



General Certificate of Education

Health and Social Care

8621/8623/8626/8627/8629

HC04 Child Development

Mark Scheme

2010 examination - January series

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GCE Health and Social Care HC04 January 2010 Mark Scheme

Question 1

1 (a) i) 1 mark each up to 3 for: Parents/Bill; Peers/other children/Rachel/Sam; Media/video.
Not games. Do not credit descriptions of behaviour. (3 marks)

1 (a) ii) Up to 2 marks for definition, plus 1 mark each for 2 examples. Likely answer: Positive (accept good) behaviour (1) that benefits other people/ is socially acceptable (1).

Examples: Supervising the party; helping to organise the games; helping to tidy up.
(4 marks)

1 (a) iii) Up to 2 marks. 1 mark for the idea of rewarding the behaviour, 1 mark for suggesting how this might be done e.g. praising it. Do not credit Bill acting as a model.
(2 marks)

1 (b) Likely points: An adult hitting a child acts as a model (1) that a child is likely to observe (1) and imitate (1). This increases the probability that the child will learn to hit people (1). A child might think it acceptable to hit people (1). Hitting people is antisocial (1). Punishment is not effective in changing behaviour (1). Hitting children is morally wrong (1).

These points could be made using the example in the scenario, though this is not required.

Do not credit reinforcement or alternative suggestions for reducing anti-social behaviour.
(6 marks)

Question 2

2 (a) Recording A is in the prelinguistic stage (1) because Jason does not say any words (1). He was probably aged from 0 to 12 months (accept any age within this range) (1)

Recording B is in the holophrase speech stage (1) because Jason only uses one-word statements (1) He was probably aged from 12 to 18 months (accept any age from 12 to 21 months) (1)

Recording C is in the telegraphic speech stage (1) because Jason mainly uses two-word statements (1). He was probably aged from 18 to 24 months (accept any age from 18 to 27 months)(1)

(9 marks)

- 2 (b) The candidates can get 2 marks for each of three actions as follows: Suggesting an appropriate action 1 mark. Describing that action/illustrating it with an example/stating how it might aid language development 1 mark.

Likely actions include: Reading stories; recasting child's utterances; correcting errors; listening to child's speech; reinforcing utterances; asking questions; answering questions.

Likely effects on language development include: increasing vocabulary; providing examples of Grammar the child can model; stimulating child's speech production; motivating child.

For answers based on just talking to the child – maximum 1 mark for this action.

Do not credit TV or giving the child books.

If the candidate makes no appropriate statements of how language development is aided by the actions, maximum 4 marks.

Example part answers:

Bryony might repeat what Jason says, but with any mistakes corrected. (1) For example if he says, "Mouses," she might reply, "Mice." (1)

Bryony might play a game of I-spy with Jason (1). This might help him remember the names of objects. (1)

(6 marks)

Question 3

- 3 (a) i) 2 independent marks:

1 mark for what elicits the reflex: The infant is held supine/horizontal facing up and the head is allowed to drop slightly.

1 mark for response: Arms are extended rapidly (and then withdrawn again).

(2 marks)

- 3 (a) ii) 1 mark for naming, 1 mark for eliciting stimulus and 1 mark for response.

Likely answers:

Rooting; touch on cheek; turns head towards touch.

(Co-ordinated) sucking and swallowing; object in mouth; swallow follows sucking action.

Grasping; touch on palm; fingers grasp.

Plantar/Babinski; touch sole of foot; toes spread and foot turns inward.

Startle; supine infant, loud noise; blinking/ extend arms and legs.

Tonic neck; supine, turn head to one side; straightens arm on side faced by the head.

Walking; feet touching flat surface; stepping movements. (3 marks)

- 3 (b) i) 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)

Credit 1 example of maturation e.g. onset of puberty (1)

(2 marks)

3 (b) ii) 1 mark each for any 2. Likely answers: Height/length, weight, head circumference (not size). (2 marks)

3 (b) iii) Up to 3 marks for each factor as follows: 1 mark for naming relevant factor; 1 mark for effect on growth e.g. slow down; 1 mark for detail/explanation.
Likely factors: Diet; illness/disability. Not genetic disorders.
Sample answer: Nutrition (1). If the child lacks some food components such as protein (1) growth could be slowed down. (1) (6 marks)

Question 4

4 (a) Virender: Advantages include: plenty of space; e.g. woodland to provide opportunities for motor development; and cognitive development/learning about wildlife. Healthy environment.
Disadvantages include: No other children in immediate area; so lack of social contact/play opportunities. A lot of stairs; so potential risk of falls. Risk of getting lost in wood – out of sight.

Jonette: Advantages include: Plenty of social contact/play opportunities; traffic-free play space; with fixed equipment, in sight of home. Ground-floor flat – less risk of falls.
Disadvantages: Restricted space in flat, overcrowding.

Band 1 answers 8 to 10 marks

Answers that correctly identify most advantages and disadvantages of both children's housing, and which relate these to aspects of development e.g. motor, social. Little irrelevance.

Band 2 answers 4 to 7 marks

Answers that correctly identify some, but not most, of the advantages and disadvantages. For example answers that assume that one sort of housing has no advantages, or no disadvantages.
Alternatively answers as for Band 1 that do not relate these to aspects of development.

Band 3 answers 1 to 3 marks

Answers that include some relevant information, but lack detail.

0 marks

No response worthy of credit.

(10 marks)

4 (b) 1 mark each for any of the following: Swing; slide; climbing frame/net; trampoline; roundabout, see-saw, play house. (3 marks)

4 (c) Space (1) human resources/parents/carers/ other children (1) (2 marks)