

Version 1.0



**General Certificate of Education
June 2010**

Health and Social Care

HC12

Final

Mark Scheme

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.

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Question 1

0 1 1 mark each (up to 3) for naming each part. (Any order) Plus 1 dependent mark each for description. Likely answers:

Id (1) plus any 1 from: the pleasure principle (1) instincts/ instinctual energies (1) of sex (1), self-preservation (1) and dominance/aggression (1), unconscious (1) seeks instant gratification (1).

Ego (1) plus any 1 from: the reality principle (1) perceives situations/opportunities for gratification/delays gratification (1) arbitrates between the demands of the Id and Superego/ makes decisions on actions/the executive part (1)

Superego (1) plus any 1 from: moral(ity) principle (1) a set of moral beliefs (1) acts on Ego to motivate good behaviour (1) and prevent bad behaviour (1) contains ego-ideal (1) and conscience (1).

(6 marks)

0 2 1 mark for naming each relevant stage, up to 3, plus 1 dependent mark each for correct link with the stage.

During the **oral** stage (1) plus reference to the Id (1)

During the **anal** stage (1) plus reference to the ego (1)

During the **phallic** stage (1) plus reference to the superego (1)

(6 marks)

0 3 1 mark per point, up to 8. Likely points: Negative evaluations:

N1: Theory not (well) supported by evidence; single participant/case studies; not representative/generalisable; e.g. Little Hans; who was not studied directly by Freud; simpler interpretations of this study more likely.

N2: Theory not based on studies of children.

N3: Theory not testable/not falsifiable; because it relates to assumed unconscious processes; which are not observable.

N4: The theory is implausible/unconvincing; assumes sexual motivation in very young children; other theories/explanations make fewer assumptions.

N5: Theory fails to account for the normal development of children in single-parent/ single-sex families; assumes presence of mother and father is essential.

N6: Theory is sexist; reference to claim that females have weaker superegos.

Positive evaluations:

P1: Explanatory power; theory provides an explanation for moral development; sex differences in behaviour; and mental/personality disorders/characteristics.

Do not credit criticisms based on the incompleteness of the theory.

(8 marks)

Question 2

0 4 Any three from: Diet/nutrition (1) (provision of) play equipment (1) opportunities for social interaction/ meeting others/(presence of) peers (1) (Influence of) parents (1). Do not credit 'agents of socialisation'.

(3 marks)

0 5 (Universality means) present in (most or) all children (1) plus dependent mark: like (Desmond's) reflexes

(2 marks)

0 6 1 mark for naming one feature, plus 1 dependent mark for an example and 1 further dependent mark for detail. Relevant features are:

F1: Presence at birth (1) implies unlikely to be acquired by learning (1) e.g. reflex/named reflex (1)

F2: (Occurrence during) a critical/sensitive period (1) e.g. attachment (1) from 7 months to 2/3 years (accept within the first 2/3 years) (1). An alternative example of this is e.g. language development (1) plus stage example e.g. holophrase at 12-18 months (1).

F3: (Development in an) invariant sequence/ fixed stages (1); e.g. language (1) plus example of stages – at least two of 'prelinguistic, holophrase, telegraphic' (1). Alternative example – motor development (1) e.g. at least two stages e.g. crawling, walking, running (1)

F4: Similar timing of onset (1); e.g. puberty (1) 10 – 12 in girls/12-14 in boys (1).

F5: Relatively unchanging during lifespan (not just 'unchanging') (1); plus example e.g. sex differences in behaviour (1) e.g. frequency of aggression (1).

Alternative example – e.g. personality/ temperament (1)

(3 marks)

0 7 Up to 9 marks for accurate descriptions of findings (not procedure) of a relevant study (likely to be Sears et al or Baumrind, though name not necessary and not credited). Answers are likely to name and describe parenting styles including: authoritarian; democratic/authoritative; permissive; and to state the level of child aggression observed to be correlated with each style. See supporting notes for details of the studies.

Up to 6 marks for discussion (to an overall maximum of 12). Likely discussion points include:

Up to 3 for analysis of why a particular style might lead to aggressive behaviour e.g. 1 mark for pointing out that physically punishing parents act as models for aggression.

1 mark per point for: The studies were correlational; not experimental; and correlation does not imply causation. Data collected by interview might not be valid; e.g. parental self-report might not always be accurate.

The style adopted by the parent might be a response to the behaviour of the child, not a cause. There might be an alternative casual link between parental and child behaviour; such as aggressive behaviour of genetic origin. (Some candidates might suggest alternative explanations for the development of aggression that are unrelated to the link between parental and child behaviour e.g. sex differences in hormone levels. Such points should not be credited.)

The teacher's statement was not justified by the evidence.

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.

Band 1 10 to 12 marks

Answers that give an accurate account of the findings in relation to aggression of one relevant study, and point out that it was correlational. These answers recognise the error implicit in the statement. Little inaccuracy or irrelevance.

Band 2 7 to 9 marks

Answers as for Band 1, but which fail to recognise the error in the teacher's statement or the correlational nature of the study. Alternatively answers as for Band 1 but with significant irrelevance or inaccuracy e.g. a confusion between two studies or between two styles (see supporting notes).

