



National
Qualifications
2024

2024 Childcare and Development

Higher

Question Paper 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 per milestone identified.</p>	2	<p>Candidates must identify two age-appropriate emotional milestones in order to gain 2 marks.</p> <p>For example:</p> <ul style="list-style-type: none">• making friends• joining groups• reading aloud• having a girlfriend/boy friend• caring about your peer group, beginning to show empathy• having a pet and caring for it. <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 an ‘evaluate’ command.</p> <p>Award 1 mark for each point of evaluation up to a maximum of 5 marks.</p> <p>Marks can be awarded for identifying the usefulness of the method and strengths and/or weaknesses of the method when working with children.</p> <p>Evaluation points can be all positive or all negative or a mixture of both.</p>	5	<p>Candidates can choose any method of assessment for child aged 8–12 years, for example:</p> <ul style="list-style-type: none"> • Checklists are easy to compile and complete, but do not consider holistic development. Minimal narrative is obtained from a checklist and therefore does not always assist with planning next steps. • Using observations could allow practitioners to identify areas of the child’s development, track whether the child is reaching expected developmental milestones and allow observations to identify suitable extensions to learning. • This would also enable the teacher to identify the next steps for the child. <p>For example, if a narrative observation on a physical activity puts the 10-year-old child off doing the task as they are embarrassed, using a snapshot would be better.</p> <p>A child transitioning into High School may benefit a checklist to ensure levels are being met.</p> <p>Teacher experience of using observations may also impact on an accurate record of the child’s development.</p> <p>A snapshot or case study could work with suitable reasons.</p> <p>Non-participant or participant again are suitable depending on the task, the child the age.</p> <p>Candidates may use Learning Journals to show how observations are recorded and the next steps for the child.</p> <p>National Standardised Assessments allow practitioners/teachers to assess children with online assessment to show progress.</p> <p>Self-assessment/peer assessment used as a formal way to encourage children to work together and assess themselves and each other.</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
3.	(a)	<p>This question has a ‘describe’ command.</p> <p>Award 1 mark for identification of the activity and a further 3 marks for description of how the activity promotes physical development through fine motor skills.</p>	4	<p>Candidates must describe an age-appropriate activity in order to gain 2 marks. For example:</p> <ul style="list-style-type: none"> • simple games that promote fine motor skills • use of puppets – as this will allow children to develop hand-eye co-ordination • action songs • junk modelling, making instruments. <p>Or any other valid response.</p>
	(b)	<p>This question has an ‘explain’ command.</p> <p>Award 2 marks for each point of explanation for each way the family can influence his physical development.</p>	4	<p>Candidates must explain the impact of two different influences to gain 4 marks. No marks are to be allocated if the influence is only identified.</p> <ul style="list-style-type: none"> • stimulating environment provided by parents, carers, encouragement, praise, support • resources 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 physical development. <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
4.	(a)	<p>This question has a ‘describe’ command.</p> <p>Award 1 mark for correctly identifying one appropriate theory of Language development and a further 3 marks for developing this point.</p>	4	<p>Candidates must correctly identify one appropriate theory of language development to gain 1 mark, and a further three marks for description of the theory.</p> <p>Chomsky</p> <ul style="list-style-type: none"> • Chomsky believed that children have the capacity to develop and learn any language • that to learn language is instinctive in children • he believed that language is innate and children should be ‘Bathed’ in language • he believed that Every child has a Language Acquisition Device (LAD) which enables the child to develop the rules for language • grammar is a vital skill needed for children to learn language • Chomsky disregarded the role of imitation alone. <p>Skinner</p> <ul style="list-style-type: none"> • Skinner theorised that language acquisition is dictated by our environment and the positive and negative reinforcement we receive from it • language is reinforced by parents/carers by them saying the word but also with facial or verbal reactions when the child says it which reinforces the child's use of the word • Skinner believed the concept of learning and behaviour formation are the primary sources behind the development of language in children • he contended that children learn new skills through operant conditioning, classical conditioning or observation these effects on a child's learning would mean rewarded responses are repeated and those reprimanded are curbed in terms of language development and formation of their response • children will think in the language they hear and the care giver may use a hug or smile as a reward rewarding the behaviour.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Vygotsky</p> <ul style="list-style-type: none"> • Vygotsky’s theory of language development is based on constructivist learning theory • he contends that children acquire knowledge as a result in social experiences – through social and language interactions with the More knowledgeable other (MKO) • by interacting with the environment the child develops the ability to develop inner speech – through inner speech children can go between thought and language and can express themselves coherently to others for example, Vygotsky believed children used speech to clarify their thoughts when problem solving • he believed interactions with others allowed the opportunity to reinforce their ideas and concepts and clarify their learning. <p>Or any other valid Language theory.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>This question has a 'explain' command.</p> <p>3 marks should be given for describing the correct theory in use when planning the activity.</p>	3	<p>Candidates must refer to the theorist they have used in question 4a.</p> <p>Chomsky</p> <ul style="list-style-type: none"> • correct grammar should be used during play activities • during the activity, the keyworker should use the correct terms, and if the child pronounces the words wrong, the keyworker should simply reinforce the correct term • using simple picture books to point and say the matching word will assist language development • by being good role models and using correct grammar they will be assisting them to use their LAD to process the words. <p>Skinner</p> <ul style="list-style-type: none"> • the play could be set up so there is a lot of interaction with the child as Skinner believed learning was a primary source of new language development as it encourages a need to use language in interactions • when the practitioners are planning the activity they should make sure the environment is set up in a quiet space so the children can hear the language being used • staff should also sit in a space where the children can see their non-verbal gestures like facial expressions/reactions especially as these are used to reinforce positive reinforcement of language • skinner theorised that language acquisition is dictated by our environment and the positive and negative reinforcement we receive from it. Make it comfortable to learn and give praise • discuss beforehand what responses are going to be given, smiles, body gestures praise, are you repeating miss pronunciation for repetition and practice.