



**General Certificate of Education**

**Health and Social Care  
8626/8629**

**HC12**

**Mark Scheme**

***2009 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.

**Question 1**

1(a) Describe **one** study of parenting styles.

(7 marks)

1 mark for details of sample and up to 2 for method/ procedure. No mark for naming researchers. Plus up to 5 marks for results including: 1 mark each for naming or correctly describing 3 styles, 1 mark each up to 3 for correctly describing one child behaviour linked to each style.

Sears et al:

Sample: 379 (accept 360 to 400) mothers/parents **or** mothers/parents of five year olds.

Method/procedure: Interview/asking parents about application of rules or punishments or child behaviour; correlation study.

Results -styles: Authoritarian; democratic/authoritative; and permissive.

Results - behaviour

Children of authoritarian parents often used aggression to get what they wanted.

Children of democratic parents were the least aggressive.

Children of permissive parents were often highly aggressive.

Baumrind:

Sample: 134 (accept 120-150) children **or** children and their parents (or mothers).

Method/procedure: Interview; observation; longitudinal study; correlation study.

Results -styles: As above.

Results - behaviour

Authoritarian – children fearful/moody/easily annoyed/sulky/hostile.

Authoritative/democratic - children self-reliant/self-controlled/cheerful/co-operative/high in cognitive and social competence/ motivated to do well (e.g. in school).

Permissive – children rebellious/ low in self-reliance/ and self control/ impulsive/ aggressive/ low in achievement motivation/low in cognitive and social competence.

Do not credit irrelevant studies e.g. of attachment.

1(b)(i) *Martine and Cindy are friends who both have young children of similar ages. The children go to the same school and watch similar television programmes. Martine says to Cindy, “My kids seem so much less well behaved than yours. If they do anything wrong I punish them. They are always fighting among themselves, even though I tell them it’s against the rules and slap them when they do it. I never spoil them or make a big fuss of them. Sometimes I wish I’d never had them. Where am I going wrong as a parent?” Identify three different agents of socialisation mentioned in the description above.* (3 marks)

1 mark each up to 3. Acceptable answers are: parents/mother/adults/family; school/teachers; media/television; other children/peers/siblings. Must be from the scenario. If more than 3 given, mark first 3 only. Do not credit answers that state actions instead of naming agents.

1(b)(ii) *Explain why Martine's behaviour might have a negative effect on her children's development. In your answer, refer to parenting styles and to **one** theory of development. (10 marks)*

1 mark per point up to 5 for explanation related to **parenting styles**. Likely points:

Martine adopts an authoritarian style; she shows little warmth/affection/is cold; applies strict rules; never spoils or makes a fuss of; frequent punishment; this style might have led to hostility/aggression in the children. Do not credit points about what Martine **should** do.

1 mark per point up to 7 (but to an overall maximum of 10, but see QWC below) for explanation related to a relevant **theory of development**. If more than one theory is used, credit one only.

Sample part answer: Social learning theory (1), (suggests that children learn behaviours by) observation and imitation/modelling (1) the children model the aggression shown by Martine (1) i.e. use of slapping to control them (1). (The theory also suggests that) reward/reinforcement influences behaviour (1). Martine might be unintentionally rewarding aggressive behaviour with the attention she gives (1). Children extract cognitions (1) e.g. that it is acceptable to influence the behaviour of others by aggression (1).

Sample part answer: Skinner's/Learning theory; behaviour is influenced by rewards/reinforcement/operant conditioning; child's aggression is rewarded by attention; in this case punishment/slapping.

Sample part answer: Psychoanalytic theory; if children are girls; they might identify with mother; following the phallic stage; and adopt her moral behaviour; in this case using aggression to control others.

Quality of written communication.

Answers not expressed in continuous prose, e.g. mainly in unexplained bullet points – maximum 7 marks. Answers featuring frequent errors in spelling/sentence construction/grammar so that meaning is obscured – maximum 8 marks.

Answers featuring repeated communication errors, but where meaning is still clear **or** answers that are rambling, long-winded and unfocussed – maximum 9 marks.

