



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Education

## Health and Social Care 8621/8623/8626/8629

*HC04 Child Development*

# Mark Scheme

*2006 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) 1 mark each (up to 3) for picking out gross motor milestones, plus order marks as follows:  
Correct order 3 marks. If one milestone is one place out of order, 2 marks. If one milestone is two places out of order, 1 mark. If milestones are in the reverse order, no additional marks.

1. sits without support (1)
2. crawls upstairs (1)
3. dresses self (1)
4. plus 3 for correct order

*(6 marks)*

Examples for marking answers with one or more errors:

#### Example 1

1. crawls upstairs
2. dresses self
3. sits without support

This gets 3 marks for correct milestones. The third point is 2 places out of order, so 1 additional mark. Total = 4 marks

#### Example 2

1. dresses self
2. crawls upstairs
3. sits without support

This gets 3 marks for correct milestones but because of reverse order no additional marks.  
Total = 3 marks

#### Example 3

1. sits without support
2. dresses self
3. crawls upstairs

This gets 3 marks for correct milestones. The correct order could be achieved by moving the second or third point one place, so two additional marks. Total = 5

#### Example 4

1. sits without support
2. uses a spoon to eat
3. crawls upstairs

This gets 2 marks for correct milestones (2 is wrong). The third milestone is one place out of order, so 2 additional marks. Total = 4

- (b) 1 mark each (up to 3) for picking out fine motor milestones, plus order marks as follows: Correct order 3 marks. If one milestone is one place out of order, 2 marks. If one milestone is two places out of order, 1 mark. If milestones are in the reverse order, no additional marks.
1. grasps objects with the whole hand
  2. points to objects using index finger
  3. uses a spoon to eat. *(6 marks)*
- (c) 1 mark for naming behaviour; Plus up to 2 marks for accurate description; 1 for labelling this as a reflex.  
Likely answers: rooting; grasping; plantar/Babinski; startle; Moro; walking; tonic neck; coordinated sucking and swallowing. *(3 marks)*

## Question 2

- (a) (i) Object concept/object permanence (1) *(1 mark)*
- (ii) 1 mark per point (up to 3) for analysis: Most children [80%/four fifths (1)] at 8 months did not have object permanence/look for toy (1). Most children [70%/over two thirds (1)] at 10 months had object permanence/looked for toy (1). All children/100% had object permanence/looked for toy at 12 months (1).  
Plus 1 mark each for: other valid conclusions, e.g. object permanence develops between about 8 and 12 months, at different rates (1). *(4 marks)*
- (iii) A longitudinal (study) (1) *(1 mark)*
- (b) Rubber hammer – Gemma (1) plus 2 marks for reasoning e.g. at this age, infants are likely to put things in their mouths (1) the hammer is safe/suitable for this/easily washed (1) Gemma will be able to operate the hammer (1) because it only requires a palmar grasp to make it squeak (1).  
Threading beads – Jason (1) plus 2 marks for reasoning e.g. at this age children are less likely to put toys in their mouths (1) so choking risk is small (1). Jason will have the fine motor skills/manual dexterity (1) to operate the beads (1).
- Note that candidates may answer in terms of safety and/or in terms of suitability based on child's capabilities.  
Note also that answers can be given the other way round – e.g. saying why the beads are unsuitable for Gemma etc. However the same reasoning should only be credited once.
- (c) 1 mark each (up to 3) for any of the following: Gemma might: stay close to/cling to mother (1) follow when she moves away (1) protest when separated/show separation anxiety (1) show stranger anxiety (1). *(6 marks)*

## Question 3

- (a) A range of answers is possible – accept relevant answers:  
Dressing up clothes – ensure there are no pins; no trailing cords (1)  
Paints – ensure non-toxic if swallowed (1)  
Climbing frame – ensure firmly assembled; fixed to ground; safety mats underneath (1)  
Shape sorter – ensure properly washed; pieces not small enough to choke on. (1)
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(4 marks)

(i) dressing up clothes

(ii) paints

(iii) climbing frame

(iv) shape sorter

(4 marks)

(c) Most likely answer is some form of suitable play/exercise space such as a park, garden, clear floor area or swimming pool. (1 mark)

(d) 1 mark per point.

Credit understanding that these resources include parents; staff in early years services. Credit understanding of role including supervision for safety; setting challenges; providing encouragement; working alongside.

Credit aiding development; plus examples such as by conversing/language development during play; modelling; scaffolding.

Accept counter-arguments e.g. that children will play even without encouragement; that maturation motivates play. (6 marks)

#### Question 4

(a) The telegraphic speech stage (1). Plus up to 3 marks from: Two- and three-word sentences (1) with non-essential/function words missed out (1). A small vocabulary of frequently-used words/pivot words (1) e.g. 'Big' (1). Overextension occurs (1) e.g. calling a horse a big doggie (1). Age around 18-24 months (1) (4 marks)

(b) 1 mark for identifying each way (up to 3) plus 1 mark each for explanation or illustration with example from scenario. Likely answers:

A Reading stories; increases vocabulary

B Recasting child's utterances; e.g. saying 'dog' instead of 'doggie';

C Correcting errors; e.g. 'No it's a horse'

D Listening to child's speech; after asking him a question Ben's mother listens to his reply.

E Asking questions; asking Ben what he can see in the picture

F Also accept ways not illustrated in the scenario, e.g. answering children's questions. Answers which fail to refer to the scenario – max 5 marks (6 marks)

(c) Up to 3 marks for any points from: Increase in vocabulary; longer sentences; more complex sentences; increased use of grammar; over regularisation. (3 marks)

(d) 1 mark each for any 2 points from: genetics (1) which influences language development through maturation (1) plus illustration, e.g. similarity of onset of different stages in children of all cultures. (1) (2 marks)