



General Certificate of Education

Health and Social Care

8621/8623

HC04

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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.

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Quality of written communication

The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Candidates will be assessed according to their ability to:

- Select and use a form and style of writing appropriate to purpose and complex subject matter
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate
- Ensure that text is legible, and that spelling, grammar and punctuation are accurate, so that meaning is clear.

Question 1

0 1 The Lion mark (both words required) (1), showing that a toy meets British (1) safety standards (1).

If there is no reference to 'toy' or 'play', maximum 2 marks.

(3 marks)

0 2 For each item, 1 mark for specifying a likely risk, plus 1 mark for relevant precaution. Do not credit supervision (not a previous precaution).

Likely answers:

(Bricks) – choking when put in mouth (1) only use bricks too large to swallow (1)

or: infection from contact (1) wash/disinfect bricks before use (1)

(Dressing-up clothes) – strangulation on cords/puncture wounds from pins etc (1) use Velcro fastenings/or similar (1)

Or infection/parasites (1) wash before use (1)

Credit tripping.

(Clay) – poisoning/stomach upset resulting from eating clay(1) use non-toxic clay (1)

Or choking (credit once only).

(Slide) – puncture wounds from splinters (1) ensure surface is sealed/sanded down (1)

or: falls/impact injuries (1) ensure slide fastenings are secure/provide soft mats around slide (1)

Accept other clearly valid answers e.g. choking on buttons that become detached from clothing.

(8 marks)

0 3 1 mark for definition such as: An activity which is only possible when two or more children join in/play in which children occupy roles/accept other wording. Not just playing with or interacting with others.

1 mark for selecting a relevant item (most likely to be dressing-up clothes), and 1 mark for explanation of how the item is used co-operatively (accept examples of roles played).

(3 marks)

0 4 1 mark for any one from: Onlooker/spectator; parallel; associative.

(1 mark)

Question 2

0 5 1 mark for B (a child's knowledge of what s/he is actually like).

(1 mark)

0 6 1 mark for C (a child's belief about his/her own value).

(1 mark)

0 7 Up to 3 marks for explanation, plus 1 for link with self-concept/self esteem. Likely explanation points include:

A: Calling the child naughty is likely to lead the child to believe she is naughty; implying that she is expected to behave naughtily.

B: Calling the child naughty means she might not understand (alternatively: fails to explain) what she has done wrong/specifying the naughty behaviour helps child to understand (explains) what she has done wrong.

C: Specifying the actual behaviour that is naughty (snatching) is more likely to reduce this behaviour in future.

D: Focussing the naughtiness on the behaviour rather than the child avoids demeaning or labelling the child.

E: Plus 1 mark for appropriate link with self-concept and /or self-esteem.

Example answer: Calling a child naughty is likely to lower the child's self-esteem.

(4 marks)

0 8 1 mark per point, up to 6. Likely points include:

A tendency to stay close to/seek proximity with parents/grandparent; by following; clinging; protesting/crying/distress when left; i.e. showing separation anxiety; and greeting on return. A tendency to use parent/grandparent as a secure base; from which to explore. A tendency to avoid/become upset by presence of strangers; i.e. stranger anxiety. The child is happy to be left with either parent, or with grandparent alone. Do not credit other effects of separation (despair, detachment).

(6 marks)

0 9 3 marks for full explanation. Likely answer:

The informal carer stays with the child; during the first few attendances; to give the child a chance to become familiar with/attach to the professional carer. The same idea may be expressed in a variety of ways.

Do not credit answers that suggest that children can go to nursery school before they are normally attached.

(3 marks)

Question 3

1 0 1 mark each for any 2 points from: Intellectual/mental development; development of the ability to think; understand; use language; perception; solve problems; use concepts; learn; remember.

(2 marks)

1 1 2 marks for: The inability to see a situation from the point of view of another person.
Vague or partially confused answers, (1 mark).
Credit not being able to decentre (1 mark).

(2 marks)

1 2 Up to 6 marks for description of apparatus and procedure, and 1 mark for evidence of egocentrism.

Up to 4 marks for description of apparatus:

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)

Up to 3 marks for description of procedure:

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).

Plus 1 further mark for evidence of egocentrism i.e. child picks out the picture showing their own viewpoint/not that of the doll. Do not credit reversed version i.e. evidence of not being egocentric.

(7 marks)

1 3 Any 2 marks from: influence of genetics/genotype (1) via maturation (1) on intelligence (1) e.g. genetic disorders causing learning disability (1).

(2 marks)

1 4 Any 2 marks from: the influence of the environment (1) factors such as parental behaviour (1) nutrition (1) infection (1) via learning (1) play opportunities (1), on intelligence (1).

(2 marks)

Question 4

1 5 1 mark each. Jack 2 years. Dorota 3 years. Mohsin 1 year. (Any order).

(3 marks)

1 6 1 mark for 'Rolls over'.

(1 mark)

1 7 1 mark for plausible reason such as: she has a physical disability/illness/genetic disorder that is slowing her development. Not just slower development.

(1 mark)

1 8 Development of the ability to use large muscles/muscle groups/whole body movements (1) Plus 1 (independent) mark for any one of the following: hops on one foot; stands without support; dress without help; roll over; sit without support.

(2 marks)

1 9 Development of the ability to use small muscles/make small/precise movements (1) Plus 1 (independent) mark for 'uses a spoon to eat'.

(2 marks)

2 0 1 mark per point, up to 2. Relevant points include: Milestones are norms of development; which can be used to check whether or not individual children are developing normally; which in some case can lead to the recognition/diagnosis of a developmental problem/disease; and remedial treatment; helps them to provide age-appropriate activities.

(2 marks)

2 1 1 mark each (up to 2) for each distinct mode of mobility. Likely answers: crawling, walking, climbing, running, riding tricycle, riding bicycle, skating. Accept other valid answers.

Credit answers relating to learning and maturation.

(2 marks)

2 2 1 mark each for correct age (allow any one age or age range within the range shown). Likely answers:

Crawling (8-14 months) Walking (12-18 months)
Climbing (e.g. stairs) (15- 22 months) Running (2 years +/- 3 months)
Riding e.g. tricycle (3 years +/- 6 months) Riding bicycle/skating (6-8 years)

(2 marks)