

Commentary on candidate evidence

Candidate 1

The evidence for this candidate has achieved **36 marks out of 40** for the question paper.

Question 1(a)

The candidate was awarded **3 marks out of 3** because they clearly identified an appropriate method for assessing children aged 0-3 years; correctly identifying that this method is used to check milestones and that the assessment method can be used to identify any developmental issues.

Question 1(b)

The candidate was awarded **4 marks out of 4** because the candidate correctly evaluated the effectiveness of the method to monitor development – to track the vaccination status of the child and allow parents to track the child's development. The candidate also discusses the potential for the parent/carer to lose the CPHI book.

Question 2(a)

The candidate was awarded **2 marks out of 2** because the candidate correctly identified two social and emotional milestones for a child aged 3-5 years.

Question 2(b)

The candidate was awarded **2 marks out of 2** because the candidate correctly described making playdoh as a way to encourage sharing and taking turns in a child aged 3-5 years.

Question 2(c)

The candidate was awarded **4 marks out of 4** because they were able to explain how the playdoh activity could promote the child's holistic development. The marks were awarded for the following:

- ◆ cognitive – measuring ingredients and following instructions
- ◆ physical – hand eye co-ordination and fine motor skills
- ◆ language – communicating with others and listening to instructions

The candidate could also have been awarded marks for social and emotional development – sharing and taking turns, but was already awarded the maximum 4 marks.

Question 3

The candidate was awarded **3 marks out of 4** because they have correctly identified the Tina Bruce theory of Free Flow Play as a relevant theory that could promote linguistic development. Although the candidate discusses Bruce's theory, it is not until the end of the response that they discuss children talking freely with each other and discussing what the play is. The candidate missed the opportunity to link further to, for example, free flow play incorporating literary opportunities or free flow play to promote role play language opportunities.

Question 4(a)

The candidate was awarded **2 marks out of 2** because they correctly identified Piaget as a relevant theory of cognitive development for a child aged 8-12 years; correctly identifying that the child would be in the 'concrete operational' stage of Piaget's 4 stages theory.

Question 4(b)

The candidate was awarded **3 marks out of 4** because they explained that knowledge of this theory would allow a practitioner to build on what the child knows already and that practitioners could help children by creating activities to develop skills and create new experiences. The candidate clearly exhibited good understanding of the theory and was able to apply this to practice.

Question 5(a)

The candidate was awarded **2 marks out of 2** because they correctly identified the Children and Young People (Scotland) Act, 2014, giving the full name and date of the act.

Question 5(b)

The candidate was awarded **4 marks out of 4** because they gave a good response, discussing:

- ◆ named person
- ◆ GIRFEC
- ◆ child centred practice
- ◆ free school meals for P1-3

The candidate gave explanations of each point, showing good knowledge and understanding.

Question 6(a)

The candidate was awarded **1 mark out of 1** because they correctly identified the Scottish Social Service Council (SSSC) as the regulatory body in Scotland.

Question 6(b)

The candidate was awarded **2 marks out of 4** because they identified 'relative qualifications' and 'PVG checked'. Further marks would have been awarded if the candidate had expanded their discussion by making links to current employment status, appropriate CPD or memberships of other schemes such as GTCS.

Question 7

The candidate was awarded **4 marks out of 4** because they clearly showed knowledge and understanding of the importance of effective partnership working, detailing some of the following:

- ◆ professionals work together in the best interest of the child
- ◆ enable sharing of knowledge
- ◆ increased effective communication
- ◆ ensures smooth transitions

Candidate 2

The evidence for this candidate has achieved **33 marks out of 40** for the question paper.

Question 1(a)

The candidate was awarded **1 mark out of 3** because they identified an appropriate method for assessing children aged 0-3 years, however, the response lacks detail in relation to a wider range of uses.

Question 1(b)

The candidate was awarded **3 marks out of 4** because the candidate makes a good attempt at evaluating the effectiveness of diagnostic testing in children aged 0-3 years, detailing three uses of such tests. These were:

- ◆ identifying issues early on
- ◆ support plans being put in place
- ◆ joint working of professionals

Question 2(a)

The candidate was awarded **2 marks out of 2** because the candidate identified two age appropriate social and emotional development milestones for children aged 3-5 years, giving detail and examples of what would be expected.

Question 2(b)

The candidate was awarded **1 mark out of 2** because the candidate identified an activity that could be used with children aged 3-5 years, however, the activity would require significant adult support and would not be the most obvious activity to promote social and emotional development in children of this age. A more appropriate response would have been turn taking activities, role play or circle time activities.

Question 2(c)

The candidate was awarded **4 marks out of 4** because they correctly identified how all aspects of development could benefit from this type of activity, giving examples for each aspect of development and relating these to the original activity.

