



# **2011 Early Education and Childcare**

## **Higher – Paper 1**

### **Finalised Marking Instructions**

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Question 1

- (a) Describe three reflexes that you would expect to see in a healthy full term newborn baby.

3 KU

Up to 1 mark for each reflex accurately described.

Examples

- Grasp reflex: when an object or finger touches the palm of the baby's hand, it is automatically grasped.
- The falling reflex (Moro reflex): any sudden movement which affects the neck gives the baby the feeling that she may be dropped.
- Sucking and swallowing reflex: when something is put in the baby's mouth, the baby at once sucks and swallows.

Or any appropriate suggestions.

- (b) What is meant by growth and development?

4 KU

1 mark for accurately describing development.

- Development is a continuous process from conception to maturity. It depends on the maturation of the nervous system. Development is concerned with the possession of skills.

1 mark for accurately describing growth.

- Growth refers to the increase in physical size and can be measured by height (length), weight and head circumference. Growth is determined by heredity, hormones, nutrition and emotional influences.

Up to 4 marks for a detailed explanation.

Example

- Physical development proceeds in a set order, with simple behaviours occurring before more complex skills eg a child will sit before he or she stands, palmar grasp before pincer grip.

**(c) The following factors are important in influencing the development of children.**

- **Ante–Natal care**
- **Nutrition**
- **Environment**

**Evaluate how two of these factors influence physical growth and development, giving one positive and one negative effect for each factor chosen.**

**4 KU  
8 4 AE**

Up to 2 marks each for Knowledge and Understanding and up to 2 marks for Analysis and Evaluation marks for each factor chosen.

Both Positive and Negative must be included in the answer.

Ante–Natal care

- General discussion with the Midwife/GP and Consultant and attendance at ante-natal classes prepares both parents for labour and parenthood. Knowledge gained about diet ie no shellfish, soft cheeses, pates which may harm the growing baby. To be encouraged to eat a healthy well balanced diet (not for 2!).
- Discussions re types of feeding breast/bottle and the benefits of each. Allows for regular checks of blood pressure, urine testing and prevention of pre-eclampsia. To ensure that a safe pregnancy and delivery result in a healthy mother and baby.
- Advice re smoking and possible effects on size of baby, promotion of a healthy lifestyle, use of ultra sound scans allows for detection of any abnormalities, identification and management of any deviation from normal. Advice re alcohol intake and Foetal Alcohol Syndrome/use of drugs legal/illegal which can harm the growing baby. Awareness of being fully immunised.
- Screening/scans and tests may cause anxiety for the expectant parents/ the realisation that some parents do not wish to know if their child has a developmental problem due to personal choice/religious reasons.
- Some parents may see ante-natal care as interference in their lives and do not wish to accept the advice of the medical profession. Attendance at clinics/appointments at the GP's surgery may be time consuming/ stressful for parent especially with other children.

## Nutrition

- Importance of the well balanced diet, 5 essential nutrients plus water and fibre – necessary for growth, energy and all round development. Minerals (calcium) to ensure strong teeth and bones, fats/carbohydrates to provide energy, repair of tissues, essential vitamins to remain healthy and active.
- Breast feeding/positive aspects of colostrums and natural immunity. Babies should have breast/formula only for first 6 months before weaning commences.
- Too much processed/fatty foods may lead to obesity and fatty deposits in the arteries. Use of fast foods/convenience foods with high salt contents may lead to health problems. High sugar foods, biscuits, cakes and sweets can lead to dental caries.

## Environment

- Physical space within and outwith the home, access to parks, play centres and gardens will enhance physical development, opportunities to play games and sport thus promoting gross motor skills.
- Provision of materials/resources to enhance fine motor skills such as scissors, crayons, beads for threading.
- Lack of indoor space may lead to accidents within the home, falls and trips being the most common type of home accident, may lead to serious injury, fractures/burns/scalds. Lack of a safe environment can lead to serious injury such as ingestion of chemicals, drugs and any other toxic materials. Lack of space may hinder the child's development to crawl/walk. Poor resources may lead to poor/delayed development of fine motor skills, the child will however receive these in educational establishments.

**(d) Evaluate the impact of the following factors on James's cognitive development.**

**2 KU  
10 8 AE**

- **Pre-school provision**
- **Stimulation**

**Up to 4 marks can be awarded for evaluating any of the following examples**

### Pre-school provision

- New experiences provided by trained staff following Curriculum for Excellence.
- Resources such as books, reading materials, access to IT will promote numeracy/new words/concentration/recall and memory.
- Environmental visits to parks, museums, libraries will provide stimulation and develop imagination.
- Learning from other children, cultural awareness.

Or any other relevant answer.

## Stimulation

- Child minder can use her recently gained knowledge to provide James with learning opportunities, books and materials to encourage his cognition.
- Mary will be able to provide James with learning experiences within the home environment eg activities of daily living, enjoying dinner together and recalling day's events.
- James plays cooperatively with his sister and will learn from her experiences. He enjoys watching TV, this will provide him with the time to relax and develop his concentration skills.
- Reading a story at bedtime will provide James with new language, encourage his listening skills, develop his imagination. Mary will also be able to recall the day's events with James and as such provide cognitive stimulus.

Or any other relevant answer.

## Question 2

- (a) (i) **Describe one theory of language development for children from birth to twelve years old.**

5 KU

Candidates can be given a maximum of 2 marks for every separate aspect of the theory they describe.

For example a candidate stating that 'Chomsky proposed that children are born with a Language Acquisition Device' would receive 1 mark.

Whereas a candidate stating that 'Chomsky's theory argues that language development is innate – we are born with a Language Acquisition Device which predisposes humans to produce spoken language' would receive 2 marks.

- (ii) **Evaluate the influence of this theory in current early years practice.**

6 AE

A maximum of 2 marks given to each separate suggestion by the candidate of how to link theory to practice

'Chomsky believed that children have a language Acquisition Device and that they would naturally start talking, using language and working out the rules of grammar on their own. Staff in early years should listen to children's language and respond to them. (3 marks)

- (b) **Evaluate the impact of nature and nurture on promoting a child's language development.**

3 KU  
7 4 AE

One KU mark would be allocated for an accurate description of what nature is for example 'nature refers to the genetic factors which would affect the child's language development'.

One KU mark would be allocated for an accurate description of what nurture is for example 'nurture means the impact of a child's environment on their language development. An additional KU mark can be allocated to candidates who give more detail or who make the link between nature and nurture. Up to 4 AE marks would be given to correct examples. The full 4 marks can only be given if both nature and nurture examples are given. 2 AE marks would be allocated to, 'The impact of nurture on a child's language development would be strong if the parents talked to the child and answered their questions. Parents reading to their child at bedtime would develop the child's vocabulary.'

- (c) Evaluate the use of case studies as a method for researching children's development.**

**3 AE**

A maximum of 3 points to be given to candidates who make at least 2 points about case studies. There should be at least one positive and one negative point made about case studies to receive full marks. For example 'Case studies are a good method of researching children's development because they can provide detailed information about one child or a family' would receive 1 mark.

- (d) Describe one method of observation used in assessing children's development.**

**4 KU**

Four marks should be allocated to the method accurately described from experiments, naturalistic observation or structured descriptions. For example 2 marks could be allocated to 'naturalistic observation is a good method to assess children's development as this is where the child is observed in a familiar environment such as the nursery or the home so that their behaviour is not affected by a strange place. The observer may join in or be separate from the child while recording what the child says or does during a particular activity or time'.

[END OF MARKING INSTRUCTIONS]