



2009 Early Education and Childcare

Higher – Paper 1

Finalised Marking Instructions

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Higher – Paper 1

Question 1

- (a) **Daniel is 6 months old and can sit unsupported for short periods. Describe Daniel's physical development between the ages of 6 and 18 months.**

6 KU

1 mark for each appropriate point given, candidates do not have to give an exact age but they should list the skills in an appropriate sequence.

Gross Motor Skills

- Can sit unsupported for longer periods
- Will start to try to move around – crawling, bottom shuffling, sliding along floor
- Around 9 months
- Pull self up using furniture etc
- Cruise around room using furniture etc as a support
- Stands for short periods
- 12 months
- Takes first steps
- May walk unaided

Fine Motor Skills

- Can pick up small objects
- Passes objects from hand to hand
- Clasps hand together
- Reach for object with one hand
- Can throw and drop objects
- Palmar grasp, pincer grip, builds 2-3 block tower

- (b) **Stacey has just had her fifth birthday and has started Primary School. Describe Stacey's expected cognitive development between the ages of 5 and 8 years.**

5 KU

1 mark for each appropriate example. Maximum of **2 marks** may be given for a detailed explanation of a particular skill.

- Can remember own name, address and birthday
- Improving skills with letters and numbers – counting, reading and writing fluently
- Can concentrate for increasingly longer periods
- Can research projects and topics in school in more depth
- Begins to be able to tell time
- Problem solving

- (c) **Name two main influences on children's development and analyse one positive and one negative effect of both these influences on a child's all-round development.**

**2 KU
6 AE**

2 main influences from:

- Ante natal care
- Birth circumstances
- Nature/nurture
- Genetics
- Health
- Illness
- Nutrition
- Exercise, rest and sleep
- Hormones
- Environmental influences
- Cultural background
- Inter relationship of development
- Parenting styles
- Peer Group
- Position in family
- Life events
- Bonding
- Siblings
- Gender
- Pre school
- School
- Stimulation
- New experiences
- Bi-lingualism

2 KU marks for naming and describing 2 influences

Up to **3 marks each** for analysing the positive effects on a child's all-round development, short and long term and up to **3 marks** for analysing the negative effects on a child's all round development, short and long term.

(d) **A child's linguistic development can be affected by the following factors:**

**new experiences;
parents/carers;
education;
physical development;
culture.**

Choose two of the above factors and evaluate the possible impact of these on a child's linguistic development.

6 AE

Maximum of **3 marks** for the evaluation of the impact on a child's linguistic development of each influence such as

New experiences – the possible impact of this influence would be that if a child is exposed to a variety of new experiences with the support of an attentive adult they would be naming and discussing lots of new things. This provides an opportunity for a child to learn new vocabulary, to ask questions, to see environmental print and to recall the experience to other adults or friends later. For younger children they will hear lots of new vocabulary, be using their listening skills and take turns in a conversation.

A lack of new experiences may mean that the child lacks opportunities to learn new vocabulary. If they do not have the opportunity to talk and be listened to and participate in a conversation with interested adults they may not develop confidence in participating in discussions.

Question 2

(a) Describe two methods used in the study of children's development.

4 KU

Up to **2 marks** each for a description of two of the following:

Case studies:

- Can provide information about one child or a group of children
- Can involve observation and interviews
- Can be time consuming to carry out
- Allow researchers to study rare or sensitive issues
- May not be representative of children as a whole, cannot generalise
- Interviews with children not always reliable
- Can provide useful information and starting points to stimulate further, more scientific research.

Surveys:

- Involves use of questionnaires and/or interviews
- Questions may be answered orally or in writing
- Questions should not be leading
- Questions can be a mixture of 'closed' eg yes/no answers and 'open' – requiring longer answers
- Surveys can just involve ticking boxes
- For child development and behaviour useful to survey parents and a range of childcare professionals.
- May not get reliable answers from children
- Surveys can be used in all types of studies – longitudinal, cross-sectional and cross-cultural.

Longitudinal studies:

- Useful for seeing the effects of age and/or changing environments on individuals and groups
- Useful for seeing changes in development and behaviour in children
- Can be used to record children's developmental progress
- Ensures observation and assessment are ongoing
- Can be time consuming because of the timescale involved.
- Can provide information for further research.

Experiments:

- Used to test a particular hypothesis
- Variables – independent, dependent and confounding
- Scientific method of research, control experiments necessary
- Experiments need to be replicated many times by others to be sure of consistency in results and conclusions drawn
- Often set up in 'false' situations, so children may not respond naturally
- Children may try and give the response they think the experimenter wants
- Unethical to carry out experiments with children which place them in difficult or vulnerable situations.

