



National
Qualifications
2025

2025 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 for correctly identifying each age-appropriate milestone.</p>	2	<p>Candidates must correctly identify two health checks for a child aged 0-3 years. Responses could include:</p> <ul style="list-style-type: none"> • 1-2 weeks – health visitor check after birth with advice on sleeping, vaccinations, breast and bottle feeding • 6-8 weeks – physical exam by GP. Eyes, heart, hips, weight, length and head – boys have testicles checked • 8-week immunisations by GP or health visitor. Offered at 8, 12 and 16 weeks and then 12 months • 9-12-month review for language, learning, safety, diet and behaviour • weight clinics – reviews should be done regularly at drop in clinics • 2-2.5 years health and development review – speech, social skills, behaviour, hearing, sleeping, growth, safety, tooth brushing, immunisations. <p>Or any other appropriate answer.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	<p>This question has an ‘explain’ command.</p> <p>Award 1 mark for each point of explanation up to a maximum of 4 marks.</p>	4	<p>Candidates should explain the effectiveness of using a checklist to assess a child aged 5-8 years.</p> <p>Advantages:</p> <ul style="list-style-type: none"> • allows for a general understanding of child development • show when milestones are reached • allows for variances from the ‘norm’ to be noticed and discussed. This may lead to changes or intervention methods • checklists can be shared by the family with other professionals to communicate their concerns • allow progress to be demonstrated over a period of time • quicker to complete and read • can be used to assess whether a specific task can be achieved • can identify gaps in learning/development. <p>Disadvantages:</p> <ul style="list-style-type: none"> • takes times to create • only record what is seen in that moment • are not inclusive of children with additional needs who may not be able to successfully complete some tasks • doesn’t consider children’s home life and cultural differences • doesn’t consider skills or traits that aren’t associated with milestones. Such as respect, empathy, leadership, curiosity, etc • checklists may not contribute towards planning for child-focused experiences as it is difficult to record children’s opinions/interests in developmental checklists. <p>Or any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>This question has a ‘describe’ command.</p> <p>Award 1 mark for correctly identifying an appropriate milestone and a further mark for a description of this milestone.</p>	4	<p>Candidates have been asked to describe milestones for child aged 5-8 that they would assess using a checklist.</p> <p>Milestones 5-8 years:</p> <ul style="list-style-type: none"> • begins to develop concepts of quantity – like more or less, the glass is full or the glass is empty • develops literacy skills and will begin to structure sentences • begins to understand basic scientific principles – like the speed of a car, the distance to travel, gravity, the height of an object • will learn to tell the time – hours, minutes, etc • will understand mathematic concepts such as units, tens and hundreds • learns and can understand the concept of money and change • plays board games with understanding of rules and accurate counting skills • has an increased concentration span and can problem solve harder concepts. <p>Or any other appropriate response.</p>
3.		<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>A further mark can be awarded for a developed point of evaluation.</p>	5	<p>Candidates must evaluate how technology influences the child’s holistic development.</p> <p>Answers may include:</p> <p>Physically:</p> <ul style="list-style-type: none"> • children aren’t going outside in the fresh air and exercising which can impact on their sleep and appetite • if children are not exercising and playing games on technology this can impact on their weight and other health conditions • can help good fine motor skills and hand co-ordination • can be influenced by social media ie body shapes/size, etc. <p>Socially:</p> <ul style="list-style-type: none"> • the children are mixing with others online and making friends • can cause isolation and lack social skills in real world • they can be ‘catfished’ by people that they do not know that could put their safety at risk • may copy what they see online • can help with schoolwork ie sumdog • can help with isolation if they live in a remote area.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Emotionally:</p> <ul style="list-style-type: none"> • children can become upset and frustrated easily and don't know how to manage these emotions as they have not witnessed them first-hand • can lead to immaturity of emotions • can become vulnerable and withdrawn • may encourage violence • think they are more mature than they are. <p>Cognitive:</p> <ul style="list-style-type: none"> • develop good problem-solving skills • keeps them up to date with news • helps with knowledge and research • can improve mathematical understanding ie Sumdog or top marks. <p>Language:</p> <ul style="list-style-type: none"> • may hear inappropriate words for their age and stage of development • can improve vocabulary. <p>Or any other appropriate 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.	