



General Certificate of Education

Health and Social Care 8621/8623

HC04 Child Development

Report on the Examination

June examination - 2009 series

This Report on the Examination uses the [new numbering system](#)

Further copies of this Report are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2009 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Devas Street, Manchester M15 6EX
Dr Michael Cresswell Director General.

HC04: Child Development

General comments:

The questions requiring knowledge directly to do with practical child care were answered rather better than in previous series, although attachment remains an area of considerable confusion.

Comments on specific questions

Question 1

0 1 Most candidates recognised that the Lion Mark was something to do with toy safety, and many recognised it was a British safety symbol. A few assumed it indicated some form of danger.

0 2 Asked about health and safety risks and precautions of four play materials, very few candidates gained more than half marks. One reason was that risks were often under-specified. For example candidates would write that a risk of plastic construction bricks was that children might 'put these in their mouths'. This is not itself a health and safety risk. Another reason is that precautions were often expressed vaguely, for example 'check whether there are any pins', rather than 'remove any pins'.

Finally, many candidates failed to recognise that the precautions required by the question were those that could be taken 'before children should be allowed access'. As a result candidates often suggested supervision, which was ruled out by the question.

0 3 There were relatively few correct definitions of 'co-operative play'. Many attempted definitions would also apply to associated play. A large minority of candidates recognised that dressing-up clothes were particularly relevant for this type of play, and a few mentioned role-taking.

0 4 A majority of candidates were able to name another type of social play. However some suggested solitary play, which is clearly not social.

Questions 2

0 5 About half of all candidates picked the correct definition of self-concept.

0 6 Few candidates correctly identified the definition of self-esteem. There was a lot of confusion between this and self-confidence.

0 7 Given the scenario in which a mother calls her child 'a naughty girl' for snatching, most candidates were able to give some relevant explanation as to why it would have been better to refer to the snatching as naughty rather than the girl. Many of these also made valid reference to self-esteem.

Surprisingly, many candidates inferred that the mother had shouted at the child, although there was no indication of this in the scenario. A few candidates were misled by this assumption to answer in terms of the mother's tone of voice.

0 8 This question included a requirement to 'refer to behaviours typical of the attached child'. However few candidates referred to many of these. Separation anxiety and stranger anxiety were the most common relevant answers given. Some candidates gave a detailed description of the short-term effects of separation instead.

0 9 Relatively few candidates recognised that the best way to manage separations at nursery school was by staying with the child until s/he was able to attach to staff.

Question 3

1 0 Most candidates gained at least 1 mark for outlining what was meant by cognitive development. Some suggested that it was development of the brain. However this is not exclusively cognitive, because brain development is also significantly involved in motor development.

1 1 In attempting to define egocentrism, a sizeable minority of candidates gave exactly the opposite meaning.

1 2 There were some accurate descriptions of Piaget's 'mountains test', and some less accurate. Common errors included placing the doll on the mountains, and stating that the child was asked to say what the doll could see. This is a very different task from asking the child to pick out the card showing the view the doll could see. Another common error was to state incorrectly what would be evidence of egocentrism. This was particularly likely in candidates who had given wrong definitions in question

1 1

A few candidates mistakenly described tests for other cognitive abilities, such as conservation and object permanence.

1 3 A small majority of candidates recognised that 'nature' is to do with genetics. Others gave wrong answers about the influence of the environment.

1 4 Most candidates recognised that 'nurture' has to do with the influence of the environment, and many of these referred to relevant environmental factors or processes including learning. A few candidates got 'nature' and 'nurture' the wrong way round.

Question 4

A very small number of candidates failed to answer this question, possibly because they did not see/read the instruction to 'Turn over for the next question'. Centres need to emphasise that there are always four questions to be attempted.

- 1 5** A minority of candidates suggested correct ages of three children based on their achievement of motor milestones. A few candidates assumed that all three children must be the same age. Although the question specified that the answers should be 'to the nearest year', many candidates gave answers in months, half-years or in ranges of years (e.g. 2-3). Such answers did not receive credit.
- 1 6** This question tested candidates' knowledge of the order in which the milestones 'rolls over' and 'sits without support' were achieved. A minority of candidates got the right answer.
- 1 7** A minority of candidates recognised that Clare's development was outside the range of normal and suggested a relevant reason, such as a physical disability.
- 1 8**
1 9 Most candidates gave acceptable definitions of gross- and fine-motor development and illustrated these with examples from the table. A few candidates lost marks by giving examples not drawn from the table.
- 2 0** Most candidates gave a relevant reason for the value of knowing motor milestones.
- 2 1**
2 2 Most candidates suggested at least one way in which children can be mobile. The most frequent answers were crawling and walking. Answers about when these skills were achieved were less successful.
A few candidates suggested the walking reflex. However this is nowhere near strong enough for a neonate to achieve mobility.