



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Health and Social Care 8621/8623/8626/8629

HC12 Human Development: Factors and Theories

Mark Scheme

2007 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.

Human Development: Factors and Theories

HC12

Question 1

- (a) (i) 1 mark each (up to 4) for any of the following points:

An individual's genetic make-up/set of genes; acquired at conception; does not change during life; genes arranged on chromosomes; made of DNA; a copy in almost all body cells.

(4 marks)

- (a) (ii) Up to 2 marks for accurate detail. Likely answers:

Different sex chromosomes (1) with girls having an XX pair (1) and boys an XY (1). *(2 marks)*

- (a) (iii) Answers are likely to refer to puberty or the adolescent growth spurt. 1 mark for identifying the sort of difference, plus 1 for indicating the direction. Sample answer: Girls reach puberty (1) on average at an earlier age than boys do (1) *(2 marks)*

- (b) 1 mark each (up to 2) for identifying ways, plus 1 each for elaboration/detail. A variety of answers is possible, including:

Frequency of aggressive behaviour /rough and tumble play (1) greater in boys than girls (1)

Career aspirations (1) e.g. in engineering and child care (1) *(4 marks)*

- (c) Up to 2 marks for any 2 of the following: A shared belief (1) that males or females (1) have a particular characteristic/differ in characteristic ways (1). Plus 2 marks for examples – likely to be one male and one female, but two of one sex acceptable. E.g. men are brave; women are caring. *(4 marks)*

- (d) The boys performed better on the test of spatial ability(1) but only slightly/marginally (1)
The girls performed better on tests of verbal ability (1) with a greater difference/but only marginally (1)

Alternatively accept there was no significant difference between boys and girls (2 marks).

(4 marks)

Question 2

- (a) 1 mark each for naming 3 stages, plus 1 mark each for accurate outline. Likely answers:

Prelinguistic stage (1) 0-12 months (1) vocalisations are non-verbal (1) include crying (1) and babbling (1).

Holophrase speech stage (1) 12-18 months (1) one word used to mean a sentence (1)

Telegraphic speech stage (1) 18-24 months (1) two- and three-word sentences (1) function words missed out (1)

Fully developed speech stage (1) 2 years+ (1) longer strings of words (1) more complex sentences (1) function words present (1) *(6 marks)*

- (b) 1 mark each (up to 3) for identifying aspects of social learning theory, likely to include:

Reinforcement/encouragement (1)

Modelling (1)

Extraction of cognitions (1)

Plus up to 2 marks each for applying these to language acquisition, including by giving examples of parents' actions.

Likely applications: parents praise utterances in infants; act as models; children acquire vocabulary; and accent; from listening to parents; children extract grammatical rules e.g. to make plurals; from examples of parents' speech.

Answers which fail to make appropriate reference to the role of parents – maximum 7 marks.

(9 marks)

- (c) Up to 5 marks, including: 1 mark for clear implication of understanding of maturation (genetically-programmed development). Up to 4 marks for support/evidence of influence of maturation, including universality of language stages; and their timing; speed of acquisition. Up to 2 marks for concepts of critical/sensitive period; with illustration e.g. of deprivation study. Also credit counter arguments - the environment also plays a part. *(5 marks)*

Question 3

- (a) 1 mark each for any 3 from: protesting on separation/separation anxiety; greeting on return; clinging; following; stranger anxiety; using parent as secure base. *(3 marks)*

- (b) 1 mark per point, up to 7. Likely answers: Mothers and children (1) aged 12 months (1) in an unfamiliar room (1) with 2 chairs (1) and a selection of toys (1). Observation method (1) of mother encouraging infant to play with toys (for 3 minutes) (1) stranger enters (1) conversation with mother (1) attempts conversation with child (3 minutes) (1) mother leaves (1) returns after 3 minutes or sooner if infant protests (1) mother sits with infant and without stranger (1). *(7 marks)*

Maximum 6 marks if setting or participants are omitted.

- (c) 1 mark each for naming, 1 mark for describing each type.

Likely answers:

Secure attachment (1) uses mother as secure base; protests on separation; greets on return.

Anxious/resistant (1) failed to explore; distress on separation; not comforted by stranger; resist contact on mother's return.

Anxious avoidant (1) failed to explore; little distress on separation; avoided contact on mother's return; lack of interest in stranger. *(6 marks)*

- (d) 1 mark per point. Likely points include: An aspect of the caregiver hypothesis; parental behaviour influences the quality of attachment; sensitive responsiveness leads to secure attachment; sensitive responsiveness means being aware of child's mood etc; and behaving in appropriate ways; e.g. in face-to-face interactions; mothers of anxious/resistant infants misinterpret their behaviour/needs; mothers of anxious/avoidant infants give less affection/physical contact; and more impatience/resentment. Also credit the point that the correlation between parental behaviour and type of attachment does not prove that the first causes the second. *(4 marks)*

Question 4

- (a) 2 marks for accurate description of assimilation, or 1 mark for vague but partly correct answer. Same for accommodation. Plus 1 mark each for relating these to examples.

Likely answers: Assimilation: using an existing schema (1) to deal with/understand a new situation (1) Plus example e.g. trying to pick up spilt water by grasping (1).

Accommodation: modifying an existing schema (1) to fit/cope with particular features of a new situation (1) Plus example e.g. changing grasping behaviour to hold a spoon horizontal (1).

(6 marks)

- (b) The ability to understand that (1) redistributing material (1) does not affect its mass/number/volume (1) (accept alternative wording). *(3 marks)*

- (c) Likely answers are descriptions of conservation of volume, mass and number tests. 1 mark each for...

- stating type of conservation – mass/volume/number
- materials e.g. 3 beakers
- initial state e.g. two identical balls of clay
- correct question e.g. is there the same amount of water in these two glasses?
- changed state e.g. one ball rolled into a sausage shape
- repeated (correct) question
- outcome showing/not showing conservation – e.g. if the child says they are the same, this shows conservation

(6 marks)

- (d) 5 marks: Up to 3 marks for accurate identification and description of a modified version. Likely answers are the McGarrigle & Donaldson ‘Naughty Teddy’ version, or Rose & Blank’s single question version. *(5 marks)*

Up to 3 marks for analysis/evaluation. Likely points include:

The modified test shows earlier conservation

This shows that Piaget underestimated ability to conserve at an earlier age

Piaget’s tests were potentially confusing e.g. intentions of the researcher, repetition of question

Using Naughty Teddy removes researcher’s intentions from the change/asking only one question avoids the implication that a different answer is required

Positive evaluations e.g. Piaget’s design of tests stimulated later research.