



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Health and Social Care 8621/8623/8626/8629

HC04 Child Development

Mark Scheme

2007 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Child Development

HC04

Question 1

- (a) (i) 1 mark each for: modelling clay; crayons. (2 marks)
- (a) (ii) 1 mark each for: plastic skittles; plastic ride-on tricycle. (2 marks)
- (b) 2 marks for an answer which both identifies a suitable toy from the list and makes clear the use of this toy in pretend play. 1 mark for a vague answer which still conveys the idea of a toy standing for something else. Examples of 2 mark answers: Using the skittles to represent a row of people waiting for a bus; using plastic construction bricks to represent cakes in a dolls' tea party. (2 marks)
- (c) (i) 2 marks for a full definition with an example. 1 mark for partial definition with acceptable example.
A 2 mark answer might say something like: Playing alongside other children without watching or interacting with them. E.g. Two children side-by-side at a sand tray. (2 marks)
- (c) (ii) 1 mark each (up to 2) for naming types of play, plus 1 each for description and 1 each for example.

Likely answers:

Onlooking play (1) watching others play but not joining in/not otherwise interacting with them (1) e.g. watching a child build a tower of blocks.

Associated play (1) playing in connection with another child/with occasional interactions (1) e.g. two children on ride-on toys, one following the other around (1).

Co-operative play (1) playing that requires children to join in together/play expected roles (1) e.g. throw and catch/parent and child role play. (1) (6 marks)

- (c) (iii) 1 mark. Likely answers include; sharing; turn-taking; inclusion of others; co-operation. (1 mark)

Question 2

- (a) (i) Cross-sectional (1) plus explanation – children of different ages were studied at the same time (1). (2 marks)
- (a) (ii) 1 mark each (up to 8) for points such as: Standing while holding on was developed earliest (1) between about 9 and 11 months (1). All the children over 11 months could do this.(1) Hardly any of the 7-8 month old children could do this (1)
Standing with support was developed next (1) between about 10 and 14 months (1) None of the youngest children could do this (1) but all the oldest children could (1)
Walking unaided was developed last (1) from around 12 months on (1) None of the children under 11 months showed this, and only just over half of the oldest had achieved this. (1) (8 marks)

- (b) Total 5 marks – to be made up as follows:
Up to 2 marks for defining maturation. Accept 2 points from: genetically-programmed development (1) which triggers changes/developments at some time during childhood (1)
1 mark for example of maturation e.g. onset of puberty (1)
Up to 4 marks for discussing influence on motor development. Likely points include: Motor development follows a sequence/ is similar in all children (1) little affected by learning/the environment (1). However performance of motor skills acquired this way can be improved by practice (1) or delayed (1) by disease (1) malnutrition (1) or disability (1). Up to 2 of these marks for description of relevant studies e.g. Dennis & Dennis Hopi Indian cradleboard study and Gesell's twin stair climbing study. (5 marks)

Question 3

- (a) The Lion mark (1), showing that a toy meets British safety standards (1). (2 marks)
- (b) (i) 1 mark each for any two appropriate suggestions, likely to include: swing; see-saw; climbing frame/net; slide; roundabout; trampoline. (2 marks)
- (b) (ii) 1 mark for identifying (by name or description) each risk (up to 2) plus 1 mark each for an appropriate way to reduce this. A further mark each should be given for accurate detail of either the risk or the method of reduction.

Likely answers

Falls/impacts (1) likely to cause injury if ground is hard (1) reduce by using rubber tiles, foam mats, bark, cushioning under see-saws etc (1)

Equipment overturning and striking child (1) reduce by firmly fixing to ground (1) (6 marks)

- (c) 1 mark each for up to 5 relevant points. Likely points include: Gemma's daughter is likely to start standing/walking soon (1) so loose rugs present a risk of tripping (1) and a polished floor a risk of slipping (1) The wooden floor will be harder so falls are more likely to hurt/cause injury (1) However the floor will be easier to keep clean (1) reducing the risk of infection (1) and removing carpets reduces the risk of allergens (1) such as dust mites (1). (5 marks)

Question 4

- (a) 1 mark each for any 2 points from: Intellectual/mental development/development of the ability to think; understand; use language; solve problems; use concepts; remember. (2 marks)
- (b) (i) Being able to see/understand another person's viewpoint/not being egocentric (1) E.g. choosing the doll's view in the Mountains test (1). (2 marks)
- (b) (ii) Total 6 marks to be made up as follows:

Up to 4 marks for description of apparatus. Likely answer:

A model of three mountains (1) of different shapes/with different tops (1) a doll (placed as if looking at the mountains) (1) a set of picture cards of views of the mountains (1) (6 marks)

Up to 3 marks for description of procedure. Likely answer:

The child is asked to walk round the model (1) and sit at one side/a different side from the doll (1) and to pick out the card which showed the view the doll would see (1).

(c) 1 mark per point, up to 5. Likely points include:

Statement/implied understanding that nurture refers to environmental influences (1) such as (named agent of socialisation) (1) nutrition (1) disease (1) and play opportunities/education (1). Play opportunities lead to discovery learning (1) for example learning concepts (1) such as number (1) volume (1). However genetics/maturation probably also plays a part (1). *(5 marks)*