



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

Health and Social Care

HC04

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

Unit 4: Child Development

Report on the Examination

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General comments

Compared with previous series, there was evidence that candidates were better prepared to answer questions that related to practical child rearing, such as sections 01, 02, 07, 13 and 14.

Comments on specific questions

Question 1

01 Most candidates showed some understanding of the likely influence of reinforcement and modelling. A small number of candidates used the term 'reinforcement' in a rather loose, non-technical way.

02 Candidates generally showed understanding of the concept of self-esteem and of how parental behaviour can raise or lower their children's self-esteem. However a minority of candidates wrote about the effect of parental behaviour on the child's behaviour rather than their self-esteem.

03 Most candidates were able to suggest two relevant agents of socialisation.

Question 2

04 Most candidates gave accurate definitions of object permanence.

05 Most candidates gave accurate descriptions of an object permanence test. A small number described tests for other abilities.

07 Most candidates gave some appropriate responses, such as suggesting that the set of coloured beakers would help children 'learn about' colour and number. Relatively few candidates mentioned the role of such a toy in concept acquisition.

Question 3

08 A very small number of candidates suggested correct ages for all four children whose motor abilities were given in the table. The most common correct answers recognised that Nabil was newborn or no more than a few months old. Slightly fewer candidates recognised that Greta was around 2 years old.

09 A majority of candidates correctly suggested that threading beads was the behaviour most recently acquired by Lynne.

10 This question about the tonic neck reflex produced a range of answers. A majority of candidates evidently knew something about the reflex. Others did not, and gave answers that referred to other reflexes, or to testing an infant's ability to hold up his or her head.

11 Almost all candidates correctly identified the gross and fine motor behaviours in the table and gained full marks. A very few confused gross with fine, or gave only one example of each. A few included the tonic neck reflex, although the question specifically excluded this.

12 Most candidates recognised that similarity in the age of onset of walking was a sign that the development was maturational. A minority suggested the influence of environmental factors, despite the fact that different rearing experiences, environments and play opportunities would be likely to lead to differences rather than similarities in age of onset.

Question 4

13 This question, asking about attachment behaviour and its effect on a single parent, was generally well answered. Most candidates were able to correctly identify several attachment behaviours and most attempted to give likely effects of these on the parent. A common error was to describe the short-term effects of separation as if these were typical attachment behaviours. In fact the scenario gave no indication that separation would occur – stating that Gail was Rob's 'full-time carer'.

14 A majority of candidates stated clearly that Gail should stay with her son during the first few visits to a day nursery. Supporting arguments often correctly referred to the avoidance of short-term effects of separation, and the likelihood of Rob forming an attachment to nursery staff. However, a minority of candidates believed that separation would be good for Rob.

15 Most candidates named and outlined a relevant long-term effect of separation. Relatively few confused this with a short-term effect.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.