



**General Certificate of Education**

**Health and Social Care**

*8621/8623/8626/8627/8629*

**HC12 Human Development:  
Factors and Theories**

**Mark Scheme**

*2010 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2010 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## GCE Health and Social Care HC12 January 2010 Mark Scheme

### Question 1

- a i) 1 mark for each correct example, up to 2. Possible answers: "Men don't make good nurses,"; "Men are not as caring as women,"; "Men don't get so upset at the sight of blood."  
(2 marks)
- a ii) 1 mark each up to 2. Possible answers: Peers/other children/siblings/Rhys/Morwenna (1) Parents/father/mother/Paul; Media/TV/TV programme.  
Do not credit answers consisting of descriptions of behaviour which happen to feature an agent e.g. 'Paul plays football with Rhys.'  
(2 marks)
- b) Up to 3 marks for identifying each key feature of SLT, describing it and relating it to the scenario. Likely answers:  
Reinforcement (1) rewarding (1) different behaviours in different sexes (1) plus linked example e.g. Paul says 'Good girl' to Morwenna/ but does not praise Paul. (1)  
Modelling (1) observing and imitating (1) a person of one's own sex (1) plus linked example e.g. Morwenna often helps her mother with the housework/ Rhys plays football (1)  
Extraction of cognitions (1) noticing implicit rules of behaviour (1) that are different for males and females (1) plus linked example e.g. that men are not expected to be very caring/but are expected not to get upset at the sight of blood. (1)  
(9 marks)
- c i) 1 mark for identifying (up to 2) plus 1 mark each for outlining each difference.  
Likely answers:  
Aggression/rough and tumble play (1); more frequent (on average) in boys than girls (1).  
Verbal ability (1) higher (on average) in girls than boys (1)  
Spatial/mathematical ability (1) higher (on average) in boys than girls (1)  
(4 marks)
- c ii) 1 mark each for any three of the following points:  
(For aggression/rough and tumble play): Males and females differ genetically in their sex chromosomes (1) Males have an XY pair (1) and females an XX pair (1) This influences production of testosterone (1) males produce more than females (1).  
(For differences in cognitive abilities): First three points as above, plus: This leads to differences in brain structure/ maturation rates (1) which might also result from differences in testosterone levels (1).  
(3 marks)

**Question 2**

- a) 1 mark each for any 6 of the following points.  
 M1: The first question ('Are these beakers the same?') is wrong (1) It focuses attention on the beakers, not the contents (1). The student should have asked 'Is there the same amount of juice in these two beakers? (or is there more in one than the other?)' (1)  
 M2: The selection of beakers used is wrong (1) It does not allow the child to compare the changed state with the original unchanged state (1). Only one different-shaped beaker should be used (in addition to the original pair) (1) The juice should be left in one of the original beakers (1)  
 M3: The second question ('Which is fuller') is wrong (1). It is a leading question (1) and actually the slimmer beaker will be fuller (1). The student should have asked 'Is there the same amount of juice in these two beakers? (or is there more in one than the other?)' (1)  
 (6 marks)
- b) 1 mark each for any 6 of the following points.  
 This was a test of conservation of number (1) in which children were shown two (equal) rows of beads (or similar small objects) (1) and asked if there was the same number in each (1). Then a '(naughty) teddy' (1) was used to spread one row out more/ move/ interfere with the beads (1) at which the tester protested (1) before asking the same question again (1).  
 The improvement avoided the problem of intention in Piaget's test (1) making the redistribution seem accidental/unintended by the tester (1). This enabled the child to focus more on the test materials (1). Children succeeded in conserving at a younger age in this version of the test (1).  
 Do not credit points such as 'the test was easier to understand', 'less confusing', 'less formal' or 'more child-friendly'.  
 (6 marks)
- c) 1 mark each for any 4 of the following points:  
 The child can perform logical operations/mental operations/ think logically (1) but only in connection with real materials/not abstract/hypothetical situations (1). The child can succeed in operations such as conservation (1) reversibility (1) and decentring (1). The child is no longer egocentric (1) so can succeed in e.g. the mountains test (1). Typical age 7 to 11 years (or very similar range) (1)  
 (4 marks)
- d) 1 mark each for any 4 of the following points:  
 Children learn through play (1) and should be given opportunities for discovery learning (1) e.g. educational toys (1) plus example (e.g. shape sorter, stacking beakers, coloured blocks) (1) that can aid development of concepts (1) e.g. colour/number/volume/size/ shape (1), and develop schemas (1). Adults should set challenges/ask questions (1) plus example (e.g. see which of these objects will float in water) (1).  
 (4 marks)

