



General Certificate of Education

**Health and Social Care
8621/8623/8626/8627/8629**

HC04 Child Development

Report on the Examination

June 2010

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HC04 Child Development

Comments on specific questions

Question 1

- 01 Candidates were asked to explain the different frequencies of incidences of injuries to infants. Most were able to summarise those differences, but some did not attempt to explain them.
- 02 A majority of candidates gave at least one common cause of scalding, although some confused scalding with burning.
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- 04 Most candidates gave a suitable way of reducing the risk of burns,
- 05 Most candidates suggested at least three different ways of reducing the risk of falls.

Question 2

- 06 to 09 A majority of candidates was able to name four types of play with different levels of social interaction.
- 10 A minority of candidates defined co-operative play adequately. Relatively few pointed out that it refers to play that requires at least two people to take part. Some candidates referred to the involvement of other people, but did not give a definition that could not also apply to associated play. Most candidates were able to give a relevant example, however some gave examples of play that was not essentially co-operative, but involved activities that were more usually solitary. These examples included working together on a painting or model or taking turns.
- 11 Most candidates gave at least one relevant motor milestone, most commonly crawling. Running was also mentioned frequently and often with the correct age. Some candidates evidently misunderstood what is meant by mobility. Some of these included gross motor behaviours that did not involve mobility, and others gave non-motor behaviours such as language behaviours.
- 12 Almost all candidates named two reflexes present at birth.

Question 3

- 13 Most candidates named object permanence and described it with reasonable accuracy.
- 14 Asked to name and outline two other cognitive abilities for which Piaget designed tests, most candidates responded with conservation, and some of these gave an appropriate definition. Many candidates also suggested egocentrism as an ability. This did not receive credit as it names the absence of an ability – the other relevant ability was decentring. Many candidates gave long descriptions of tests, which did not receive credit.

- 15 Candidates found it difficult to suggest ways in which a professional carer could support a pre-school child's cognitive development. Better answers suggested relevant play equipment and the skill of setting challenges. Weaker answers tended to ignore the age suggested in the question and suggested formal teaching such as 'making them learn their times tables'.

Question 4

- 16 Asked to explain Leon's clinging behaviour, many candidates recognised that he showed separation anxiety and/or that he was attached to his father.
- 17 Asked to suggest a likely age for Leon, a majority of candidates gave a plausible age and recognised that he had a specific attachment.
- 18 Asked to suggest how Leon's father should respond to his attachment behaviour, many candidates recognised that sending him to a relative he did not know would be a very bad idea. Most backed this up with an account of possible short- and long-term effects of separation. Some candidates did not clearly suggest what was the better option, and so could not gain maximum marks. Candidates who suggested that Leon should be sent to stay with a stranger gained few marks.

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