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Vygotsky</p> <ul style="list-style-type: none"> • Vygotsky’s theory of language development is based on constructivist learning theory so you may want to think of the amount in the group with the child/children as you might not want to overwhelm them in large groups • setting up and choosing play activities so interactions with children and adults (MKO) are key as the children will learn new words through the play, repeating the new words • the play should include the environment that the children are happy in, by talking to mum staff will discover their likes and plan. this should encourage language as they feel safe and secure with the environment and this will encourage interactions with others • allowed the children opportunity to explore the play activity and talk to them with key words reinforcing their learning and expanding their vocabulary - praising their efforts. <p>Or any other theory they have discussed in Q4a.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	<p>This question has an ‘explain’ command.</p> <p>1 mark for identifying a social and emotional theorist and a further 2 marks for explaining the theorist in the settling in process.</p>	3	<p>Candidates should identify an emotional and social theorist for 1 mark. Further 2 marks for explain this in relation to settling in.</p> <p>Bowlby</p> <ul style="list-style-type: none"> • by understanding the bonding process the keyworker should put in place a settling in time to allow the parent/carer to stay with the child. This can be reduced over the days to meet the needs of the child • by allowing the mum to stay, we allow the child to explore their surroundings and feel safe and secure as they make the transition into the nursery • a parent could be asked to leave a toy/scarf as a link to home which allows the child to feel secure and build resilience within the environment with their security nearby • by learning and being aware of their routine and building trusting relationships with their familiar adult it lets them feel and see the trust in you. <p>Zeedyk</p> <ul style="list-style-type: none"> • by understanding that emotional experiences can have a long-term impact on the brains and stress systems bonding and making the children and parent feel comfortable is a priority at settling in • create a warm responsive relationship with the children is essential to build the relationships in later life and to allow the child to adjust and settle in the new surroundings • these new warm responsive relationships will allow the child to thrive as they explore in the nursery when settling then when parent/carer leaves • by having a key worker to trust who understands and responds to the children’s needs - pay attention when they need comfort and share their accomplishments as this lets them know that they are important but their interests are also. These are two key areas in attachment led practice • when children feel safe and secure they are more likely to try things out and explore further from their secure base • by understanding ACE’s and how they can effect children emotionally we need to be aware of how this could impact the child when settling in to the nursery and be sensitive to their needs. <p>Or any other social/emotional theorist that relates.</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.		<p>This question has a ‘describe’ command.</p> <p>The candidate should describe how the legislation impacts practice.</p>	5	<p>Description should include a general explanation of the purpose of the legislation to promote and safeguard the rights of children.</p> <p>For further marks candidates need to include:</p> <ul style="list-style-type: none"> • GIRFEC (free school meals, 1140 hours of childcare) • SHANARRI/Wellbeing indicators • Child’s Plan to record the needs of individuals • Corporate Parenting – the role of the Local Authority in safeguarding and promoting the welfare of looked after children • Role of the Children’s Commissioner in promoting the rights of children • UNCRC articles to be considered in planning when meeting the rights of children. <p>Or any other valid response.</p>
7.		<p>This question has a ‘describe’ command.</p> <p>The candidate should achieve 1 mark for identifying an article, and a further mark for description. Up to 2 marks total for each article.</p>	4	<p>Award up to 4 marks for an accurate description of two articles from the UNCRC.</p> <ul style="list-style-type: none"> • Article 12 – Respect for the Views of the Child. Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life • Article 31 – Leisure Play and Culture. Every child has the right to relax, play and take part in a wide range of cultural and artistic activities • Article 3 – Best interests of the child. The best interests of the child must be a top priority in all decisions and actions that affect children. <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 an 'explain' command.</p> <p>The candidate should achieve 1 mark for making each point of explanation, or further marks for development of a key point.</p>	2	<p>The candidate must give a clear explanation of the purpose of the SSSC as a regulatory body to gain 2 marks.</p> <ul style="list-style-type: none"> • to ensure that staff are registered to work with children and young people • to ensure that staff are safe to work with children and young people ie PVG scheme • to set standards for training by supporting professional development/continuous professional development • to set standards for practice • to promote the wellbeing of children and young people. <p>Or any other appropriate response.</p>
9.		<p>This question has an 'evaluate' command.</p> <p>The candidate should achieve 1 mark for making each point of evaluation, or further marks for development of a key point.</p>	4	<p>The candidate must evaluate to gain all 4 marks. Evaluations can be positive or negative.</p> <ul style="list-style-type: none"> • parents/carers are the primary educators of the child and know the child best • parents/carers develop trusting relationships with staff when they feel included • key worker is the link between the setting and home • needs of the child are addressed quickly and properly • identifies resources to assist to the child's learning • support the family to access other agencies which will support their child • ensures that parents/carers are kept up to date on their child's learning and development • provides a way to support parents/carers in their children's learning and development • promotes open and transparent communication between the setting and home. <p>Or any other valid response.</p>

[END OF MARKING INSTRUCTIONS]