 5-8 years by allowing key ideas discussed by children to be developed into play and learning opportunities, therefore making the learning opportunity more meaningful for the child. <p>Fisher:</p> <p>Knowledge of Fischer’s theory can support planning in the following ways:</p> <ul style="list-style-type: none"> • skills develop over time from simple to increasingly complex • skills do not necessarily transfer from one context to another • planning should take account of skills development and that those different skills can develop at different rates. For example, a child in the age range of 5-8 years of age may be confident in using a climbing frame, but lack ability in another outdoor activity • children need time to become competent in different skills, trying to master too many at one time may result in the child not becoming competent in any, only doing ‘just enough’ to get by, practitioners should be mindful of this in planning outdoor experiences • when planning new outdoor experiences, it should be considered that children may need the opportunity to ‘remind’ themselves of skills already gained and need the opportunity to practice these skills. <p>Or any other valid response.</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
7.	(a)	<p>This question has a ‘describe’ command.</p> <p>Award 1 mark for correctly identifying one appropriate piece of legislation that guides practice in early learning and childcare settings and a further 3 marks for developing this point.</p>	4	<p>Candidates must correctly identify one appropriate piece of legislation to gain 1 mark. They must then describe how the selected piece of legislation guides practice in early learning and childcare settings to gain a further 3 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Children and Young People (Scotland) Act 2014 • Protection of Vulnerable Groups (Scotland) Act 2007 • Equality Act 2010 • Regulation of Care (Scotland) Act 2001 • Public Services Reform Scotland Act (2010) • Health and Safety at Work Act 1974 • Education (Additional Support for Learning) (Scotland) 2009. <p>Guides practice in early learning and childcare settings:</p> <ul style="list-style-type: none"> • it secures a specified amount of funded early learning and childcare for children - currently 1140 hours • it ensures standards as a service may be de-registered if not complying with the piece of legislation • it informs the children’s services settings for policy making and its practices • it sets out the procedures or standards that staff and organisations must follow • it promotes the health, safety and well-being of the children by ensuring safe practise • it ensures that suitable staff are employed for practise • it minimises risk • it challenges discrimination • Introduces GIRFEC • Embeds UNCRC. <p>Or any other valid response.</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 maximum of 5 marks for the impact of the legislation chosen at 7(a) on the children and young people in early learning and childcare settings.</p>	5	<p>Candidates must explain the impact of the legislation chosen at 7(a).</p> <p>For example:</p> <p>Children and Young People (Scotland) Act 2014:</p> <ul style="list-style-type: none"> • this Act directs practitioners in children’s services to promote the rights of the child • 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 • the Act introduces policies such as GIRFEC acknowledging the importance of an integrated approach to children’s services, ensuring practitioners involved in the care of children put the child’s needs at the centre of decisions made about them • the introduction of 1140 hours allows children access to flexible approaches to care and supports working parents/carers. <p>GIRFEC:</p> <p>practitioners will use this approach and consequently children will be assessed in terms of GIRFEC and the SHANARRI indicators</p> <ul style="list-style-type: none"> • this is a holistic assessment of the child’s wellbeing • the My World Triangle can be used to assess and identify areas of concern • early intervention • any areas of concern may be addressed and the relevant professionals may support the child • this should also ensure that the child’s parent, guardian or carer is involved and considered in the discussion. <p>Protection of Vulnerable Groups (Scotland) Act 2007:</p> <ul style="list-style-type: none"> • this supports the children’s health and well-being as it ensures that only suitable individuals work with children which safeguards the children • it minimises risk of abuse by unsuitable/unqualified staff. <p>Equality Act 2010:</p> <ul style="list-style-type: none"> • this supports children as it ensures that all children are treated equally by practitioners in children’s services, so they have the same opportunities • it encourages the development of inclusive policies and practices by practitioners

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • it informs inclusive planning for individual needs, by practitioners which supports children • children may feel secure as diversity is recognised and valued by practitioners • all children should be treated equally by practitioners as legislation would challenge discrimination. <p>Regulation of Care (Scotland) Act 2001:</p> <ul style="list-style-type: none"> • it ensures that children will receive care and education from practitioners to the expected standards • children will be protected and nurtured by the children’s services policies, which reflect standards that will be adhered to by the practitioners • staff will be suitably qualified and this promotes the health, safety and well-being of the children • it ensures that suitable staff are employed, which benefits the holistic needs of the child • it minimises risk of abuse by unsuitable staff. <p>Public Services Reform Scotland Act (2010):</p> <ul style="list-style-type: none"> • care Inspectorate introduced. It can inspect services/policies to ensure it is appropriate and standards are being met. Their recommendations support the service, thus ensuring the safety of the children and young people and they are receiving a quality provision • it ensures that children will receive care and education from practitioners to the expected standards • children will be protected and nurtured by the children’s services policies, which reflect standards that will be adhered to by the practitioners • staff will be suitably qualified and this promotes the health, safety and well-being of the children • it ensures that suitable staff are employed, which benefits the holistic needs of the child • it minimises risk of abuse by unsuitable staff.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Health and Safety at Work Act 1974:</p> <ul style="list-style-type: none"> • this should ensure that the children’s services/practitioners provide a healthy and safe environment for children. This ensures that the setting is a safe and healthy place for children to flourish • 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. <p>Or any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.		<p>This question has a ‘describe’ command.</p> <p>Award 3 marks for a correct description of how the codes of practice influence practitioners.</p>	3	<p>Codes of practice guide practitioners in early learning and childcare as it sets clear values and principles. The codes of practice also inform the practitioners of the expected standards of professional conduct. This helps regulate and improve the quality of care of the children and young people as practitioners are familiar with the expected standards of professional practice and behaviours. Codes of practice also ensure that suitably qualified staff are employed and engage in CPD.</p> <p>Or any other valid response.</p>
9.		<p>This question has a ‘describe’ command.</p> <p>Award 3 marks for correctly describing the benefits of partnership working with the third sector for children and young people.</p>	3	<p>Collaborative partnerships are more effective as there are increased resources and staff which would benefit children and young people. Children and young people would be supported by a multi-agency/co-ordinated approach.</p> <p>The third sector generally work closely with the families/local community and share this information with others to help plan for children and young people and their families/carers.</p> <p>The third sector tackle inequality, poverty and aim to improve attainment. This will benefit the children and young peoples’ holistic development.</p> <p>Third sector provision of free of charge activities promote the development of the children and young people. It allows job opportunities for families/carers which enables increased income to the support the children and young people.</p> <p>Or any other valid response.</p>

[END OF MARKING INSTRUCTIONS]