



General Certificate of Education

Health and Social Care

8626/8629

HC12

Mark Scheme

2009 examination – January series

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Question 1

1(a) Name and outline the first two stages of Freud's theory of psychosexual development. (6 marks)

1 mark for naming each stage, plus up to 2 marks each for description.

Likely answers:

Oral stage (1), birth to 1 year (accept 6 – 18 months); erotic pleasure from the mouth; e.g. in breastfeeding; self consists of Id (not 'Id develops'); child demands immediate gratification.

Anal stage (1) 1-3 years (accept 1 year either way); erotic pleasure focussed on anus; child begins to gain control over excretion/toilet training; development of ego; ability to delay gratification.

Do not credit Id and Ego if these are given as the names of stages.

If stages not named correctly, correct 'description' marks (up to 2 each) should still be awarded.

1(b) Explain the psychosexual development that Freud described as taking place during the phallic stage of development. (6 marks)

1 mark each (up to 6) for any of the following points:

Children have sexual feelings for the opposite-sex parent; but fear (punishment by) the same-sex parent (by castration); the Oedipus conflict in boys; and Electra in girls; girls feel they have already been punished/penis envy. If 'Oedipus and Electra' given but sex of each not stated – 1 mark only for this. Conflict is resolved by identification; with same-sex parent; leading to the development of the Superego; moral/gender role development.

Do not credit fixation. Marginal points e.g. wrongly implying a conscious desire to identify, or saying 'attraction' instead of 'sexual feelings' can be combined so that two such weak points can gain 1 mark.

1(c) Describe and discuss *one* study that has been used to support or illustrate Freud's theory of psychosexual development. (8 marks)

Up to 5 marks for description of study – 1 mark per accurate detail.

Up to 5 marks for discussion (up to a total of 8 marks overall). 1 mark each for points explaining the link between the study and Freud's theory, and for evaluation of the study and of its implications for the theory.

The most likely study is the case study of Little Hans. Do not credit the Oedipus myth.

Two weak or partially correct points can be combined to give 1 mark.

Sample answer:

Description: The case study of Little Hans; was reported by a friend of Freud; Hans developed a phobia of horses/was afraid to go out in the street; at around 5 years old; especially white horses/with black mouths/ black blinkers; he believed that horse would bite him. Do not credit statements that he actually was bitten.

Discussion:

Link points: The phobia was a disguised/unconscious; fear of Hans's father; fear of being bitten was fear of castration; father had a black moustache/glasses/similar to horse's appearance.

Evaluation of study: A single case study – not representative of a population; anecdotal/not actually observed by Freud.

Evaluation of implications: Implausible as support; more straightforward explanations for this phobia.

Quality of written communication

Answers not expressed in continuous prose, e.g. mainly in unexplained bullet points – maximum 5 marks.
 Answers featuring frequent errors in spelling/sentence construction/grammar so that meaning is obscured – maximum 6 marks.

Answers featuring repeated communication errors, but where meaning is still clear **or** answers that are rambling, long-winded and unfocussed – maximum 7 marks.

Question 2

2(a)(i) *Claire is taking part in Piaget’s ‘Mountains test’. First she is asked to walk round a model of three mountains. Then she is seated to one side of the model and a doll is seated at another side. Claire is given a set of picture cards showing different views of the mountains. She is then asked to pick out the card showing the view from the position of the doll. She chooses the card showing the view that she herself can see. Name and outline the cognitive ability tested by the procedure described above.* (3 marks)

1 mark for ability to decentre/not to be egocentric. Do not credit ‘egocentrism’.
 A further 2 marks for definition: The ability to see a situation (1) from another person’s point of view (1).
 1 mark for less clear but partially accurate outlines. Do not credit examples. Marks are independent of each other i.e. definition marks can be given even if ability is not correctly named.

2(a)(ii) *Explain what the result of the test shows in Claire’s case.* (2 marks)

1 mark for correct statement: She does not show this ability/does not decentre/is egocentric. Plus 1 mark for explanation e.g. because she does not pick out the doll’s viewpoint/she responds from her own point of view. Do not credit just ‘cannot see someone else’s point of view’ – candidate should give more specific link to scenario e.g. reference to card or doll.
 If the first point is incorrect, no marks.