<p>This question has a ‘describe’ command.</p> <p>Award 1 mark for correctly identifying one theory of language development.</p> <p>A further 3 marks can be awarded for points of development relevant to identified theory.</p>	4	<p>Candidates must correctly identify one relevant theory of language development to gain 1 mark, with further marks being awarded for points of development.</p> <p>Relevant theory: Noam Chomsky theory of language development – 1 mark</p> <p>Points of development: 1 mark for each point of development:</p> <ul style="list-style-type: none"> • language ability is innate, supports nature rather than nurture theory • capacity to develop language is built into the brain • language emerges as part of the maturation process • language must be innate because it is so complex. Children would not be able to learn it so well by imitation or reinforcement • all children seem to follow the same sequence of language acquisition. <p>OR</p> <p>Relevant theory: Roger Brown theory of language development – 1 mark</p> <p>Points of development: 1 mark for each point of development:</p> <ul style="list-style-type: none"> • concentrates on the uses of language in explaining language acquisition • studies used observational methods in a longitudinal study • transcribed and analysed children’s conversations • stimulated further research into telegraphic sentences, use of negatives and tenses and the structure of early sentences • proposes 5 stages of language acquisition <ul style="list-style-type: none"> – Stage 1 simple two or three word sentences – Stage 2 naming objects and events – Stage 3 questions – what? why? where? – Stage 4 joining short sentences – Stage 5 complex sentences. <p>Or any other appropriate response.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	(a)		This question has an 'identify' command.	2	<p>Candidates must correctly identify one relevant theory of social and emotional development in children to gain 2 marks.</p> <p>Relevant theory: John Bowlby – 2 mark</p> <p>OR</p> <p>any other relevant answer such as:</p> <ul style="list-style-type: none"> • Rutter • Zeedyk. <p>Or any other appropriate 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 1 mark for any relevant point related to the theory and the application of this when working with children.</p>	4	<p>Relevant theory; John Bowlby</p> <p>Points of explanation: 1 mark for each point of explanation.</p> <ul style="list-style-type: none"> • significance of early attachments • building relationships with a key worker • first 5 years of life are critical • insecure attachments may lead to maternal deprivation and insecure relationships • all future relationships based on interactions with others. <p>Or any other appropriate 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
6.	(a)	<p>This question has an ‘identify’ command.</p> <p>1 mark can be awarded for correct identification of the relevant bill by giving the acronym or the full name.</p>	1	<p>To achieve full marks, candidates must answer:</p> <p>United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024. (UNCRC) will also be accepted.</p> <p>The bill became an Act on the 16 January 2024. The Bill was passed and is now an Act of the Scottish parliament.</p>
	(b)	<p>This question has an explain command.</p> <p>1 mark should be awarded for each point of explanation up to a total of 6 marks.</p>	6	<p>Candidates should have identified the UNCRC in (a) then explain how the 54 articles can be applied within a centre.</p> <p>Candidates would be expected to give examples of known articles and state how the centre would ensure they were being followed.</p> <p>Candidates could also detail how planning for the children would incorporate the UNCRC.</p> <p>Candidates could discuss how settings are teaching the children about UNCRC and their rights.</p> <p>This could include the rights of the child and the support for children with identified needs through co-ordinated support plans, inclusion, access to supporters and advocacy.</p> <p>Or any other appropriate response.</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>1 mark can be awarded for each point of explanation, up to a maximum of 4 marks.</p>	4	<p>Candidates’ explanation could include:</p> <ul style="list-style-type: none"> • importance of having a PVG, SSSC registration, GTC registration • staff having the correct qualifications for their position • up to date training in line with current legislation, to include Child Protection • adhering to Codes of Practice to ensure safety of children and staff. <p>Or any other appropriate response.</p>
8.		<p>This question has an ‘evaluate’ command.</p> <p>Award 1 mark per point of evaluation and award additional marks for further points of evaluation or development of a point, up to a maximum of 4 marks.</p>	4	<p>Candidates points of evaluation could include:</p> <ul style="list-style-type: none"> • improved communication • improved outcomes for children • parental involvement • teamwork • consistency of approach/practice • sharing information • accurate next steps identified • CPD opportunities • inter-professional integrated approach • continuity of care • identify welfare concerns • referral for additional support • team around the child approach/partnership working with other agencies • accessing funding. <p>Or any other appropriate response.</p>

[END OF MARKING INSTRUCTIONS]