



General Certificate of Education

Health and Social Care 8621/8623

HC12

Mark Scheme

2008 examination – January series

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Mark scheme

Question 1

1(a)(i) *Wayne is 14 years old and his sister Lucy is 12. Both children sometimes show aggressive behaviour, although Wayne does so much more often than his sister. Outline one biological explanation for the difference in frequency of aggression shown by Wayne and Lucy. (2 marks)*

Likely answer: Wayne is likely to have a higher level/Lucy a lower level (1) of testosterone (1).
Answers relating to differences in sex chromosomes, or genetic differences should also be credited.

1(a)(ii) *Explain how environmental factors might have led to the difference in frequency of aggression shown by Wayne and Lucy. (5 marks)*

1 mark each (up to 3) for identifying *plausible* factors – credit peers; *parental behaviour*; media; agents of socialisation.

1 mark each (up to 3) for explanation. Likely answers: greater encouragement/rewarding of aggressive behaviour in boys than girls (1), the tendency of children to model their behaviour on same-sex others (1) coupled with the fact that males tend to model more aggressive behaviour (1), acquisition of cognitions about gender role appropriate behaviours. Maximum 5 marks.

1(b)(i) *Outline one factor that strongly influences sex differences in the onset of puberty. (2 marks)*

Maturation rates (1) plus elaboration such as: determined by genetics/sex chromosomes/earlier in girls than boys (1)

1(b)(ii) *Suggest and outline one environmental factor that can delay the onset of puberty. (3 marks)*

1 mark for factor, plus up to 2 for explanation.

Likely answers: disease, nutrition. Sample answer: nutrition (1) e.g. low intake of proteins (1) in children who are starving/have eating disorders (1).

1(c) *Describe Baumrind's research into parenting styles. In your answer refer to the methods used and findings obtained. (8 marks)*

Up to 3 marks for outlining basic study design/procedure: use of interview (1) and observation (1) of parental and child behaviours (1) with follow-up/a longitudinal study (1) a correlational study (1)

Up to 7 marks for findings/conclusions:

Authoritarian parents (1) had children who were easily annoyed/fearful/sulky/hostile/moody (1)

Authoritative/democratic parents (1) had children who were self-controlled/self-reliant/cheerful/co-operative/well motivated/scored highly in cognitive and social skills (1)

Permissive parents (1) had children who were rebellious/impulsive/aggressive/low in self-reliance/self control/poorly motivated/scored lowest in cognitive and social skills (1).

Question 2

2(a)(i) *According to Piaget, one key feature of the preoperational stage of cognitive development is egocentrism. Using an everyday example, outline what is meant by egocentrism in this context.* (2 marks)

The inability to see a situation from another person's viewpoint (1), plus everyday example e.g. a child believing s/he is invisible when s/he cannot see another person (1).

2(a)(ii) *Describe one test of egocentrism used by Piaget. Refer to materials, procedure and interpretation of results.* (8 marks)

Up to 4 marks for description of materials: three model mountains; of different shapes; with different objects on top/snow/a cross/a hut; a set of (10) picture cards showing views of the mountains from different positions; a doll seated at one side.

Up to 3 marks for description of procedure: child asked to walk round/inspect model from different angles; then seated at one side/different position from doll; asked to pick out the card showing the doll's view.

Up to 2 marks for interpretation of results: a child who chose the correct/doll's view was not egocentric (1) was able to decentre (1).

Alternatively accept answer put the other way round: a child who chose the card showing his/her own view was egocentric (1) did not decentre (1)

2(a)(iii) *Evaluate Piaget's use of this test of egocentrism.* (6 marks)

Up to 6 marks. Likely points:

Original/ingenious/pioneering test/not based on previous work; gave rise to much later research; test might not be easy for younger children to understand; mountain scenes not familiar to some children; later version of test used a street scene/policeman doll and boy doll; Piaget's test underestimated ability of younger children to decentre.

Up to 3 of the marks may be awarded for detailed description of improved version(s) of this test, such as that by Hughes.

2(b) *Describe two other features of the preoperational stage of cognitive development.* (4 marks)

1 mark for naming/identifying features (up to 2), plus 1 mark each for description. Likely answers:

The ability to use symbols (1) e.g. words to represent objects/ pretend play (1)

Animism (1) attribution of motives/intentions/feelings to objects/or example (1)

Intuitive judgements/inability to conserve (1) judging by appearances/or example (1)

Question 3

3(a) For each of the following statements, explain whether it illustrates the influence of either genetics or the environment on language development. Justify your answers. (i) Children in different cultures go through the same stages of language development. (ii) Pre-school children who were adopted at birth usually speak with an accent very similar to that of their adoptive parents. (iii) Children start to speak at around the same age. (6 marks)

(i) genetics (1) plus relevant justification e.g. stages implies maturation/if the environment was influential you would expect bigger differences between cultures (1)

(ii) environment (1) plus relevant justification e.g. the accent is likely to have been learned/modelled on parents/not genetic because child is not genetically related to adoptive parents(1)

(iii) genetics (1) plus relevant justification e.g. similarity in timing of onset implies maturation/if environmental you would expect timing differences between different cultures (1)

3(b) Describe Skinner's learning theory explanation for language acquisition. (6 marks)

Candidates will probably gain most marks by explaining how operant conditioning and/or shaping are unintentionally applied. For full marks they should also refer to the role of imitation.

