



**General Certificate of Education (A-level) Applied
January 2011**

Health and Social Care

HC04

**(Specification
8621/8623/8626/8627/8629)**

Unit 4: Child Development

Final

Mark Scheme

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Question 1

Question	Part	Sub Part	Marking Guidance	Mark	Comments
1	01		<p>1 mark per point, up to 7: Prosocial behaviour is behaviour which is positive/ helpful to other people.</p> <p>Reinforcement means rewarding a child; usually for required/desirable/prosocial behaviour; Plus dependent marks for example: e.g. with praise; as when Philip tells Anna she is a good girl. This increases the probability that the behaviour will be repeated.</p> <p>Modelling means demonstrating some behaviour so that it can be imitated; imitating the behaviour observed in another person; plus 1 dependent mark for example: e.g. when Anna copies Philip in saying sorry/ when Philip demonstrates saying sorry.</p>	7	
1	02		<p>Up to 5 marks for any of the following points: Definition/outline of the term self-esteem, e.g. child's belief about his/her own value (1).</p> <p>Parents can have a positive effect on self esteem/ produce high self esteem (1) by praising/ showing affection / or similar (1) e.g. Philip telling Anna she was a good girl (1) or a negative effect on self esteem/ to lower self esteem (1) by denigrating / hitting/ neglecting/ or similar (1)</p> <p>Plus 1 mark for specific example e.g. telling child he is 'no use to anyone' (1)</p> <p>Do not credit points which are mainly about the effects on a child's behaviour.</p>	6	
1	03		<p>1 mark each, up to 2 for any of the following: peers/ friends/ other children/siblings; media /books /TV etc.; grandparents/ staff at day nursery/ babysitter etc.</p>	2	

Question 2

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	04		Knowing (1) that objects continue to exist independently of us/ when we are not observing them (1). Accept alternative definition: The ability to search for (1) a previously present object that has disappeared (1). Partially correct or vague definitions, 1 mark only e.g. 'Things still exist even when you can't see them.' Do not credit answers wholly in the form of an example or test description.	2	
2	05		1 mark each (up to 4) for description of procedure: While the child is playing with a toy (1) and is momentarily distracted (1), the researcher covers the toy up (1) and observes the child's reaction (1). Plus 1 mark for evidence of ob. perm.: A child who searches for the toy has object permanence (1).	5	
2	06		Up to 2 marks for indication of understanding of nature: the influence of genetics/genotype (1) via maturation (1) Plus up to 2 dependent marks for application to cognitive development Effect on intelligence, language (1) thinking/problem-solving; learning/memory; reference to learning disability (1).	4	
2	07		Up to 3 marks for indication that the toy could aid the development of concepts (1) e.g. colour (1), number (1) or volume/ size (1). Plus up to 2 marks for relevant play use of the beakers e.g. (number) dividing them into two equal groups; sorting them according to colours; pouring liquid from one to another; stacking in size order. Do not credit non-play uses e.g. for a parent using them as a teaching aid.	4	

Question 3

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3	08		(Any order) Lynne is 3 years old (1), Greta is 2 (1), Nabil is 0 (1) Ben is 4 (1). Accept 3 months either way in each case.	4	
3	09		Threads beads (1)	1	
3	10		Up to 3 marks for description: any 3 points from: When the infants head is turned to one side/ when infant's neck is rotated; the infant straightens the arm / leg on the side the head is facing; the arm/ leg on the other side are bent; when supine. Plus 1 mark for stating that presence at birth is a sign that development is normal /absence at birth a sign of impaired development/ presence at 8 months and later is a sign of impaired development.	4	
3	11		(Gross motor): runs (1), balances on one foot (1). If more than two given, mark first two only. (Fine motor): threads beads (1), draws picture (1). If more than two given, mark first two only.	4	
3	12		Because it is mainly determined by maturation (1) i.e. genetically programmed (1)	2	

Question 4

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4	13		<p>Answers are likely to refer to attachment behaviours including: clinging; following; proximity-maintaining; protesting (or similar) when left; separation anxiety; greeting on return; stranger anxiety (or similar). Effects on Gail include: having to be in contact with Rob most of the time; having no time to herself/ to relax; disturbance when having visitors; being unable to leave Rob with another caregiver e.g. unfamiliar babysitter; so restrictions on her social life; depression /anxiety/ guilt or similar.</p> <p>Band 1 7 – 8 marks Answers that accurately refer to a wide range of attachment behaviours and link these with likely effects on Gail. There are no significant errors e.g. suggesting that Rob has multiple attachments.</p> <p>Band 2 4 – 6 marks Answers as for Band 1 except showing a more limited range or with some significant error.</p> <p>Band 3 1 to 3 marks Answers that show some limited knowledge the likely effects of attachment behaviour, but which lack precision or accurate detail. Effects on Gail might be absent.</p> <p>Band 4 0 marks Answers that do not present any clear relevant knowledge or understanding of attachment.</p>	8	
4	14		<p>1 mark for stating that Gail should stay with Rob (for the first few visits); plus up to 4 marks for any of the following points: so that he can get used to the staff; and attach to them; form multiple attachments; otherwise he is likely to experience short-term effects of separation; such as distress/ be upset when left. Answers based on the claim that Gail should not stay – no marks. For answers that suggest both alternatives are correct, do not credit the first point on the mark scheme.</p>	5	

4	15	<p>1 mark for naming plus 1 non-dependent mark for outline. Possible answers: Delinquency (1) low-level criminal/antisocial behaviour / stealing/ violence (1) Affectionless psychopathy (1) inability to have feelings for other people (1) Retardation of cognitive development (1) slowing down development of intelligence / restricting educational achievement (1)</p>	2	
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