



General Certificate of Education  
Advanced Level Examination  
June 2011

## Health and Social Care

## HC12

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

**Tuesday 24 May 2011 1.30 pm to 3.30 pm**

**For this paper you must have:**

- a 16-page answer book.

### **Time allowed**

- 2 hours

### **Instructions**

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Examining Body** for this paper is AQA. The **Paper Reference** is HC12.
- Answer **all** questions.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

### **Information**

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- You will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

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Answer **all** questions.

There are 20 marks for each question.

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### Question 1

- 0 1** Describe the procedure used in **one** study of children which supports a social learning theory explanation of anti-social behaviour. (6 marks)
- 0 2** What conclusions can be drawn from the study referred to in **0 1**? Refer to **three** key features of social learning theory in your answer. (6 marks)
- 0 3** Outline the limitations of social learning theory as an explanation for the development of anti-social behaviour. Justify your criticism. (6 marks)
- 0 4** The explanatory power of a theory means how many different topics the theory can explain. Apart from pro- and anti-social behaviour, suggest **two** other types of development that social learning theory can explain. (2 marks)

### Question 2

Carol is getting ready for a play session with her daughter Bronwen. She gets paper and paints ready and spreads a plastic sheet on the floor. Carol tells her daughter that she does not want to get paint on the carpet. Bronwen has used crayons before but not paints. Instead of telling her what to do, Carol lets her find out for herself. At first Bronwen grips the paintbrush firmly and presses hard onto the paper, as if she was using a crayon. Carol says, "Try again, and see if you can paint a house." This time Bronwen grips the brush less tightly and just touches the paper with its tip. When she has finished, Bronwen holds the picture up. She notices that some paint is running down the picture. "The naughty paint wants to get on the carpet," she says. Then Bronwen looks at Carol and says, "Why have you got paint on your nose, Mummy?" Carol replies, "I didn't know I had." Bronwen asks, "Why didn't you know?"

- 0 5** How, according to Piaget, do children develop schemas? Refer to an example from the scenario above. (6 marks)
- 0 6** Piaget described a sequence of stages of cognitive development. Analyse Bronwen's statements to identify which stage she is in. Refer to the main features of this stage. (6 marks)
- 0 7** Piaget's theory of cognitive development has implications for child rearing. Evaluate how appropriate Carol's actions were, according to Piaget's view of cognitive development. (5 marks)
- 0 8** Piaget's theory suggests that most children go through the same sequence of distinct stages, although not always at the same ages. Briefly outline **one** criticism of this theory. (3 marks)

**Question 3**

- 0 9** Sex differences in behaviour are often confused with gender role stereotypes. Which of the following four statements describe actual sex differences and which are gender role stereotypes?
- A men tend to be better drivers than women  
 B boys tend to take part in rough-and-tumble play more often than girls  
 C on average, boys tend to have slightly greater spatial ability than girls  
 D men are no good at looking after children (4 marks)
- 1 0** Explain what is meant by sex differences in occupational choice. Give **two** examples of these differences. (4 marks)
- 1 1** Freud's theory includes an account of the Oedipus and Electra conflicts. Outline this account and evaluate it as an explanation of sex differences in behaviour. The quality of written communication will be assessed in this question. (12 marks)

**Question 4**

Barry lived with his mother, Elaine. She rarely cuddled him and often became impatient with him. When he was 15 months old, Barry was taken into care because of neglect. He was placed with a foster family. At first he cried continuously and could not be comforted. After a few days he seemed to settle down, but would not play or respond to his foster parents. They were very patient with him, and when he began to interact with them, they responded immediately. Soon Barry was spending a lot of time with his foster mother, who always picked him up when he wanted a cuddle. Elaine used to visit him occasionally, but he avoided physical contact with her. One year later, Elaine obtained a court order returning Barry to her care.

- 1 2** Name **three** short-term effects of separation. Illustrate these with reference to the scenario above. (6 marks)
- 1 3** Mary Ainsworth's caregiver hypothesis suggests that parental behaviour can affect the quality of a child's attachment. Name the type of attachment that might have resulted from Elaine's treatment of Barry. (1 mark)
- 1 4** The effects of maternal behaviour on the attachment behaviour of 12-month-old children were observed in Ainsworth's Strange Situation study. Outline Barry's likely behaviour in the Strange Situation. (3 marks)
- 1 5** Evaluate the behaviour of Barry's foster parents. Refer to Ainsworth's caregiver hypothesis. (4 marks)
- 1 6** Discuss whether or not it would have been better for Barry to have been adopted, rather than taken into foster care. (6 marks)

**END OF QUESTIONS**

**There are no questions printed on this page**