



General Certificate of Education

Health and Social Care 8621/8623

HC04 Child Development

Report on the Examination

2007 examination - June series

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HC04 Child Development

General Comments

There was less evidence in this series of candidates being completely unfamiliar with concepts such as maturation or pro-social behaviour. However it was apparent that many candidates do not understand what is meant by an 'agent of socialisation'.

Question 1

(a)(i) Many candidates recognised that this question was about attachment, and most of these referred appropriately to separation anxiety and stranger anxiety. Candidates from some centres tended not to use this relevant technical terminology.

(a)(i) Many candidates assumed that the older child's different reaction to the babysitter was connected with multiple attachments. In fact this was not relevant to the answer. Better answers focussed on the tendency of 4-year old children to be less strongly attached than younger children.

(b)(i) A majority of candidates were able to identify or outline at least one short-term effect of separation. Some mistakenly assumed that 'protest' took the form of an expression of anger, and a number of candidates confused despair with distress.

(b) (ii) About half of all candidates were able to name two long-term effects of separation. However, there were some very vague answers.

Question 2

(a)(i) A minority of candidates identified two agents of socialisation from the description. A common error was to state that the glove puppets were agents of socialisation, rather than the children operating them. The most common error was to describe actions (behaviours present in the scenario) rather than agents. Thus a candidate might say 'the children watched television' rather than identifying the television as an agent of socialisation.

(a)(ii) Many candidates correctly identified two examples of pro social behaviour from the scenario. A few suggested 'sitting in silence while watching the television', although this is neither pro- nor anti- social, but neutral behaviour. A few candidates misread the question and gave their own examples of behaviours.

(a)(iii) Almost all candidates identified an example of anti-social behaviour.

(b)(i) Few candidates were able to give an effective definition of co-operative play. Most definitions given outlined playing together, which could equally apply to associated play. However, most gave the appropriate example from the scenario.

(b)(ii) Most candidates gave accurate definitions of parallel play, together with the example.

(c) Many candidates showed some knowledge of the tendency of parents to serve as models for pro- and anti-social behaviour, although this explanation was not always discussed with any

useful detail (such as explanations of how children learn from models, or specific examples of behaviours to illustrate this).

Question 3

(a) Candidates who followed the instructions in the question (to draw conclusions about the stage of language development of each child and indicate the likely age) usually gained high marks here, with a number getting the full 9 marks. Candidates who did less well gave inaccurate age estimates. Some candidates described the stages of development, rather than drawing conclusions from the table. There was evidence of relevant knowledge from most candidates.

(b) Most candidates showed awareness of the meaning of 'social factors' and 'maturation' in connection with language development. There was less misunderstanding about maturation than in previous series. In addition, the highest-scoring answers explained how children acquired specific language skills from other people. Weaker answers tended merely to list social factors rather than considering their influence.

Question 4

(a) Most candidates stated correctly that grasping was an example of fine motor behaviour and many justified this effectively.

(b) The development of grasping behaviour was rarely described in accurate detail, although about half of all candidates recognised that reflex grasping was present at or just after birth. Relatively few candidates went on to describe a sequence of development e.g. the development of the pincer grip from the earlier palmar grasp.

(c) About half of all candidates were able to define allometric growth. Some, who might have understood the concept, had difficulty in expressing it, which led to statements such as, 'the head shrinks'.

(d) Most candidates seemed to understand what biological factors were. The better answers usually focussed on maturation, disease or nutrition.