



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

**Health and Social Care**

**HC04**

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

**Unit 4: Child Development**

***Report on the Examination***

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## **Unit 4: Child Development June 2011**

### **Comments on specific questions**

#### **Question 1**

01 Most candidates identified the risks of at least three of the four pieces of play equipment in the scenario. Relevant precautions were usually given. Weaker answers suggested that the equipment should be 'checked' rather than identifying an active precaution. Although the wording of the question ruled it out, some candidates repeatedly suggested supervision as a precaution.

02 A minority of candidates showed understanding of the term 'human resources'. A very common error was to state that these were things made by people.

03 Many candidates stated erroneously that 'physical resources' meant things that involved a child in physical exertion, or which particularly aided motor development. However, many gained one mark for giving a valid example (usually the climbing frame).

04 Most candidates gained full marks for outlining the purpose of the CE mark.

#### **Question 2**

05 Many candidates correctly named the stages of language development of the three children whose utterances were illustrated in the table, and most of these gave plausible ages for each child. Marks were most often not awarded for failing to justify the answer with reference to information given in the table. For example, instead of pointing out that Brendan was in the telegraphic stage because his utterances were all two-word sentences, a candidate might say that 'in this stage children use two- and three-word utterances'. The justification that Jill was in the fully-developed stage because she spoke in 'full sentences' did not gain credit. All the utterances in the table functioned as sentences.

06 Most candidates stated correctly that the study described was cross-sectional. Relatively few gave a complete explanation of the term.

07 Asked to suggest two ways of improving the study, many candidates made valid suggestions such as increasing the size of the sample, or extending observations to make the study longitudinal.

Relatively few candidates justified these answers successfully.

#### **Question 3**

08 A significant minority of candidates gave a good definition of conservation. The weakest answers amounted to a brief summary of a conservation test. This did not gain credit.

09 Many candidates gained 6 or 7 marks for descriptions of a conservation test – usually of liquid volume.

Marks were most often not awarded for suggesting ambiguous or biased questions such as 'are these beakers the same?' or 'which one has the most in now?' Very few candidates made the mistake of describing a test for some ability other than conservation.

10 Just over half the candidates suggested an appropriate age by which most children can conserve. However, a significant minority suggested ages under two years.

11 Asked how a parent can aid the cognitive development of a young child, most candidates made some relevant points, frequently mentioning the provision of toys or play materials. Relatively few candidates made the mistake of focussing on development other than cognitive – such as social development. However, many candidates erroneously emphasised modelling and reinforcement, which might influence the development of specific behaviours, but less so cognitive development. The weakest answers suggested practising Piagetian tests with children.

#### **Question 4**

12 Candidates were given a scenario illustrating agents of socialisation, pro- and antisocial behaviours together with modelling and reinforcement. They were asked to discuss the influence of three of these agents on the pro- and antisocial behaviour shown in the scenario. Few answers gained marks in the top band. The commonest error was to fail to pick out three agents of socialisation. A few candidates focussed more on what the parent in the scenario should have done.

Some candidates evidently made a rather loose interpretation of anti-social behaviour, and included studying as an example. However, not acting sociably is not the same thing as acting antisocially.

13 Asked to define solitary and co-operative play and illustrate them with examples from the scenario, most candidates were able to identify the examples correctly. Definitions of solitary play were more often successful than those of co-operative play. Definitions of the latter were often equally applicable to associated play. Some candidates evidently believed that Mildred Parten's categories of the sociability of different kinds of play amounted to a stage theory, and erroneously believed that solitary play would not be shown by older children.

#### **Grade boundaries**

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