



General Certificate of Education

Health and Social Care 8621/8623

HC12

Mark Scheme

2008 examination – June 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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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.

The assessment of quality of written communication must be included in questions **1(c)** and **4(d)**.

Question 1

1(a) *Describe one research study that supports social learning theory. Outline the participants, procedure, results and conclusion of this study.* (5 marks)

1 mark per point, up to 5. Likely answers includes one of Bandura's studies or Langlois & Downs.

1 mark for participants – e.g. three groups of children

2 marks for procedure – e.g. participants watched film of an adult beating up a Bobo doll; later each child played with the doll and was observed

1 mark for results - e.g. children showed some of the same aggressive acts as the adult in the film

1 mark for implications – e.g. this suggests that children had acquired the aggressive behaviour by observation and imitation.

1(b) *Describe the social learning theory explanation of sex differences in behaviour. In your answer refer to two sex differences in behaviour.* (10 marks)

Maximum 9 marks if no examples of sex differences.

Up to 9 marks for explaining SLT.

Features of social learning theory include:

- Reinforcement/encouragement/discouragement
- Modelling
- The extraction of cognitions from observed examples.

Candidates are likely to get marks by identifying each of these and by giving examples.

Likely answers include the following points: SLT suggests that behaviours are learned from other people e.g. parents/peers (1) 'agents of socialisation' (1) who might reinforce/reward one sort of behaviour in one sex but not another (1) plus illustration by example (1) and by children observing and imitating/modelling (1) the different behaviours of male and female role models/parents (1) plus illustration by example (1) and by children extracting/deducing rules of behaviour/cognitions from the behaviours of others (1) plus illustration by example e.g. boys/men don't cry (1)

Plus up to 2 marks for inclusion of examples of actual sex differences: most likely are differences in aggressive behaviour; and in occupational choice. Candidates could also get marks for differences in spatial and verbal ability.

1(c) *Critically evaluate the social learning theory explanation of sex differences in behaviour.* (5 marks)

1 mark per point, up to 5. Likely points include;

Not a complete explanation (1)

The explanation ignores the influence of genetics/maturation (1) and resulting biological differences between males and females (1) such as levels of hormones/testosterone (1) that appear to be linked with aggressive behaviour (1) and might also inhibit left-hemisphere development in boys (1) resulting in slightly lower verbal ability (1). 1 mark for use of research studies to support the criticism (1).

Question 2

2(a) Outline the learning theory explanation for the onset of attachment. (3 marks)

Up to 3 marks for: contact with a caregiver is rewarding (1), e.g. child is fed (1) this reinforces proximity-seeking behaviour (1) This is a 'cupboard love' explanation (1). Accept alternative wording.

2(b) Outline the implications for child rearing of Bowlby's theory of attachment. (5 marks)

1 mark per point, up to 5. Likely points. Bowlby's view that women are more suitable than men for caring for children (1) implies that women should provide most of the care for a young child (1). Bowlby's view of monotropy/single attachment (1) implies that it is better for a child to be cared for by one person rather than have multiple attachments/carers (1). Bowlby's view of maternal deprivation (1) implies that (attached) young children should not be separated from the people to whom they are attached/e.g. not attend day care (1) for the first 3 years of life (1).

2(c) Name and briefly outline three different parent substitute arrangements. (6 marks)

1 mark each for naming (up to 3) plus 1 mark each for outline.

Likely answers:

Residential/children's home care (1) a group of children looked after full-time by paid staff (1)
 Adoption (1) care in a different family (1) legal parenting rights transferred from natural to adoptive parents/permanent (1)
 Fostering (1) care in a different family (1) temporary/long or short term/ natural parents retain legal rights (1)
 Day care (1) part time care involving a few hours separation/at day nursery/ crèche /childminder (1)

2(d)(i) Outline one study of a parent substitute arrangement. (3 marks)

Up to 3 marks, which can be awarded for any of the following: 1 mark for identification of participants, 1 mark for detail of design (e.g. use of a control group), 1 mark for detail of procedure, 1 mark for results/findings.

Likely studies include Triseliotis, Tizard & Tizard, Tizard & Rees, Tizard & Hodges, Hodges & Tizard, Kagan et al. Credit any relevant study.

Sample answer: Kagan et al studied children from the age of 3 months up to 5 years who attended day care, and compared them with a control group of children who were reared entirely at home. No significant differences in cognitive or social development or attachment were found between the two groups.