Naturalistic observation:

- Observes children as they behave and interact in early education and/or childcare settings
- Allows observations to be made without putting children into an unreal or unusual situation
- Helps observations to be more accurate as children are in their natural habitat
- Helps observations to be more accurate as children are less likely to be aware that they are being observed
- Uses a variety of sampling methods to be as precise as possible in carrying out and recording observations
- Uses checklists, charts and grids to record accurately and effectively
- Provides information to enable the planning of activities and experiences to help meet the developmental needs of children.

Structured descriptions:

- Observation of a child/children/equipment at set intervals over a period of time to assess all-round/one particular aspect of development or how much a piece of equipment is used
- A table of skills which is filled in as a child achieves the skill. This can be interventionist when an adult gives a child set tasks to assess the stage of development eg health visitors often check children at set ages. It can be non-interventionist when children are observed on an ongoing basis in an early education and/or childcare setting. The table may focus on one aspect of development or a child's all-round developmental progress
- A summary of a child's developmental stage when moving from one room or class to another in an early education and/or childcare setting. The transition report from nursery to primary school is an example
- Useful as a snapshot of a child at a particular stage
- Useful for comparison of a child with his/her peers and developmental 'norms'
- Can help to identify developmental delay so that specialist intervention can be started early
- Only shows what skills a child has at one particular moment in time and not what skills he/she may be on the verge of achieving
- Adult intervention may confuse a child who may not understand the requirements of a task and therefore not demonstrate his/her full ability.

- (b) (i) **Describe one theory of emotional, personal and social development in children in terms of research methods and criticisms.**

7 KU

Up to **7 marks** for a clear description of the theory in terms of research methods and criticisms, such as:

John Bowlby (1907-90) was a child psychiatrist who researched into the effects on children of separation from their mothers.

He is well known for his theory of attachment that is based on the premise that the mother-baby attachment is unique and different from any other relationship the child may have. Bowlby emphasised the importance of the **bond** between infants and their primary carers – usually their mothers. From this bond came **attachment** between infant and mother. Bowlby claimed that individuals' future mental health depended on successful attachment in the first few months of life.

Bowlby's theory included the effect of **separation** on infants when they were separated from their primary carers. The effects of separation become evident as infants approach 5-6 months old. When separated from their attachment figures, infants become distressed and anxious.

When separation is prolonged in the first two to five years of a child's life, the child will experience **loss** and **grief**. The child will initially cry and protest. As the period of separation continues the child despairs and withdraws, eventually becoming detached from relationships with people.

- Theory of attachment, separation, grief and loss
- Importance of primary bond between mother and baby
- Need to form attachments is biological
- First 5 years of life most important for later personality development
- Children without warm, conscious relationship suffer from maternal deprivation
- Partial deprivation is the result of the introduction of a mother substitute
- Complete deprivation is the result of no attachment being formed
- Age of child, length of separation and degree of deprivation have significant effects on future development.

Mary Ainsworth, a colleague of Bowlby, defined attachment as an 'affectionate tie or bond that an individual forms between himself and another specific individual'.

Research methods

- Bowlby's research based on 44 juvenile thieves, only studied children who were behaving delinquently. No control or comparison group of other children who had been separated. Sample therefore biased.
- Bowlby collected and noted findings from other research to formulate his theory; eg the **case study** of Spitz and Wolf observation of babies cared for by mothers in penal institution – then removed from mothers at 6-8 months old and cared for by other mothers. The **longitudinal study** – Goldfarb – studied 2 groups of orphans, one group who were adopted in their first year, and another group who were in institutional care for the first three years.
- **Animal studies** – Bowlby used the studies of Harlow, on Rhesus monkeys to prove his theory of maternal deprivation. These are criticised because there is no clear correlation between animals and humans in how they react to experiences.
- He also used the **observational** work of James and Joyce Robertson on children in residential care.

Criticisms

- Narrow focus on the relationship with the mother – ignored importance of other relationships.
- Tried to keep the role of women as very traditional, made them feel guilty if they ever left their child.
- Ignored the possibility of children developing a number of attachments.
- Secure attachment does not require constant contact between mother and child.
- Attachment not always present at birth in the baby but may emerge in several steps.
- Children deprived of their mothers can make very strong attachments to each other.
- Emotional disturbance and anti-social behaviour can be influenced by the home circumstances (for example conflict in the home) and not necessarily influenced by the separation from a parent, but the cause of the conflict which led to separation.

Michael Rutter studied adolescent boys and concluded that conflict in the home was more likely to lead to disturbed behaviour patterns than maternal separation. He also found that adopted children could bond with their adoptive parents even if they are adopted months after birth.