2(b) *Piaget described a sequence of stages of cognitive development. Name and outline the stage of cognitive development typical of a 5-year-old child.* (4 marks)

1 mark for preoperational stage (accept intuitive period).
 Up to 3 marks for description. Relevant points include: use of symbols; e.g. words; pretending; animism (or description of this); tendency to judge by appearance; centration (or description of this); egocentrism; inability to conserve. Do not credit object permanence. Credit description of stage (up to 3) even if it is not named correctly.

2(c)(i) *Describe an alternative version of the ‘Mountains test’.* (7 marks)

1 mark per point.
 Up to 3 marks for materials: A model featuring two walls intersecting at right angles; policeman (doll); a boy (doll).

Up to 5 marks for description of procedure (to the overall maximum of 7): The child viewed the model from the end of one wall; policeman doll placed to one side; boy doll placed in each of the four sectors in turn; child was asked whether the policeman could see the boy in each case; mistakes pointed out. Procedure repeated with policeman doll on the opposite side. This was for practice.

Second policeman doll placed on the model; child was asked to place the boy doll where neither policeman could see him. Doing this correctly implied the child could decentre.

Up to 4 of these marks can be credited for these points conveyed clearly by a diagram.
Do not credit references to points (ABCD) unless explained or shown in diagram.

2(c) (ii) <i>Evaluate this alternative test in comparison with Piaget's version. (4 marks)</i>
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1 mark for each key evaluation point, plus 1 each for appropriate justification.

Likely points:

The 'street scene' was more familiar than the mountain scene. The test was easier to understand; because it was more closely related to the child's everyday experience.

Alternatively credit the same points made the other way round (i.e. as criticisms of Piaget).

The practice trials ensured that children understood the task. Pointing out mistakes ensured that the test did not begin until the child understood the set-up/practice overcame the problem of Piaget's test that children had to remember too many pictures.

The child did not move in this version, so his/her own point of view did not change. In Piaget's version the child walks round the model.

Do not credit claims that Piaget's test was more complicated or less 'child-friendly'.

Do not credit results/findings e.g. decentring at a younger age.

Question 3

3(a) *Explain what is meant by the term genotype.*

(4 marks)

1 mark each (up to 4) for any of the following points:

An individual's genetic make-up/**set of genes** (not just 'genes'); acquired at conception/from parents; does not change during life; reference to chromosomes; made of DNA; a copy in almost all body cells. Do not credit features determined by genes (e.g. eye colour).

3(b) *Outline the influence of one biological factor on aggression.*

(2 marks)

1 mark for identifying a relevant influence, most likely to be hormone/testosterone levels. Plus 1 mark for further detail e.g. higher in boys; higher during adolescence; high levels linked to increased aggression. Other plausible answers include genetics/genotype, alcohol or heat stress. Do not credit nutrition or exercise.

3(c) *Explain what is meant by sex differences in occupational choice. Give two examples of these differences.*

(4 marks)

First explanation mark will refer to wanting/choosing a job or career (1). Second mark for saying males tend to choose differently to females (1).

1 mark each for 2 examples: Sample answers: More women than men want to be nurses; more men than women want to be plumbers. If examples only are given – maximum 2 marks. Only credit examples that refer to or imply jobs that males or females want or choose. Do not credit what they ought to choose or are supposed to want i.e. not gender stereotypes.

3(d)(i) *Use Skinner's learning theory to explain sex differences in occupational choice.*

(5 marks)

Up to 4 marks for the following points:

Reference to operant conditioning (1)
 Reference to rewarding of behaviour (1) - do not credit weaker versions e.g. 'encouraging'.
 Specified way of rewarding e.g. praise (1)
 This tends to reinforce/increase the frequency/likelihood of the behaviour (1)
 Reference to punishment of some unwanted occupation-related behaviour (1)
 Also accept imitation/modelling explanations (e.g. girls copying mothers), but **only** if the candidate makes clear that this imitation is rewarded.