2(d)(ii) Briefly explain how the study you outlined in (d)(i) either supports or contradicts Bowlby's theory. (3 marks)

Up to 3 marks. Implications depend on the study chosen, however the most likely include:

Bowlby's belief in the importance of monotropy was not supported.
 Bowlby's belief in the importance for social development of family rearing was supported.
 Bowlby's belief in a critical period for attachment was not supported,

Question 3

3(a) *Outline what is meant by the superego.*

(2 marks)

The moral part of the self (1) including moral beliefs/conscience/ego-ideal (1)

3(b) *Describe the process that, according to Freud, leads to the development of the superego in boys.*

(6 marks)

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

In the phallic stage (of psychosexual development) (1) around 3-6 years (1) boys develop a sexual desire for their mothers/wish to supplant their fathers (1) although unconscious (1). They fear the power of the father to punish them (1) specifically a fear of castration (1). As a result they experience a conflict (between their fear and desire)/the Oedipus conflict (1). Boys resolve the conflict by identifying with father (1) i.e. adopting father's beliefs/behaviours (1)

3(c)(i) *Evaluate Freud's theory of the development of the superego in relation to its explanatory power.*

(3 marks)

1 mark per point, up to 3 for answers relating specifically to explanatory power. Likely points:

The theory can explain sex differences in behaviour (1) and moral/pro- and antisocial behaviour (1) and some aspects of mental disorder (1) but is more limited than learning/social learning/genetic explanations (1) plus example of an area of development not explained by the theory (1)

3(c)(ii) *Evaluate Freud's theory of the development of the superego in relation to its plausibility.*

(3 marks)

1 mark per point, up to 3 for answers relating specifically to plausibility. Likely points include: The theory is implausible (1) assumes sexual motivation very early in life (1). Social learning theory gives a simpler/more plausible explanation for pro- and antisocial behaviour/sex differences (1)

3(c)(iii) *Evaluate Freud's theory of the development of the superego in relation to its research evidence.*

(3 marks)

1 mark per point, up to 3 for answers relating specifically to research evidence. Likely points include:

There is little supporting evidence (1) reference to 'Little Hans' case study (1) comment on the weakness of this as supporting evidence (1). Reference to difficulty of researching unconscious motivation (1) Reference to alternative theories supported by evidence e.g. social learning theory (1).

3(d) *Outline the implications for child rearing of Freud's theory of the development of the superego.*

(3 marks)

1 mark per point, up to 3. Implications include: parents (not other caregivers) are essential for development (1) development requires presence of a same sex parent (1) i.e. single parent rearing weakens/prevents/interferes with development of superego (1) otherwise fixation might result/example of fixation (1) implies authoritarian parenting is best (for moral development) (1) it leads to a stronger superego (1).

Question 4

4(a) *Dawn is one year old. She is beating the table with a plastic drumstick. She notices a spoon on the table, and picks it up with her free hand. She pauses for a moment and then beats the spoon and the drumstick against each other. She has never done this before. Explain Piaget's account of the development of new schemas. Refer to the example of Dawn, and to one other example. (8 marks)*

Maximum 6 marks if no effective reference to example of Dawn.

Candidates will get marks for identifying, outlining and explaining the processes of assimilation and accommodation, and for illustrating these with reference to the scenario.

Up to 8 marks – awarded as follows:

Up to 4 marks for: the child assimilates (1) i.e. deals with the new situation (1) in this case holding two objects (1) by using an existing schema (1) in this case beating (1).

Up to 4 marks for: the child accommodates (the existing schema) (1) by adjusting her behaviour to fit the new situation (1) in this case changing to beating two objects together (1) this results in a new (two-handed) schema (1).

Up to 2 marks for appropriate use of another example.

4(b) *Describe one test of cognitive development in which Dawn is likely to succeed. (4 marks)*

1 mark per point. Likely points: a test of object permanence (1) in which an object with which the child is playing (1) is hidden (1) when the child's attention is momentarily distracted (1) and the child is observed to see whether s/he looks for the toy (1) – if so, the child has object permanence (1).

Also credit Bower & Wishart's version of this test, in which the toy is made to disappear by turning the lights out.

Also credit a test of self-awareness (the red nose test) although this is not required by the specifications.

4(c) *Name and describe the stage of cognitive development that, according to Piaget, Dawn will have reached. (3 marks)*

1 mark for identifying sensorimotor stage. Up to 2 marks for description, which might include points such as: from birth to 2 years (approx); early behaviour mainly reflex; little evidence of thinking/memory; limited to sensation and movement; child only deals with 'here and now'.

4(d) *Evaluate Piaget's theory that cognitive development proceeds in distinct stages. (5 marks)*

Up to 2 marks for identifying features of stage theory: cognition is different in each stage; each stage replaces the previous stage; stages proceed in an invariant sequence.

Up to 5 marks for evaluative points:

Criticisms:

1. Individuals often show features of two stages at the same time (1) e.g. can conserve number but not volume (1) in this case appear to be in the preoperational and the concrete operational stages (1)
2. Development does not appear to show sudden changes – instead it seems gradual (1).

Positive evaluations

1. Piaget's tests do show striking differences in cognition at different ages e.g. in ability to conserve. (1)