



**General Certificate of Education (A-level) Applied
January 2011**

Health and Social Care

HC12

**(Specification
8621/8623/8626/8627/8629)**

**Unit 12: Human Development: Factors and
Theories**

Final

Mark Scheme

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Question 1

Question	Part	Sub Part	Marking Guidance	Mark	Comments
1	01		Permissive (1)	1	
1	02		Authoritarian (1) Democratic/ authoritative (1) Plus 1 mark per point, up to 3 for either of the following descriptions: (Authoritarian): (use of) strict (rules) (1) frequent / severe punishment (1) little choice (1) emotionally cold (1). (Democratic/ authoritative): involves child in decision-making (1) gives guidance (1) explains wrongdoing(1) emotionally warm (1).	5	
1	03		Up to 4 marks for: Observation (1) plus of children/ children and their parents (1). Interview (1) plus with parents/ mothers (1) longitudinal study (1)	4	
1	04		Any 2 marks from: The study was correlational (1) so did not give evidence of cause and effect (1) links observed might have been caused by parental behaviour or by child behaviour, or both (1)	2	
1	05		1 mark per point, up to 8. Likely points: The most appropriate style is democratic/ authoritative; (parents who used this style had children who tended to be): self-reliant / self-controlled; cheerful/ cooperative; motivated to do well / high in cognitive and social competence. (In comparison authoritarian parents had children who were): fearful / moody; easily annoyed / sulky / hostile. (Children of permissive parents were): low in self-reliance /self-control; rebellious/ impulsive/ aggressive; low in achievement motivation/ social and cognitive competence.	8	

Question 2

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	06		Sensorimotor stage (1). Plus up to 2 non-dependent marks for description, which might include points such as: early behaviour mainly reflex; little evidence of thinking/memory; limited to sensation and movement; child only deals with 'here and now'; stage from birth to 2 years.	3	
2	07		2 marks: Likely alternative answers: Either A: Knowing that (1) objects continue to exist independently of us/ objects continue to exist when unobserved (1) Or B: The ability to react (e.g. by searching) (1) to the disappearance of a previously present object (1). Accept answers with similar wording.	2	
2	08		1 mark per point. An object with which the child has been playing (1) is hidden/ covered (1) when the child's attention is distracted (1) and the child is observed (1) – if so, the child has object permanence (1).	5	
2	09		Up to 2 marks for the following points: Piaget's test underestimated this ability (or similar) (in very young infants) (1) because they did not show the ability until around 8 months old (1). Plus up to 5 marks (to an overall total of 6) for any of the following: (Bower & Wishart) waited until a child reached for a toy (1) then turned out the lights (1) and used an infra-red camera to observe child's reaction(1). They found that infants continued to reach out (1) for up to 90 seconds after the light went out (1). Showing that object permanence is present from 1 – 4 months old (or age within this range) (1).	6	

2	10		<p>1 mark per point for relevant points (up to 4). Likely points include: Children learn by discovery learning (1) through play (1) and need access to ... /parents etc should provide...play opportunities (1) and materials/ toys (1) that stimulate schema development; including concept development (words to that effect) (1) plus 1 example of an educational toy e.g. coloured blocks, shape sorter. Parents/caregivers can set up/provide challenges (1) plus example e.g. to share sweets equally between 3 toys (1).</p>	4	
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Question 3