## Question 2

2(a)(i) *The following conversation took place at a children's zoo, between a father and his son, Tom.*  
*Father: Oh, look at this mouse. And these over here. One, two, three, four mice.*  
*Tom: Three four mouses.*  
*Tom (pointing): What dat?*  
*Father: That's a goat.*  
*Tom: Him got beard.*  
*Father: Yes, the goat's got a beard. Who else do you know with a beard?*  
*Tom (pointing): Daddy got beard. Goat got beard.*  
*Tom (pointing to a deer): Big goat.*  
*At what stage of language development is Tom? Justify your answer with reference to the conversation above. (4 marks)*

The telegraphic stage (1), plus 3 marks for justification. If stage not correctly named, maximum 2 marks. Likely points include: Two- and three-word sentences (not just 'say 2 or 3 words') (1) plus dependent illustration from scenario e.g. 'Big goat' (1) with function words/non-essential words missed out (1) plus dependent illustration from scenario e.g. 'Him got (a) beard' (1) overextension (1) plus dependent illustration from scenario e.g. calling a deer a 'big goat' (1) accept overregularisation (1) plus dependent illustration from scenario e.g. use of regular plural in 'mouses' (1)

2(a)(ii) *Explain how conversations with parents help children to acquire language. Refer to the language behaviour of Tom and his father in your explanation.* (7 marks)

1 mark for each explanation point, plus up to 2 points each for elaboration/explanation. As in 2(a)(i) credit for quoted illustrations is dependent on the first point being correct/relevant. Likely answers:

- A: Children/Tom ask(s) questions (1) e.g. 'What dat?' (1) The answer can increase vocabulary (1).
- B: Children make statements (1) e.g. 'Him got beard.' (1) prompting improved/more grammatical versions from parents/which parents might reward (1)
- C: Children recast/copy/imitate parental speech (1) e.g. 'Three four mouses' (1)
- D: Children listen/attend to parents' speech (1) and extract grammar rules (1) e.g. making plurals (1)
- E: Parents/Tom's Dad ask(s) questions (1) e.g. 'Who else do you know with a beard?' (1) stimulating speech production (1)
- F: Parents make statements/produce good examples of speech (1) initiating/stimulating conversation/introducing new vocabulary/ or correct grammar(1)
- G: Parents listen/attend to child's speech (1) i.e. give attention that reinforces speech production (1)
- H: Parents recasting/correcting child's speech (1) e.g. 'the goat's got a beard' (1) illustrating correct grammatical constructions (1).
- K: Parents answer questions (1) e.g. 'That's a goat' (1) This can increase vocabulary (1).

2(b) *A researcher found that when families move from one region of Britain to another, the accents of their school-aged children change to become more like the accents of people in the new region. What does this suggest about how speech accents are acquired?* (3 marks)

1 mark each for any 3 points. Accents are learned; from peers/school friends; by social learning processes; especially modelling/ imitation; from the environment/nurture/ i.e. not genetically determined.

2(c) *Suggest and outline **three** features of language development that indicate the influence of genetics and maturation.* (6 marks)

- 1 mark each (up to 3) for relevant features, plus 1 mark each for outline/supporting evidence. Credit correct outlines/evidence (max 1 mark each) even if features not named. Likely answers:
- F1: Universality (1) (almost) all children acquire language, regardless of culture (1)
  - F2: An invariant sequence (1) children go through the same sequence of stages of development (1)
  - F3: Similar timing of onset (1) e.g. first words at around same age (1)
  - F4: Occurrence during a critical/sensitive period (1) language is most easily acquired in early childhood/(most) people find (second) language acquisition more difficult after early childhood (1)
- Do not credit 'presence at birth', but accept 'deaf babies babble' for 1 mark as one feature. If more than 3 features are given, credit the best three.

### Question 3

3(a) *Children develop specific attachments towards the end of the first year of life. Give **two** different explanations for the timing of the onset of attachment.* (6 marks)

The cognitive explanation (1). The onset of attachment is determined by the acquisition of object permanence (1) because only then is the child aware of the continued existence of things out of sight (in this case the child's parent/carer) (1). Plus any 3 points from: The ethological explanation (1). Attachment behaviour has survival value (1). (Timing relates to) a child becoming mobile/able to crawl/able to walk (1) risk of getting lost/into danger is reduced by attachment/attachment maintains proximity(1). Alternatively for one explanation credit reference to maturation/critical period. (1).

Do not credit a learning theory or psychoanalytic ‘cupboard love’ explanation.  
Do not credit answers relating to later/delayed attachment.

3(b) *A learning theory explanation suggests that attachment results from rewarding contact with the child’s parent or caregiver. Evaluate this explanation. (5 marks)*

Up to 5 marks for evaluation points. Key relevant points are:

P1: Explanation is plausible; (because infants often attach to mother) who often provides food; which is positively reinforcing; and nappy changing (in contact); which is negatively reinforcing.

N1: Explanation fails to explain why some infants attach more strongly to a person not involved in providing care.

N2: Explanation fails to explain why infants still attach to parents with whom contact is often unrewarding or unpleasant.

N3: The onset of attachment occurs at a similar time universally; despite differences in rearing practices; which implies some maturational influence; so learning theory cannot be a complete explanation.

3(c) *Describe Bowlby’s theory of attachment and discuss its implications for child-rearing. (9 marks)*

See examiner support notes/grid for likely answers.

