

Version 1.0



**General Certificate of Education
June 2010**

Health and Social Care

HC04

Final

Mark Scheme

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Question 1

0 1

1 mark each for:

Incidence of scalds in younger infants is higher than in older infants (1).

Explanation of this e.g. lack of experience of parent/carer gains experience as infant gets older (1).

Incidence of burns is higher/only occurs in older infants (1). Explanation of this e.g. older infants more mobile/ more likely to explore/manipulate objects (1).

Incidence of falls is higher in older infants (1). Explanation of this e.g. greater mobility, especially ability to climb stairs etc./or greater tendency to explore further away from parent (1).

(6 marks)

0 2

When being bathed (1). By contact with hot liquids in pans/kettles/mugs (1)

Contact must be stated or implied i.e. do not credit simple naming of e.g. 'hot water'.

(2 marks)

0 3

1 mark each for any 2 from: Contact with hot stove; contact with electric/coal fire/bonfire; eating hot food; playing with matches; contact with fireworks. Accept other valid answers e.g. sunburn, contact with radiators.

Contact must be stated or implied i.e. do not credit simple naming of e.g. 'a fire'.

(2 marks)

0 4

1 mark for a plausible answer, likely to be use of a guard or putting specified hot objects out of reach. Do not credit vague answers e.g. 'putting all hot things out of reach'.

(1 marks)

0 5

1 mark each (up to 4) for specific practical suggestions such as: safety gates on stairs; removal of loose toys/objects from floor; fastening/removing rugs; avoiding/ not polishing/ or covering slippery floor surface; fastening/securing trailing wires; wiping up spilled liquid; keeping upstairs windows shut/locked; firmly securing garden play equipment e.g. swings. Accept relevant point about tripping on dressing-up clothes. Not supervision. Do not credit use of soft floor coverings or playpen.

(4 marks)

Question 2

0 6 Parallel play

(1 mark)

0 7 Associated play

(1 mark)

0 8 Solitary play

(1 mark)

0 9 Onlooking play.

(1 mark)

1 0 Any 2 points from: An activity which is only possible when 2 or more children join in (1) play in which children occupy roles (1) featuring turn-taking (1). Plus 1 non-dependent mark for example of play context (e.g. dressing-up clothes, playing shops). Do not credit activities better suited to solitary play e.g. jigsaws, painting.

(3 marks)

1 1 1 mark each (up to 3) for identifying motor behaviour in each milestone, plus 1 dependent mark each for approximate age. Do not credit non-mobility milestones. Likely answers:

Crawls; 8-12 months.

Walks with support; 11-13 months Note: do not credit just 'walks'.

Walks unaided; 13-16 months

Crawls upstairs; 13-16 months

Walks backwards; 16-20 months

Climbs upstairs; 16-20 months

Runs; 21- 27 months

Climbs downstairs; 21-27 months

Rides tricycle/or similar; 27 months – 3 years.

Not hopping, skipping, jumping.

(6 marks)

1 2 1 mark each for any two. Likely answers: Rooting; sucking/swallowing; grasping; plantar/Babinski; startle; Moro; tonic neck; walking reflex. Do not credit descriptions of reflexes.

(2 marks)

Question 3

1 3 1 mark for: Object permanence test. Plus up to 5 non-dependent marks for description:
When the child is playing with a toy (1) his/her attention is distracted (1) and the toy hidden/
placed under a blanket (1). The child's response is observed (1) If the child looks for the toy s/he
has object permanence (1).

(6 marks)

1 4 1 mark for naming each ability (up to 2) plus 1 non-dependent mark each for description.
Likely answers:
Conservation (1) the ability to recognise that redistributing material does not affect its
mass/volume/number (1)
Decentring (not 'egocentrism') (1) the ability to see a situation from a different point of
view/not being egocentric (1).
If candidate gives two names e.g. 'egocentrism, decentring' only mark the first.
Do not credit descriptions of tests.

(4 marks)

1 5 2 marks for:
The carer could provide play opportunities suitable for discovery play (1).
The carer could set challenges for the child (1)

Plus 1 non-dependent mark each for 2 examples of activities, plus 1 mark each for how
these aid cognitive development (to a maximum of 5). Likely answers:
(Play opportunities): Shape sorter (1) for developing concepts of shape (1)
Coloured blocks/shapes (1) for developing colour concept (1)
Beakers/water/sand etc (1) for developing concept of volume (1)
Reading a story (1) for developing vocabulary (1)
(Challenges): The carer could ask the child to find out which objects sink or float in water.
(1) Or ask how many blocks the child could stack up (1).
Credit other relevant materials/aids/challenges.
No relevant specific examples given: maximum 2 marks.
Do not credit points referring to the carer testing the child's development, rather than
supporting it.
Do not credit activities not directly cognitive e.g. about motor or social development.

(5 marks)

Question 4

1 6 1 mark for stating that Leon is attached to Peter. Plus up to 2 non-dependent marks for justification. Likely points: Leon shows separation anxiety (1) shown by his clinging/crying on separation (1). These are proximity–maintaining behaviours (1)

(3 marks)

1 7 Accept any age within the range 7 months to 13 months (1). Plus 1 dependent mark for justification, which is likely to refer to the fact that this is the usual onset of attachment/ Leon has only just started to show this behaviour. (1)

(2 marks)

1 8 Candidates are likely to suggest that sending Leon to his relative would not be a good idea, (because she is a stranger); and this might result in stranger anxiety. His relative would not be able to comfort him. Short-term effects of this separation include; Protest; prolonged crying; Despair; apathy/inactivity; and Detachment; absence of attachment behaviour when reunited with Peter. Long-term effects might include: Delinquency: antisocial/criminal behaviour; Affectionless psychopathy: lack of feelings for others; Retardation of cognitive development: low intelligence/achievement.

Band 1 answers 8 to 10 marks

Answers that explicitly favour allowing Leon to be clinging, and support this with a clear, mainly accurate and comprehensive account of the short- and long-term effects of separation. Little irrelevance.

Band 2 answers 4 to 7 marks

Answers as for Band 1 which do not state which option is preferable, or which have significant errors or irrelevance. Alternatively answers that correctly identify some, but not most, of the disadvantages of Leon being separated. For example answers that only refer to short-term effects.

Band 3 answers 1 to 3 marks

Answers that favour Leon going to stay with his aunt, but contain some accurate information e.g. about effects of separation. Alternatively answers that make just one or two relevant points.

0 marks

No response worthy of credit

(10 marks)