



**General Certificate of Education (A-level) Applied
June 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		1 mark for each relevant risk (up to 4) plus one each for relevant precaution. Likely answers include: (Plastic bricks): child might choke; ensure only bricks too large to put in mouth are used. Alternatively credit: risk of infection; wash bricks before use. (Dressing-up clothes): risk of strangulation; cut off / shorten strings or belts. Alternatively credit risk of tripping and falling. (Climbing frame): Risk of falls; use soft mats underneath/make lower. (Paints): Risk of poisoning; ensure paint is non-toxic.	8	
1	02		People, especially adults to play with/ to supervise/promote play (1), e.g. the nursery nurse (1).	2	
1	03		Toys/play equipment/ space (1) e.g. the plastic bricks, etc (1)	2	
1	04		To indicate that toys/play equipment (1) is regarded as safe (1) by the European Commission/ Community (1).	3	

Question 2

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	05		<p>1 mark each (up to 3) for correctly identifying the stage each child is at, plus 1 dependent mark each for relevant justification of this and 1 non-dependent mark each for correct statement of age. Any order:</p> <p>Brendan is in the telegraphic stage (1), because he mainly uses two-word statements/misses out function words (1). He will probably be aged from 18 to 24 months (accept any age from 17 to 27 months)(1)</p> <p>Jill is in the fully-developed speech stage (1) because she uses longer strings of words/complex sentences /sentences with more than one clause/ or similar (1) she will probably aged over 2 years (accept any age from 2 to 6 years) (1)</p> <p>Nikos is in the holophrase speech stage (1) because he mainly uses one-word statements (1) He will probably be aged from 13 to 18 months (accept any age from 12 to 21 months) (1)</p>	9	
2	06		<p>Cross-sectional (1) Plus (dependent) children of different ages were studied at the same time or for a limited period of time or explanation why this was not longitudinal i.e. only one observation event per child (1).</p>	2	
2	07		<p>1 mark for each valid suggestion (up to 2) plus 1 mark each for correct justification. Likely suggestions Increase the size of the sample (1) to make it more representative/make it more likely that the results are typical of children in general (1). Do a longitudinal study (1) so that actual development is studied as it occurs over time (1)</p>	4	

Question 3

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3	08		2 marks for accurate answer – understanding/knowing that (1) redistributing material does not affect its mass (or number or volume) (1). Answers which are partly inaccurate, vaguely expressed, or which omit the 'understanding/knowing that' element – 1 mark only. Do not credit descriptions of tests.	2	
3	09		1 mark for correctly naming type of conservation tested e.g. volume/ mass/ number Up to 2 marks for describing materials: e.g. two identical beakers (1) and a third beaker with a different cross-section (1) Up to 2 marks for describing initial state and changed state e.g. To start with the two identical beakers contained equal volumes of liquid (1) then the liquid from one beaker was poured into the third beaker (where it reached a different level) (1) 1 mark for correct first question e.g. "Is there the same amount of water in these two beakers or is there more in one than the other?" 1 mark for stating the second question (the same as first -provided first was correct). 1 mark for correct statement of conserving response: e.g. If the child answered that there was the same in both beakers s/he had conserved (1). Faulty questions or faulty second questions such as " Now is there more in one than the other?" or "Are these two beakers the same?" should not be credited. Conservation of volume is described here, but credit should alternatively be given to tests of conservation of mass and number.	8	
3	10		1 mark for answers ranging from 6 to 8 years.	1	
3	11		Up to 4 marks for any of the following: Reference to parent providing play materials (1) plus cognitively relevant example e.g. jigsaw, shape-sorter, story book (1) and presenting challenges/provide support/scaffolding (1) for discovery learning (1). Reference to specific aspects of cognitive development e.g. concept formation / language/ thinking/ problem-solving (1)	4	

Question 4

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4	12		<p>Answers are likely to refer to agents including television/ media; parents; and peers/ siblings. They are also likely to identify as prosocial behaviours, apologising; and praising; and as antisocial behaviours, pinching; interrupting work; and fighting. Influences that might be referred to include the other children modelling Marie's pinching, Kyle's modelling apologising; and Helena's reinforcing/ rewarding Kyle's apologising.</p> <p>Band 1 7 – 9 marks Answers that correctly identify three agents of socialisation, link these with pro- and anti-social behaviours and correctly refer to the processes of reinforcement and/or modelling. It is not necessary for candidates to correctly identify every one of the behaviours and processes mentioned, however answers in this band should be free from errors.</p> <p>Band 2 4 to 6 marks Answers as for Band 1 except that one of the three key elements (three agents, behaviours, influences) is omitted, or errors are present.</p> <p>Band 3 1 to 3 marks Answers that make few relevant points or that only succeed in addressing one of the elements required e.g. identifying agents of socialisation.</p> <p>Band 4 0 marks Answers that fail to make relevant points about agents, behaviours or influences.</p>	9	
4	13		<p>[Solitary play] - Playing alone (1) ignoring/ without paying attention to what others are doing (1) as Marie is doing (1)</p> <p>[Co-operative play]- An activity which is only possible when two or more children join in (not just 'playing with or interacting with others'.) (1) Play in which children occupy roles/accept other wording (1). As Kyle and Susie are doing (1)</p>	6	