

<h1>Year 10</h1> <h2>Child Care and Development</h2>			
<b>1</b> <b>Patterns of Development</b>	<ul style="list-style-type: none"> <li>Has named the different areas of development.</li> <li>Has listed the expected pattern of development from birth to five years, giving at least two examples for each year.</li> <li>Gives one or two reasons for why it is important for early years workers to understand holistic development of children from birth to 5 years.</li> <li>No evidence of references, one source given as a</li> </ul>	<ul style="list-style-type: none"> <li>Has named the different areas of development, with some attempt at description.</li> <li>Has named the area of development they are going to focus on.</li> <li>Has described the expected pattern of development from birth to five years for one area of development, giving at least four examples for each year.</li> <li>Referencing attempted, one source named in bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Explained, with examples the different areas of development.</li> <li>Has named and explained in detail the area of development they are going to focus on.</li> <li>Has accurately described the expected pattern of development from birth to five years for one area of development, giving at least five examples for each year</li> <li>Gives a detailed explanation of why it is important for the early years worker to understand the pattern of holistic development, using examples to help explain understanding.</li> <li>More than two relevant references given.</li> </ul>
<b>2</b> <b>Observation and Assessment</b>	<ul style="list-style-type: none"> <li>Names at least three different methods of observing children.</li> <li>Gives an advantage and disadvantage for each observation method named.</li> <li>Gives one way that observations can help support the development of children.</li> <li>No evidence of references, one source given as a bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Names and describes at least three different methods of observing children.</li> <li>Gives at least one advantage and disadvantage for each of the observation methods names.</li> <li>Gives several ways in which observations can help support the development of children.</li> <li>Referencing attempted, one source named in bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Names and describes at least four different methods of observing children, describing when each method is suitable.</li> <li>Gives at least one advantage and disadvantage for each observation method named, using examples to help explain reasoning.</li> <li>Uses examples/research to help explain how observations can be used to support the development of children.</li> <li>More than two relevant references given, a wide range of appropriate sources given in bibliography.</li> </ul>
<b>3</b> <b>Factors Affecting Development</b>	<ul style="list-style-type: none"> <li>Names at least one biological factor that can affect development.</li> <li>Names at least one environmental factor that can affect development.</li> <li>No evidence of references, one source given as a bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Names at least three biological factors that can affect development. Some attempt at how it will affect the children is included.</li> <li>Names at least three environmental factors that can affect development. Some attempt at how it will affect the children is included.</li> <li>Referencing attempted, one source named in bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Names at least three biological factors that affect development and explains how each one would affect holistic development.</li> <li>Names at least three environmental factors that can affect development and explains how each one would affect holistic development.</li> <li>More than two relevant references given, a wide range of appropriate sources given in bibliography.</li> </ul>
<b>4</b> <b>Promoting development</b>	<ul style="list-style-type: none"> <li>Names two everyday activities that supports the care needs of children. Basic description of the activities is given.</li> <li>Some attempt is made to explain how the activities promote the children's independence and well-being.</li> <li>Some attempt is made to evaluate how everyday experiences are used to promote the holistic development of children.</li> <li>No evidence of references, one source given as a bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Names two everyday activities that supports the care needs of children. A description of the activities is given.</li> <li>Explanation of how activities promote independence and well being is given.</li> <li>Evaluation of how everyday experiences can be used to promote holistic development is given. Some attempt is made to support points with either references or examples. Some comparisons are attempted.</li> <li>Referencing attempted, one source named in bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Names two everyday activities that support the care needs of children. A detailed description of the activities is given.</li> <li>A detailed explanation (including examples) of how the activities promote independence, well-being and health and safety is given.</li> <li>A detailed evaluation of how everyday experiences are used to support holistic development is given. Points are supported by relevant references and examples. More than one point of view is given and comparisons are made.</li> <li>More than two relevant references given, a wide range of appropriate sources given in bibliography.</li> </ul>
<b>5</b> <b>Transitions</b>	<ul style="list-style-type: none"> <li>At least three different transitions that children experience are listed.</li> <li>Some possible effects of transitions on children are identified.</li> <li>At least two ways in which the early years worker can support children through transitions is identified.</li> <li>No evidence of references, one source given as a bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Transitions are defined and at least five different transitions that children can experience are identified.</li> <li>Possible effects of transitions on children are discussed with some examples given.</li> <li>At least three ways in which the early year worker can support children through transitions is discussed.</li> <li>Referencing attempted, one source named in bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Transitions are explained and at least eight different transitions that children can identify are explained.</li> <li>The possible effects of transitions are discussed in depth using examples and references to help explain.</li> <li>At least four ways in which the early years worker can support children through transitions is discussed including how these will help the children.</li> <li>More than two relevant references given, a wide range of appropriate sources given in bibliography.</li> </ul>