Band 1 7 to 9 marks

The candidate gives an accurate description of Bowlby’s theory, with little irrelevance, and discusses at least two of the implications for child rearing of this theory. Evaluation is present.

Band 2 4 to 6 marks

The following categories of answers are likely to fall into this band:

- Answers that give a comprehensive description of the theory but little or no discussion.
- Answers that give a very brief description but discuss the theory in depth and accurately.
- Answers that would have gained Band 1 marks but are marred by inaccuracy and/or irrelevance.

Band 3 1 to 3 marks

Answers that show some limited knowledge of the theory and/or its implications. These answers might be very brief, or expressed in the form of a list, or very rambling with contradictions, inaccuracy and irrelevance.

Likely points include:

Feature of theory	Discussion points	
	Implication for child-rearing	Evaluation
Onset at around 7/ 8 months/ as mobility commences/ has survival value (1)	Avoid separations from about this time. Credit ‘avoid separations once only.* (1)	
Attachment behaviour includes, separation anxiety/ proximity maintaining behaviour/ clinging/ following/ protesting on separation/ greeting on return/ and stranger anxiety (1)	Carers have to accept the restrictions this places on them, e.g. not leave child with strangers (1)	Secure attachment leads to eventual detachment/ independence.(1) Sensitive responsiveness leads to secure attachment (Ainsworth) (1)
Monotropy/ single attachment is best/stronger (1)	One person (usually mother) must constantly be available (1)	Multiple attachments are not weaker(1) They reduce the risk of separation. (1)
Mother/adult female is best	Mothers should stay at home	Some children attach more

attachment object (1)	with child for at least the first 3 years (1)	strongly to fathers. (1) Theory is sexist. (1) Reference to relevant study e.g. Shaffer & Emerson (1)
Family rearing is best (1)	Institutional rearing can impair development. (1) Day-care under 3 years old might constitute maternal deprivation (1)	Reference to supporting studies e.g. Tizard et al. (1) Reference to relevant studies e.g. Kagan – no cognitive or social ill-effects (1)
Attachment takes place during a critical period/ beyond 2-3 years attachments harder to form (1)	Children should not be transferred from carer to carer during this period / e.g. if fostered or adopted transfer should be before 1 year old (1)	Evidence of studies that children can form attachments to substitute parents after this period. (1)
Effects of separation: short-term – protest, despair, detachment (1)	Avoid separations*	For example by accompanying child to day care until child attaches to day care staff. (1)
Effects of maternal deprivation: long –term – retardation, delinquency, affectionless psychopathy(1)	Avoid separations*	These effects more likely to result from maternal privation, rather than separation,(1) e.g. retardation resulting from lack of stimulation in institutional care.(1)

**Question 4**

4(a)(i) *How, according to Piaget, do children develop new schemas? (7 marks)*

Assimilation (1) (is a process in which0 an existing schema (1) is used to deal with/understand a **new** situation (1) Plus example of a schema applied to a new situation e.g. trying to pick up a new, larger ball by grasping with one hand (1).

Accommodation (1) is the process of modifying an existing schema (1) to fit/cope with particular features of a new situation (1) Plus example e.g. changing grasping behaviour to pick up the new ball with two hands (1). Candidates should also receive credit for accurate reference to the concepts of disequilibrium and equilibration.

4(a)(ii) *Outline the implications for child rearing of Piaget’s view of cognitive development. (4 marks)*

1 mark per point for relevant points (up to 4). Likely points include: (The theory implies that...) Children need access to play opportunities; and materials; that stimulate schema development; including concept development; through discovery play; plus 1 example of play/materials relevant for cognitive development e.g. stacking blocks.

Parents/caregivers can set up/provide challenges (requiring investigation/experimentation/ problem-solving); plus example e.g. to share sweets equally between 3 toys.

4(b)(i) *Describe the main features of Piaget’s stage of formal operations. Refer to **one** test relevant to this stage. (6 marks)*

Up to 4 marks for description, likely to include the following points: The ability to perform mental operations (1) plus example e.g. use algebra (1) abstract thought (1) plus example e.g. about concepts

like democracy (1) hypothetical/'what if?' thought (1) plus example e.g. thinking what would happen if gravity repelled (1).

Plus up to 2 for identification/description of a test. Likely tests include: the third eye test (1) – if you could have an extra eye, where on your body would you like it – and why? (1)

Do not credit achievements of previous stages e.g. conservation, object permanence or decentring.

4b(ii) Name **three** other stages of cognitive development described by Piaget. (3 marks)

1 mark each per stage, up to 3. Likely answer: Sensorimotor; preoperational; concrete operations.

Candidates can get 2 of these marks by naming the two subdivisions of the preoperational stage, i.e.

preconceptual; and intuitive, but in this case credit should not also be given for the preoperational stage.