



General Certificate of Education

Health and Social Care

8621/8623

HC04

Mark Scheme

2009 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.

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Question 1

1(a)(i) *Both physical and human resources are necessary for providing children with play opportunities. Liam (aged 2) and his mother are in a room at home. He is playing while his mother watches television. The physical resources in the room include: a small toy car, some play dough, a large cardboard box, a shape sorter. Which one of the physical resources listed above would be most useful for creative play? Explain your answer. (3)*

1 mark for play dough, plus up to 2 marks for explanation e.g. that Liam can make models/things from it, plus example. Or credit two examples.
If the candidate gives more than one answer – only credit the first.

1(a)(ii) *Which one of the physical resources listed above would be most useful for pretend play? Explain your answer. (3 marks)*

1 mark for cardboard box, plus up to 2 marks for explanation e.g. examples of what Liam might pretend the box is e.g. house, car etc. If the candidate gives more than one answer – only credit the first.

1(a)(iii) *Which one of the physical resources listed above would be most useful to aid cognitive development? Explain your answer. (3 marks)*

1 mark for shape sorter, plus up to 2 marks for explanation showing clear evidence of understanding of 'cognitive' e.g. helps develop concept of shape, perceptual skill etc.
If the candidate gives more than one answer – only credit the first.

1(b) *Discuss whether or not Liam's mother needs to do more than just provide physical resources for his play session. (6 marks)*

Answers are likely to take a wide range of different forms. For full marks, some candidates might make a few valid points, and give reasoned support. Others might give more arguments, perhaps in less detail. While most candidates are likely to suggest that the mother should do more, it is possible to argue for the opposite view.

Likely points:

She should interact/play with him; e.g. by playing alongside; plus example.
She should encourage him/show approval or similar; by setting him challenges; plus example.
She should give attention to what Liam is doing/saying; rather than watching TV.
Human resources; are important for social development.
She should provide play space.
However discovery play; is often solitary/parent should not try to direct play.
Accept other relevant points, e.g. those focussing on opportunities for particular types of development e.g. language, cognitive or supervision for safety.

Answers which make some valid points but which do not address what Liam's mother should do – maximum 3 marks.

Question 2

2(a)(i) *Outline the prelinguistic stage of language development.* (3 marks)

1 mark each for any 3 of the following points:

Crying/cooing; and babbling are present; i.e. phonemes/strings of repeated phonemes; specific example; and intonation; but not language; stage from 0 to 12 months.

2(a)(ii) *Briefly describe one way in which parents can aid language development during the prelinguistic stage.* (2 marks)

1 mark per point (up to 2). Likely points include: face-to-face interactions (1) in which parent alternately speaks (1) and listens (1) or other turn-taking behaviour (1). Accept other relevant points.

2(a)(iii) *Name and describe the two stages of language development immediately following the prelinguistic stage.* (8 marks)

Holophrase speech stage (1) plus 1 mark each for any 3 points from the following:

a single word is used to mean a sentence; meaning often only discernable from context; specific example; words often incorrectly pronounced/some phonemes not yet mastered; stage from around 12-18 months.

Telegraphic speech stage (1) plus 1 mark each for any 3 points from the following:

Two- or three-word sentences; specific example; non-essential/function words missed out; frequently featuring pivot words; overextension/over-regularisation occurs; stage from around 18-24 months.

2(b) *What is meant by maturation in the context of language development?* (2 marks)

1 mark for genetically programmed development (or similar), plus 1 mark for link to language e.g. pointing out that language development follows a fixed sequence/follows a universal pattern/shows similar timing/infant's speech differs from adult speech/ease of acquisition in infants compared with adults/in a critical or sensitive period.

Question 3

3(a)(i) *Some children are listening to a nursery nurse reading a story in which a little girl enters a house without permission and steals some food she finds there. One of the children listening to the story accidentally kneels on another child's toe and says, "Sorry."*
From the description above identify two agents of socialisation. (2 marks)

1 mark each for any 2 from: nursery nurse/adult; other children/peers; story book/media.