Plus up to 2 marks (to a maximum total of 5) for:

Example of occupationally-relevant behaviour rewarded in boys (1)
 Example of similar for girls (1)

3(d)(ii) *Evaluate Skinner's Learning theory as an explanation of sex differences in occupational choice.*

(5 marks)

1 mark per point: Likely points...

Theory is simple/plausible; but not a complete explanation; ignores cognitive; and genetic factors; sex

differences can occur even if not rewarded.

Credit up to 3 marks (to a maximum total of 5) for additional explanations/amplification including: social learning theory; children model the behaviour of others; e.g. copy parents or media figures; even if their behaviour is not reinforced; children extract cognitions about what sorts of interests are socially approved for their sex. Children are also influenced by their own capabilities/genetic predispositions; including what they are good at.

Do not credit studies unless specifically about occupational choice (unlikely to occur).

Question 4

4(a)(i) *In Ainsworth's Strange Situation study, mothers and their infants were observed in a playroom. Outline the behaviour shown by a typical securely attached infant during the Strange Situation study.* (5 marks)

1 mark per point, up to 5. Likely points include: Playing with the toys/exploring the room; using mother as a (secure) base; showing interest in stranger (with mother present); protest/distress when mother leaves; stranger anxiety when mother absent/cannot be comforted by stranger; greeting mother on return; staying close to mother/ exploring less on her return. Do not credit 'following' mother.

4(a)(ii) *According to Ainsworth's caregiver hypothesis, what behaviour on the part of parents can lead to secure attachments? Give an example of this behaviour.* (2 marks)

1 mark for: showing sensitive responsiveness (accept sensitivity, or responsiveness), plus 1 (independent) mark for specific behaviour example e.g. mirroring infant's expressions/utterances while in face-to-face contact, or picking child up as soon as s/he becomes distressed.

4(b)(i) *Name and describe one other type of attachment observed by Ainsworth in her study.* (3 marks)

1 mark for name plus up to 2 for description. Possible answers:

Anxious-avoidant (1) Failure to explore; little distress on separation; little stranger anxiety; tendency to ignore stranger; avoidance of contact on mother's return.

or

Anxious-resistant (1) Failure to explore; distress on separation; unable to be comforted by stranger; sought proximity on return; but resisted physical contact.

Alternatively accept 'insecure attachment', with either of the descriptions above.

4(b)(ii) *Describe the parental behaviour believed to be associated with the type of attachment you described in (b)(i).* (2 marks)

1 mark per point, up to 2.

(For anxious resistant): parents gave attention/contact; but did not respond appropriately to infant's behaviour/failed to meet needs; acted inconsistently.

(For anxious-avoidant): parent unresponsive; not very affectionate; showed impatience; and resentment/rejection towards infant.

Alternatively credit either of these descriptions for 'insecure attachment'.

4(c)(i) Name **two** parent-substitute arrangements for children who are permanently separated from their parents. (2 marks)

1 mark each for any two from: fostering; adoption; residential/children's home care/institution (or similar). Do not credit other family members e.g. grandparents.

4(c)(ii) Describe **one** study of a parent-substitute arrangement. (6 marks)

Up to 6 marks for description of study, including

1 mark for correctly specifying type of arrangement (e.g. adoption, day care etc.)

Up to 2 marks for sample e.g. sample size, age when studied.

Up to 3 marks for variables studied e.g. strength of attachment, cognitive development.

Up to 2 marks for method/procedure e.g. what was done to the children, use of interview, longitudinal study, control group.

Up to 2 marks for findings.

1 mark for conclusion drawn/implications of study.

Do not credit name of researcher. If name is wrong but study is identifiable, credit as above.

Likely studies include Goldfarb (1943), Spitz (1945,1946), Tizard and Tizard (1971) plus related follow-up studies, Kagan, Kearsley and Zelago (1980), Triseliotis (1980), Chisholm et al (1995) among others.