



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Health and Social Care 8621/8623/8626/8629

HC04 Child Development

Mark Scheme

2006 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Child Development

HC04

Question 1

- (a) 1 mark each for any 5 of the following points:

Injuries owing to falls are much more common among 2-3 year olds than 0-12 month olds (1)
there are about ten times as many (1).

There were a similar number of scalds in the two age groups (1)

Choking was more common among 0-12 month old children than 2-3 year olds (1) around three times as common (1).

Burns were much more common among 2-3 year olds (1) around six times as many (1).

Overall, there were far more injuries among 2-3 year olds than 0-12 month olds (1) 166 compared with 52 (1) over three times as many (1).

- (b) Falls: Few younger children are able to walk or climb stairs/older children more mobile (1)
Choking: The younger children are much more likely to put objects in their mouths (1).
Burns: The older children are more likely to be able to stand/walk near fires/cookers etc./more likely to play with matches/more adventurous (1)

- (c) 1 mark each (up to 2) for situations, plus 1 each for suggestion for reducing risk.

Likely answers:

When being bathed (1) the bath should be filled before the child is put in/temperature should be checked beforehand/or similar (1)

By contact with hot liquids in pans and kettles (1) keep kettles/pan handles turned away out of child's reach (1).

Accept variations of these answers e.g. not placing an infant under a shower.

- (d) 1 mark per point up to 3. Likely points include: Cover ponds with mesh; supervise children; reduce water level in pools; use non-slip coatings. Accept other valid points.

Question 2

- (a) 2 marks for accurate answer – understanding/knowing that (1) redistributing material does not affect its mass (or number or volume) (1).

Answers which are partly inaccurate, vaguely expressed, or which omit the 'understanding/knowing that' element – 1 mark only.

- (b) 1 mark each (up to 6) for the following: naming type of conservation; describing/drawing materials; initial state; first question; changed state; second question (which must be the same as the first to receive credit); response conserving understanding. A mark is also available if the form of the question is correct (i.e. not leading).

Sample answer: Piaget tested conservation of volume (1) by using two identical beakers and a third beaker with a different cross-section (1). To start with the two identical beakers contained equal volumes of liquid (1). The child was asked "Is there the same amount of water in these two beakers or is there more in one than the other?" (1+1). Then the liquid from one beaker was poured into the third beaker (where it reached a different level) (1). The child was asked the

same question again (1). If the child answered that there was the same, s/he had understood conserving (1).

Also accept tests of conservation of mass and number.

Faulty questions or faulty second questions such as “**Now** is there more in one than the other?”, should not be credited.

- (c) (i) Up to 2 marks for Nature: Any 2 from: influence of genetics/genotype (1) via maturation (1) on intelligence (1) e.g. genetic disorders causing learning disability (1).
Up to 2 marks for Nurture: Any 2 from: the influence of the environment (1) factors such as parental behaviour (1) nutrition (1) infection (1) via learning (1) play opportunities (1).

- (c) (ii) Nature (1)

- (d) Two alternative answers. **Either**
Any 2 points from: Not being egocentric; i.e. being able to see things from other people’s point of view; clear example e.g. succeeding in ‘mountains test’.

or

Any 2 points from: Being able to take more than one feature of a situation; into consideration at the same time; clear example e.g. succeeding in a conservation test by taking account of height and cross-section area.

Question 3

- (a) (i) Hanna (1) and Miguel (1)
(a) (ii) Mahmood (1) and Kate (1)
(a) (iii) Mark (1) and Jessica (1)

- (b) 1 mark each for: parents; other children/peers; television/media.

- (c) 1 mark per point, up to 6. Credit should be given for recognition of the relative importance of different agents for young children, for understanding the processes by which the behaviour is acquired, for illustration by using plausible examples of anti-social behaviours, and for counter-arguments.

Likely points include: Parents are the agents with most influence on young children (1) they influence young children by reinforcing behaviours (1) and also by modelling (1) because children tend to observe and imitate them (1). For example parents can reinforce screaming by rewarding it with a lot of attention (1) they can model aggressive behaviour by being aggressive to the child and other people (1) they can model lying and deception (1). The same processes lead children to be influenced by peers (1). The media such as television can also show models of anti-social behaviour (1). However TV shows at least as much pro-social behaviour (1). Other factors such as genetics can also lead to anti-social behaviour in some children (1).

Question 4

- (a) Kieran (1) Plus up to 2 marks from: Because he is more likely to be attached to his parents (1) and will therefore experience separation anxiety (1) and stranger anxiety (1).
Accept other points which indicate understanding of attachment.
- (b) 1 mark for identifying (up to 3) plus up to 1 each for description. Answers do not have to be in chronological order.
- Protest (1) the child cries a lot (1)
- Despair (1) the child becomes quiet/apathetic (1)
- Detachment (1) the child shows diminished attachment behaviour when reunited with parent (1)
- (c) 1 mark for identifying (up to 2) plus up to 1 each for description.
- Delinquency (1) i.e. disruptive and low-level criminal behaviour/including stealing/and violence. (1)
- Affectionless psychopathy (1) i.e. inability to have feelings for other people. (1)
- Retardation (1) of intellectual/cognitive development. (1)
- (d) Any 2 marks from: The child's awareness (or similar) (1) of him-/ herself as a person (1) of his/her own characteristics (1) e.g. being female etc (1) includes self-esteem (1)