Band 3 4 to 6 marks

Answers mainly consisting of a partially accurate description of a relevant study.

Band 4 1 to 3 marks

Answers that are based on other studies, rather than of parenting styles, e.g. Bandura, but which include some relevant information on parental influences on aggression. Alternatively answers that give a brief or very inaccurate account of a parenting styles study.

0 marks No response worthy of credit.

(12 marks)

Question 3

0 8 1 mark for naming a relevant type of behaviour (up to 2) plus 1 dependent mark each for correct reference to the scenario. Likely answers:

T1: Separation anxiety/proximity-maintaining (1) Jake tries to follow when his father leaves the room/ stays near his father (1)

T2: Stranger anxiety (1) When a person he does not know visits, he usually cries. (1)

T3: (Use of parent) as secure (accept 'safe') base (1) (Jake plays with toys), but stays near his father. (1)

(4 marks)

0 9 1 mark for any age between 7 and 14 months or a range, the majority of which is within 7 – 14 months. Not 'first 2/3 years'. Plus 1 dependent mark for justification, e.g. this is when (specific) attachments first form/when stranger anxiety is first apparent/ Jake has not yet formed multiple attachments/is still being breast fed/ is becoming mobile.

(2 marks)

1 0 Up to 5 marks for: Contact (or proximity-maintaining behaviour) is rewarded (or reinforced) (2) e.g. (attachment can result from) feeding a child (1) this is positive reinforcement (1) or nappy changing (1) this is negative reinforcement (1). This is a 'cupboard love' explanation (1). Do not credit cognitive points e.g. 'the child knows he will be fed when he is near his mother'.

(5 marks)

- 1 1** Relevant points: The explanation is not convincing; it fails to explain attachment in children of non-rewarding parents; plus reference to Shaffer & Emerson's study. In some cases one parent/Jake's mother provides most of the physical care, (which is rewarding); but child/Jake is attached more to his father/other parent. This is similar to a Freudian/psychoanalytic explanation. Do not credit 'not a complete explanation'. One alternative is a cognitive explanation; i.e. attachment forms when object permanence is achieved; at around 8 months; because only then is the child aware of the continued existence of objects/people out of sight. Another is the ethological explanation; that attachment has survival value; is maturational; and is triggered as soon as the child is mobile; keeps the child near an adult/parent/away from danger. 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.
- Band 1 7 to 9 marks
Answers that clearly recognise and explain the inconsistency between the theory and the scenario (and/ or evidence of research) and which accurately describe at least one alternative explanation. Little irrelevance.
- Band 2 4 to 6 marks
Answers that meet the criteria for Band 1 except that they fail to recognise the inconsistency between theory and scenario or fail to describe an alternative explanation (ethological or cognitive). Alternatively answers as for Band 1 but which lack detail or accuracy.
- Band 3 1 to 3 marks
Answers that make very few relevant points. Alternatively answers as for Band 2, but which are marred by serious inaccuracy or irrelevance.
- 0 Marks
No response worthy of credit

(9 marks)

Question 4

- 1 2** 1 mark each for: A cognitive. B learning theory. C cognitive. D learning theory
Note that if a candidate states that any one statement is both a cognitive and a learning theory statement, do not credit this answer.
- (4 marks)*
- 1 3** Up to 4 marks for: Reinforcing (1) closer and closer approximations (accept 'steps') to the required behaviour (1). Example: when child vocalises/babbles/ makes a speech-like sound (1) parent/carer rewards/praises/ gives attention (1) But responds less to/ ignores further repetitions of the same sound (1) motivating the child to produce modified utterances (1) which are then reinforced/ rewarded (1). Note: the suggestion that the process requires parents to repeat or improve the utterance is not correct. Do not credit examples that do not relate to language (e.g. of animal training).
- (4 marks)*

1 4 Likely answer is Berko's study (but no mark for naming researcher). Up to 7 marks as follows: Sample: 3/ and 4 year old children (accept 3 to 5) (1)
Procedure: - up to 3 marks from: Showing participants a picture of a non-existent animal (1) called a 'wug' (1). Then showing a picture of two wugs (1) and asking what the picture showed/ to complete the sentence 'There are two...?' (1).
Results: The children were able to pluralize the word/ say 'wugs' (1)
Implications and conclusions: Results showed that they had acquired/ learned the grammatical rule (1) extracting cognitions (1) even though they had never heard the word pluralised before (1). Do not credit non-language studies e.g. Bandura.
(7 marks)

1 5 1 mark per point, up to 5. Likely points include:
SLT is not a complete explanation (1) It ignores the influence of genetics/ maturation (1) evidenced by the existence of a critical period for acquiring languages (1) the existence of stages of language development (1) that seem to be universal (1) similar age of onset (1) babbling in deaf children (1) influence of sex differences in hormone levels on brain development related to language (1) or similar points supporting genetic/maturational influence.
Do not credit points based on the mistaken assumption that SLT is solely based on modelling. Some candidates might mistakenly answer in terms of Learning Theory e.g. stating that some parents do not reinforce language behaviour or that shaping would take too long. These points are invalid when applied to SLT.
`No credit for the suggestion that the theory ignores cognitive processes.
(5 marks)