**Question 3**

- a i) Telegraphic speech stage (1). Plus up to 3 marks for any three of the following:  
 Alice is using mainly two- and three-word sentences (1) plus example from scenario (1)  
 With function words missed out (1) plus example e.g. 'What them' instead of What **are** they' (1)  
 With use of basic grammatical rules/ ability to form plurals (1) plus example e.g. adding an 's' to make a plural (sheeps) (1) but with some overregularisation (1) e.g. pluralising sheep as 'sheeps' (1)  
(4 marks)
- a ii) 1 mark each (up to 2) for naming the stages, plus up to 3 marks in each case for correct description. Likely answers:  
 Prelinguistic stage (1) 0-12 months (1) vocalisations are non-verbal (1) include crying (1) and babbling (1) plus e.g. 'uduh' (1).  
 Holophrase speech stage (1) 12-18 months (1) one word utterances/ one word used to mean a sentence (1) plus example (1)  
(8 marks)
- b) Likely points include:  
 A1: Reference to *encouragement/discouragement of speech*; Simon told Alice to be quiet.  
 A2: Reference to *listening* to child; Simon ignored a remark; when Alice said 'Lots of sheeps'.  
 A3: Reference to *correcting or recasting speech*; in a more correct grammatical form; parent/Simon could reply e.g. 'They are sheep, not sheeps'.  
 A4: Reference to *answering questions*; Simon named sheep when asked.  
 A5: Reference to *asking questions*; e.g. parent/Simon could have asked 'How many sheep can you see?'  
 Parental actions relevant to the scenario are in italics. Accept other parental actions not illustrated in the scenario – such as reading to children.  
(8 marks)

Mark ranges

0 marks No response worthy of credit.

1 to 3 marks

Answers that include some relevant information, in which evaluation is weak or misdirected and makes little effective use of the scenario material. For example answers mainly focussing on 'talking to', "teaching" children and reading to them.

Candidates who deploy an appropriate level of knowledge and understanding and display QWC skills consistent with this level should be rewarded at the top of the mark band.

4 to 6 marks

Answers that make some relevant evaluations of Simon's behaviour, but include irrelevance e.g. descriptions of theories of language acquisition.

Candidates who deploy an appropriate level of knowledge and understanding and display QWC skills consistent with this level should be rewarded at the top of the mark band.

7 to 8 marks

Answers that correctly evaluate Simon's behaviour in relation to at least two actions, illustrating these with reference to the scenario. Little irrelevance.

Candidates who deploy an appropriate level of knowledge and understanding and display QWC skills consistent with this level should be rewarded at the top of the mark band.

---

**Question 4**

- a) 1 mark per point for any 5 of the following: This behaviour includes clinging/following/ protesting on separation (1) i.e. maintaining proximity (to parent etc) (1) at a time when the child is mobile (1). The risk of wandering away (1) into danger (1) is reduced (1). Do not credit points which assume awareness of danger in infants. (5 marks)
- b) 1 mark per point for any 5 of the following: This is Bowlby's view (1) Timing of onset of attachment is similar in most children (1) suggesting that it is driven by genetics/ maturation (1), and ranges from 7 months to 2/3 years (accept 0 to 3 or 'up to' 2 or 3 years) (1) However children who have not been able to attach/have been separated at this time (1) are still able to attach later (1), as shown by outlined or named relevant study e.g. Tizard et al. (1). (5 marks)
- c) Candidates are likely to refer to Ainsworth's three types of attachment: Secure attachment; used mother as secure base; protested on separation; greeted on return. Anxious/resistant; failed to explore; distress on separation; not comforted by stranger; resist contact on mother's return. Mothers showed affection/ misinterpreted infants' behaviour/were inconsistent. Anxious avoidant; failed to explore; little distress on separation; avoided contact on mother's return; lack of interest in (or avoidance of) stranger. Mothers showed impatience/resentment/less affection. According to Ainsworth's caregiving hypothesis; in order to provide secure attachment; parents should show sensitive responsiveness; i.e. be aware of child's mood /interpret this correctly; engage in face-to-face interactions; show affection; physical contact; avoid inconsistency. Also accept the point that the correlation between parental behaviour and type of attachment does not prove that the first causes the second; and that a child's personality can strongly influence parental behaviour. (10 marks)

Mark ranges

0 marks

No response worthy of credit.

1 to 3 marks

Answers that include some relevant information, but feature extensive irrelevance or inaccuracy.

Candidates who deploy an appropriate level of knowledge and understanding and display QWC skills consistent with this level should be rewarded at the top of the mark band.

4 to 7 marks

Answers that accurately describe Ainsworth's findings but fail to relate these to implications. Alternatively answers that meet the criteria for Band 1 but include some inaccuracy, confusion or irrelevance. Irrelevance might include long descriptions of the procedure of the study.

Candidates who deploy an appropriate level of knowledge and understanding and display QWC skills consistent with this level should be rewarded at the top of the mark band.

8 to 10 marks

Answers that correctly summarise findings in terms of types of attachment and which also relate these to child-rearing practice, along the lines of the caregiver hypothesis. Little irrelevance.

Candidates who deploy an appropriate level of knowledge and understanding and display QWC skills consistent with this level should be rewarded at the top of the mark band.