1 mark per point up to 5 for the following points:

A child's utterances are rewarded/reinforced by other people/parents;
e.g. by parent's giving child attention immediately afterwards;
plus example of *utterance (one only)*.

This leads the child to repeat the utterance more often/increase frequency.

This is (unintentional) operant conditioning.

When e.g. parents no longer reward that utterance, child is motivated to vary it/make different utterances;

if these are closer to actual words/understandable utterances, they are likely to be rewarded.

This leads to improvements in pronunciation/grammar/sentence length etc.

This is shaping.

1 mark per point up to 2 marks for the following points:

children also reproduce/imitate speech they hear;

but only if such imitations are rewarded.

3(c) *Evaluate Skinner's learning theory explanation for language acquisition. Refer to alternative explanations in your answer.* (8 marks)

Maximum 6 marks if no alternative explanations given. The most likely alternative explanations are Social Learning Theory and genetics/maturation.

Credit 1 mark per basic point made, and up to 2 more marks for justification/analysis/explanation of each point.

Likely points:

Positive points:

P1: The theory seems plausible.

P2: There is evidence that rewarding behaviour does influence the frequency of behaviour.

Negative points:

N1: The theory makes the unlikely assumption that language acquisition will not take place without reinforcement; in fact some parents pay much more attention to infant utterances than others, but (almost) all infants develop speech;

N2: Social learning theory is more plausible; – assumes that leaning by observation & imitation/modelling can occur without reinforcement

N3: evidence of studies shows that parents rarely reward correct grammar; e.g. (Brown & Hanlon 1970)

N4: Shaping is time consuming; whereas language acquisition is rapid; especially for vocabulary

N5: The theory ignores genetic/maturation influences; – however similarities of timing/stages/existence of critical period make these likely.

N6: The theory ignores cognitive processes; e.g. the child's extraction of rules from examples; plus illustration e.g. of plurals.

N7: The theory assumes that language acquisition is a mainly passive process/driven by other people; – whereas infants are active acquirers of language; e.g. by asking, "What's that?" questions.

Question 4

4(a) Outline what is meant by a critical period for attachment.

(2 marks)

A limited period/"window of opportunity"/first few years of life during which attachment must take place (1) beyond which attachment will not happen/is more difficult/less effective or *satisfactory* (1)

4(b) Describe the development of attachment over the first 3 years of life.

(6 marks)

1 mark per point up to 6: (accept alternative wording, e.g. *sound description of stage instead of name*)

The asocial/pre-attachment stage (1) 0- 3months (1); stage of indiscriminate attachments (1), 3-7 months (1); stage of specific/discriminate attachment (1) 7-9 months (1); stage of multiple attachment (1), 9 months + (1). (This is Schaffer's version)

Alternatively:

Preference for human contact (1); 3- 7 months (1); attachment formation (1) 7-9 months (1); partial detachment/toleration of separation (1), 3 years (1).

4(c) Outline and briefly discuss one of Rutter's criticisms of Bowlby's view of maternal deprivation.

(6 marks)

If candidate gives more than one criticism, mark both and credit that which gains most marks.

Note that criticisms not made by Rutter should not be credited.

1 mark per point, up to 6.

The likely criticisms are:

1. Bowlby overstated the effects of separation; Rutter pointed out that it is the circumstances of separation rather than the separation itself that caused problems; separation as a result of parental mental disorder; or family discord; more likely to lead to maladjustment; whereas separations owing to holidays/housing problems; illness or death of parents; less harmful. Reference to Rutter's Isle of Wight study or similar supporting evidence.

or

2. Bowlby's term 'maternal deprivation' confused two different conditions; separation; and privation; privation means not having opportunity to attach; it was privation that led to effects such as affectionless psychopathy; and retardation of cognitive development; and these followed from lack of stimulation/play opportunities, not separation.

4(d) Discuss Bowlby's view that children benefit most from a single strong attachment to a mother figure.

(6 marks)

1 mark per point, up to 6.

Bowlby's view referred to as monotropy; contrasted with multiple attachments; however multiple attachments do not mean weaker attachments; and reduce the risk of the child being without a person to whom s/he is attached; e.g. in event of death of mother; increase child's opportunities to learn from different familiar adults.

Some children attach more strongly to father; evidence for this is Schaffer & Emerson study; need not be biological mother according to Bowlby.

Bowlby's view regarded as sexist; implied women with young children should not pursue career.