

Candidate 1

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN	
1.9	<p>An appropriate method for assessing children age 0-3 years is the CPHI book. This is also known as The Red Book. This book is given to parents or carers of children at birth. It is taken along to health visitor or doctor appointments where it is used to monitor weight and height of children as well as recording vaccinations children have had. The Red Book is kept at home by parents and has advice and tips for parents as well as milestone checklists to help parents and health care professionals assess a child's development to ensure children are reaching their developmental milestones and to identify any areas where support may be required.</p>	

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1.b)	Handwritten scribbles
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	This method is useful because
	it allows parents and professionals
	to monitor the over all development
	of children and to keep track
	of Vaccinations. It also gives parents
	something to refer to for tips and
	advice. The book is universal so if
	a family moved to another area the
	same book would be used with no
	need to switch to another method.
	A downside to The CPHI Book is it
	could easily be misplaced or lost.
	It could also easily be forgotten
	and left at home for appointments.

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2.a)	<p>Two social and emotional milestones for a child aged 3-5 are:</p> <ul style="list-style-type: none">• Beginning to learn to share with other children.• Forming friendships and playing with other children. <p>b) A suitable activity to promote social and emotional development in a child aged 3-5 would be making playdough from scratch with a group of children. This would involve the children taking turns to add the ingredients and waiting to take turns to mix the ingredients together. The children would then work together to make the playdough</p>

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	creating something they can all play together with and share with others.
c)	The benefits this activity would have on a child's holistic development would be:
	Cognitively - this activity involves measuring out ingredients and adding them to other things to create something. The children have to follow instructions and think about how much they are adding to the mixture of each ingredient in the correct sequence. This helps to promote cognitive development.
	Physically - This activity also involves the children using their hands to

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	<p>scoop out the ingredients or pour it into the mixture. Children Children would be developing their hand eye co-ordination as well as their fine motor skills as they done this.</p>
	<p>Language - Children would be developing their language skills as they communicated to each other about what they are doing and what the result is. They would also be listening to instructions and to each other.</p>
	<p>Social and emotional - The children would be learning to wait and to take turns during this activity. They would also be working together as part of a team to create something.</p>

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	<p>The children may have a sense of achievement when they have completed the activity. The children could then play with the playdough sharing it out with others and sharing other items such as playdough cutters.</p>
3.	<p>A relevant play theorist for a child aged 3-5 is Tina Bruce's free flow Play Theory. Tina Bruce believes that play should be freely chosen with no adult intervention. Tina Bruce describes 12 features of play including that children should be completely immersed in play and that play has no outcome. Free flow play would promote linguistic development as children would be free to choose</p>

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	<p>a play that they were interested in therefore the child could talk freely to others about what they are doing and playing. The children might discuss what the play is with each other forming conversations.</p>
4.a)	<p>A theory of Cognitive development for a child aged 8-12 years is Piaget's theory Cognitive development theory. In particular the concrete operational stage of his theory.</p>
b)	<p>This theory could be applied by practitioners by helping to build on and develop the things children have already learned. At this age children are able to count independently in sequence.</p>

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	<p>They are able to read and write confidently and hold conversations. Practitioners could help children to develop these cognitive skills by creating activities that further develop these skills such as number/maths activities, learning new words and how to spell them with reading and writing activities. Creating activities that involve things children have never done before therefore creating new experiences for children to build on their learning allowing them to develop and transition into the next stage which is formal operational.</p>

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5a)	A current piece of Scottish legislation that influences Early Learning and childcare practice is The Children and Young People (Scotland) Act 2014.
b)	This piece of legislation is applied in practice as it ensures all children are safe and their rights protected. This is done through things such as The Named Person and Getting It Right for Every Child (GIRFEC). This ensures practice is child centred and the wellbeing of the child is paramount. It helps keep children safe by ensuring all individuals who work with children are PVG checked. P1-3 pupils are offered free school meals to ensure they have a healthy meal.

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6a)	The regulatory body which registers Early Learning and Childcare practitioners in Scotland is the Scottish Social Service Council (SSSC)
b)	Two requirements necessary for registration with SSSC are that you have the relative qualifications required for the role you are registering for. and that you have been PVG checked with no convictions or concerns.
7.	The effectiveness of partnership working in Early Learning and childcare in Scotland is it enables different professionals to work together to provide the right

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	<p>Support for children in all aspects. It enables the sharing of knowledge and expertise. It also enables there to be communication between professionals so parents or carers do not have to repeat the same thing to different professionals. This also ensures smooth transitions for children through nursery to primary and then to high school and provides a support for a child's holistic development.</p> <p>A downside to partnership working is things might not be communicated properly or things lost in communication. Professionals need to all agree and work together ensure that the wellbeing of the child is paramount.</p>