- Separation not always the crucial factor in emotional disturbance.
- Initial failure to form bonds more significant than disruption.
- General family discord and dysfunction influential on children's emotional development.
- Possibly strange environments as much to blame for emotional disturbance as separation from primary carer.
- Children can recover from early deprivation.
- Some children more vulnerable to stresses of childhood.

Research methods

- Rutter used correlational studies of groups of adolescent boys.
- Rutter used clinical interviews and questionnaires to measure quality of family relationships.
- The 'clinical interview' method has the advantage of allowing the researcher to ask questions while the subject is performing a task. However the questions can change depending on the behaviour of the subject, which means that no one 'interview' will be the same.
- Questionnaires will remain the same for each research subject.
- Tested the possibility that anti-social behaviour could correlate with other factors than maternal deprivation.
- Found positive correlations between amount of stress in a child's background and the child's deviant behaviour.

Criticisms

- Rutter used correlational studies over several different subject groups.
- Found that separation from one parent not a strong cause for juvenile delinquency.
- Researched the cause of separation, looking for further reasons for anti-social behaviour patterns.
- Extended his research to investigate a variety of factors as well as separation.
- Looked at quality of family backgrounds to establish a correlation with children's social and emotional development.
- Also researched into individual temperaments of children as a factor on their ability to cope with stress.
- Investigated adopted children and found they could form strong attachments.
- Research considered many variables before reaching conclusions.
- Amato (1993) found five reasons why parents' divorce may negatively affect children's emotional, personal and social development:
 - separation from parent
 - poor parenting
 - poverty
 - stress
 - conflict between parents
- Amato concludes that the main reason for differences in effects on children's emotional, personal and social development is the variability in individual children.

Or any other relevant answer.

- (b) (ii) **Explain how a knowledge of this theory could affect practice in early education and child care settings.**

6 AE

Up to **6 marks** for a clear explanation of how the theory chosen could affect EE&CC practice, such as:

- Knowledge and understanding of the importance of the child's bond/attachment with their primary carer and significant others should be described.
- Introduction to the nursery and nursery workers should take place over time to allow the child to develop multiple bonds.
- The separation should be gradual with the primary carer staying with the child on initial visits to the nursery to establish trust and allow other bonds to be formed.
- The child should have a key/named worker so a bond can be formed.
- Familiar/comfort objects and routines will encourage the child to settle more easily.
- Trust in significant adults established in the early years will encourage the child to trust other adults.
- Awareness of the consequences of a disruption to any bond.
- The importance of the event's in the child's home life.
- Recognition that some children may not have healthy bonds.
- Separation not always the crucial factor in emotional disturbance so knowledge and understanding of other factors is necessary for early education and childcare workers.
- Important to have background knowledge of children as initial failure to form bonds more significant than disruption in influencing children's emotional and personal development.
- General family discord and dysfunction influential on children's emotional development who may need stability of unchanging early education and childcare environment.
- Possibly strange environments as much to blame for emotional disturbance as separation from primary carer so separation should be gradual with the primary carer staying with the child on initial visits to the childcare setting to establish trust and allow other bonds to be formed.
- Children can recover from early deprivation when provided with support.
- Some children more vulnerable to stresses of childhood and may need more support.

Or any other relevant answer.

(c) **Analyse the impact of nature and nurture on children's growth and development.**

2 KU
6 AE

Up to **2 marks** for a clear description of the nature/nurture debate.

Up to **6 marks** for a clear evaluation of how these can affect children's growth and development, such as:

- The nature/nurture debate relates to the extent to which physical growth and development occurs as a naturally maturing process and the extent to which it is a response to life circumstances and experiences.
- Genetic influences result in inherited diseases and conditions and in some physical characteristics. Features such as hair colour, eye colour, general body size and skin colour are all determined by our genetic blueprint.
- As we live and grow, the environment influences us also. Before birth we are influenced by factors inside and outside the womb. Pregnant women are advised not to smoke, drink alcohol or misuse drugs as these can all adversely affect the development of the unborn child. Good antenatal care will identify growth problems at an early stage so that appropriate measures can be taken to ensure the unborn child reaches her or his maximum growth potential.
- Throughout childhood children's physical growth and development will follow their individual genetic blueprints. However, to reach their maximum growth potential children need a safe, healthy, hygienic environment, an appropriate, nutritional diet and sufficient rest and sleep.
- Other areas of development all need similar inputs, such as communication, love and affection, stimulation, education, social interactions etc.

And any other relevant answer.

[END OF MARKING INSTRUCTIONS]