3(a)(ii) *From the description above identify one example of pro-social behaviour. (1 mark)*

Saying sorry (1) If two examples are given – only credit the first.

3(a)(iii) *From the description above identify two examples of anti-social behaviour. (2 marks)*

1 mark each for: entering a stranger's house without permission; stealing food.

3(b) *Suggest and describe a different kind of play activity that can aid the development of social behaviour in a nursery school. (4 marks)*

For full marks the description of the play activity should specify what is done and what resources are used where relevant, and should clearly relate to social development e.g. involve associative or co-operative play.

Weaker answers might identify a play activity that could involve social interaction (1) and indicate what interaction might take place (1).

Full mark example: Children can play a role-taking game, such as playing parent and child, using the house corner, or dressing-up clothes. This requires the children to take turns/co-operate.

2 mark example: Children can work in pairs on a painting.

3(c) *A couple win a fortnight's holiday for two. They leave their one-year-old son with a relative that he has not met before. Evaluate the couple's action in terms of the possible short-term effects on the child of this separation. (6 marks)*

1 mark for: They should not leave him with a stranger.

Plus up to 5 marks for any of the following:

Reference to attachment (1) to his parents (1). He is likely to experience distress/stranger anxiety (1). He will probably protest (1) i.e. cry inconsolably (1), then despair (1) crying less/becoming apathetic (1) and finally detach (1) resisting contact/ show much less strong attachment when parents return (1).

N.B. Do not credit long-term effects.

Quality of written communication

Answers not expressed in continuous prose, e.g. mainly in unexplained bullet points, or Answers featuring frequent errors in spelling/sentence construction/grammar so that meaning is obscured – maximum 4 marks.

Answers featuring repeated communication errors, but where meaning is still clear **or** answers that are rambling, long-winded and unfocussed – maximum 5 marks

Question 4

4(a) Describe Piaget's test of object permanence. Include details of what the tester would do, and what response would be evidence of object permanence. (5 marks)

1 mark each (up to 4) for description of procedure: Accept any 4 from the following:

While the child is playing with (1) a toy / e.g. a teddy bear (1) and is momentarily distracted (1), the researcher covers the toy up (1) and observes the child's reaction (1).

Plus 1 mark for description of object permanence response: The child who looks for the toy has object permanence (1)

4(b)

Age in months	Number of children who did not show object permanence	Number of children who did show object permanence
6	8	4
8	3	9
10	1	11

4(b)(i) A researcher carried out a test of object permanence with three groups of children. All the children were tested within the same week. The results are shown in the table. How many children took part in the test altogether? (1 mark)

36 (1 mark)

4(b)(ii) According to the data in the table, by what age did a majority of the children show object permanence? (1 mark)

8 months (1)

4(b)(iii) Outline one biological reason why not all of the children showed object permanence at 10 months. (2 marks)

1 mark for a valid reason, plus 1 mark for additional accurate detail. Likely answers: Maturation rates (1) vary between children with different genotypes/genetic make up (1).

Poor nutrition can slow down cognitive development (1) e.g. lack of protein in diet (1)

Some disability conditions can lead to limited/retarded cognitive development (1) e.g. Down's syndrome (1) Other answers are possible e.g. foetal alcohol syndrome.

Accept answers to the effect that 'children develop at different rates' for 1 mark

4(b)(iv) Briefly explain whether the study was longitudinal or cross-sectional. (2 marks)

Cross-sectional (1) children of different ages were studied at the same time/ or explanation why this was not longitudinal i.e. only one observation event per child (1).

4(b)(v) Suggest two ways in which the study described above could have been improved. Justify your suggestion in each case. (4 marks)

1 mark for each valid suggestion (up to 2) plus 1 mark for correct justification. Likely suggestions are:

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).

Accept: study a wider range of ages (1) so that the mean age of acquisition is found more accurately (1).