Question 3

The candidate was awarded **4 marks out of 4** because they correctly identified and described Tina Bruce and related her theory of 'free flow play' to language development. The candidate supported their discussion with reference to:

- ◆ communicating through play – developing language skills
- ◆ playing and pretending to write and read
- ◆ exposure to new language

Question 4(a)

The candidate was awarded **2 marks out of 2** because they correctly identified Piaget as a relevant cognitive theorist and gave detail of the theory; correctly identifying what stage a child of 8-12 years of age would be in.

Question 4(b)

The candidate was awarded **2 marks out of 4** because they identified that a practitioner would use knowledge of this theory to plan a curriculum accordingly and offering support to extend learning. Further discussion and application of the theory would have resulted in more marks being awarded, for example, discussion of assimilation and accommodation of schema's disequilibrium/equilibrium.

Question 5(a)

The candidate was awarded **2 marks out of 2** because they correctly identified the Children and Young People (Scotland) Act 2014, giving the full title and date.

Question 5(b)

The candidate was awarded **4 marks out of 4** because they explained some of the key concepts of the act, including: detailing GIRFEC, free school meals for P1-3 children, additional hours of free childcare, noting eligible 2 year olds and 'named person'. This was a good response to the question with the candidate relating to practice.

Question 6(a)

The candidate was awarded **1 mark out of 1** because they correctly identified the Scottish Social Services Council (SSSC) as an appropriate regulatory body in Scotland. The candidate could also have identified the General Teaching Council Scotland (GTCS) as an appropriate regulatory body.

Question 6(b)

The candidate was awarded **3 marks out of 4** because they correctly identified the need for relevant qualifications, the need for PVG membership and vetting to ensure practitioners are fit to work with children. Further marks could have been awarded if employment status and/or CPD had been discussed.

Question 7

The candidate was awarded **4 marks out of 4** because the candidate gave a balanced view of the importance of partnership working, giving examples of professionals who work with children and how this can benefit a child. Similarly, they discussed some of the barriers to effective partnership working, discussing funding and time restraints as a key issue.

Candidate 3

The evidence for this candidate has achieved **26 marks out of 40** for the question paper.

Question 1(a)

The candidate was awarded **2 marks out of 3** because they correctly identified the 'red book' as an appropriate method for assessing the development of children aged 0-3 years. Further marks would have been awarded if the candidate had identified further uses of this method, for example, developmental milestones.

Question 1(b)

The candidate was awarded **3 marks out of 4** because they correctly identified that the 'red book' is a good place to store and record information. They also discuss the weaknesses of this approach, highlighting the possibility of records being lost if the book is misplaced. Further marks would have been awarded if the candidate had discussed, for example, parental involvement.

Question 2(a)

The candidate was awarded **0 marks out of 2** because the question response lacked detail. A child between the ages of 3-5 years would recognise significant people before this age and 'tell stories' would have been more effective if the candidate had discussed the child's ability to relate past, present and future events to the story.

Question 2(b)

The candidate was awarded **1 mark out of 2** because the candidate identified an appropriate activity for a child of this age to participate in, but there was no description of what may be included in this activity.

Question 2(c)

The candidate was awarded **3 marks out of 4** because they correctly identified some of the benefits to the child of participating in this activity and related this to holistic development. They have identified and linked aspects of development (social, linguistic and physical) to the activity, giving examples of this.

Question 3

The candidate was awarded **3 marks out of 4** because they correctly identified a relevant play theory that would promote linguistic development. The candidate identifies relevant aspects of the theory and identifies that children of this age play and make up stories, thus promoting linguistic development.

Question 4(a)

The candidate was awarded **1 mark out of 2** because they identified Piaget as a relevant theorist. The response lacked further detail that would have resulted in another mark being awarded.

Question 4(b)

The candidate was awarded **1 mark out of 4** because the response lacked detail in relation to the identified theorist. The candidate makes some reference to children making and using their own props, but does not relate this to Piaget's stages theory. Similarly, there could have been discussion of schemas, assimilation, accommodation and theory being a constructivist approach to cognitive development.

Question 5(a)

The candidate was awarded **2 marks out of 2** because they correctly identified the Children and Young People (Scotland) Act 2014, although they did omit Scotland from the full title.

Question 5(b)

The candidate was awarded **3 marks out of 4** because they make connections with children's rights, GIRFEC, the free school meal strategy and the support offered as appropriate.

Question 6(a)

The candidate was awarded **1 mark out of 1** because they correctly identified the Scottish Social Services Council (SSSC). The candidate could also have identified the General Teaching Council, Scotland (GTCS) as a regulatory body.

Question 6(b)

The candidate was awarded **4 marks out of 4** because they correctly identified that the practitioners need a PVG and that this is checked every year, and that they need detailed relevant qualifications for working in an early learning and childcare setting.

Question 7

The candidate was awarded **2 marks out of 4** because they correctly identified that effective partnership working allows for the sharing of information and support to be put in place. There were no marks awarded for the second section of the question response as the candidate did not relate the response to partnership working; discussing observation practice instead of partnership working.