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3	11		<p>1 mark each (up to 2) for identifying relevant actions, plus 1 mark each for linking action to the scenario and 1 mark each for how language development is aided. Likely answers: Answering questions/ Laura answered question (1) Laura tells George that the bird is a goose (1) increasing his vocabulary /enabling him to learn new words (1). Correcting speech errors/ Laura corrected speech (1) Laura tells Oscar the plural of 'goose' (1) aiding the development of grammar/ grasp of irregular plurals (1).</p>	6	
3	12		<p>The telegraphic stage (1), plus 2 non-dependent marks for justification: Use of two- and three-word sentences (not just 'can say two or three words') (1) with function words/ non-essential words (or similar) missed out (1) plus dependent e.g. the 'is' from 'what is that?' (1).</p>	3	
3	13		<p>1 mark for: This is not a silly mistake. Plus 1 mark each for any 5 from: The mistake is over-regularisation (1). It shows that the child has grasped the usual / grammatical rule (for making plurals) (1) i.e. extracted this rule from examples of speech he has heard (1). Berko's study (illustrated this)(1) in which 3- to 4-year-olds (1) were shown a picture of a fictional animal/ a 'wug' (1) and then shown a picture of two wugs and asked what the</p>	6	

			picture showed/ 'There are two...?' (1). The children responded 'wugs' (1) even though they cannot have encountered this word before (1).		
3	14		1 mark per point, up to 5. L1: Children can learn by observation and imitation / modelling even if this is not reinforced/ rewarded (1). L2: Children can still learn language even if their speech is largely ignored/ not reinforced (1). L3: The shaping (1) process described by the theory would be too slow (1); to account for the rapid acquisition of language typical of infants (1). L4: The theory is incomplete (1); it does not include the role of cognition (1) or of genetics/ maturation (1).	5	

Question 4

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4	15		1 mark per point, up to 6. Likely points: Greg will be in the oral stage; in which his behaviour is controlled by the Id only; meaning that he demands immediate gratification of his needs. Mandy is in the anal stage; so she has developed her Ego; which enables her to defer gratification ; overrule the Id.	6	
	16		Likely evaluative points include: The theory is implausible (1) Sexual motivation is unlikely in infants (1). The theory is not supported by reliable evidence. Recognition that the theory fails to take account of same-sex parents (1)The implication that opposite-sex parents are essential for normal development does not seem to be true / children reared by two same-sex parents do not appear to be disadvantaged (1). The theory is sexist (1). The implication that boys will have a stronger superego (1) also seems false (1) because they fear castration (1) whereas girls see themselves as already castrated (1). The theory understates the influence of	10	

		<p>agents of socialisation other than parent (1) e.g. peers (1). Also credit up to 5 marks (to an overall maximum of 10) for accurate detail of Freud's account: Children have unconscious (1) sexual desires for the opposite sex parent (1) but fear (punishment) from their same-sex parent (1). They resolve this Oedipus/Electra conflict (1) by identifying with the same-sex parent (1) leading to the development of the Superego (1). Candidates who display appropriate knowledge and understanding and display higher QWC skills should be rewarded at the top of the mark band. Conversely, those who display some confusion and weakness in QWC supporting knowledge and understanding should be placed at the bottom of the mark band.</p> <p>0 marks Answers lacking any relevant content.</p> <p>1 – 4 marks Answers which are restricted to an account of the phallic stage, or which make very limited, unsupported evaluations, or which also feature major errors.</p> <p>5 – 7 marks Answers as for Band 1 except that evaluation might be more limited, less well-supported, or which fails to refer relevantly to the parental arrangement stated.</p> <p>8 – 10 marks Answers which make sound evaluations supported with coherent reasoning, based on an accurate account of the stage, and which relate this to children of two parents of the same sex. There are no significant errors.</p>		
	17	<p>1 mark each (up to 2) for identifying criticisms, plus 1 mark each for accurate detail or supporting elaboration. Likely answers:</p> <p>A Freud did not actually study children (1) but mainly his adult clients (1).</p> <p>B Freud used only single case studies (1) impossible to generalise to population (1).</p>	4	

			<p>C Freud was unsystematic in data collection (1) plus support e.g. did not write case notes during meetings with clients/ mainly used unstructured interviews (1).</p> <p>D The sample studied was not representative of the wider population (1) mostly middle-class women (1).</p> <p>E The general criticism that the research was 'unscientific' is also acceptable for 1 mark.</p>		
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