



**General Certificate of Education (A-level) Applied
June 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		<p>1 mark per point, up to 6. Candidates are likely to describe one of Bandura's studies. Relevant points:</p> <ul style="list-style-type: none"> • all participants watched film (or similar) of an adult beating up a (Bobo) doll; • plus one specific behaviour - kicking/ punching/ throwing/ hitting with a mallet; • one group saw the adult being rewarded for this; • one group saw the adult being told off/punished. • a control group was used • who just saw the aggressive behaviour / but no rewarding or telling off; • each child was then placed in the play room with the Bobo doll (for 10 minutes); • and the frequency of imitations of the adult's aggressive behaviour was recorded 	6	
1	02		<p>1 mark each, (up to three) for referring (anywhere in the answer) to the three key features (shown in bold below), plus 1 mark each (up to 3) for the following conclusions.</p> <p>C1: Children can acquire anti-social behaviour/ learn aggressive acts simply by modelling/ (observation and) imitation (1).</p> <p>C2: Modelling can lead to learning even if the behaviour is not rewarded/reinforced /seen to be rewarded (1).</p> <p>C3: Children also learn by extracting cognitions; for example the expectation that aggressive/ antisocial behaviour will be punished/ is wrong (1)</p> <p>C4: Children can learn antisocial behaviour/ aggressive acts by watching film/TV (1).</p>	6	
1	03		<p>1 mark per point, up to 6. Likely answers:</p> <p>The explanation is incomplete; fails to recognise that genetic/ biological factors can also influence anti-social behaviours; e.g. an inherited tendency to aggressiveness; reference to personality.</p> <p>Also hormone/ testosterone levels; high levels of testosterone linked to (correlated with) high levels of violence/ aggression; reference to Dabbs et al.</p>	6	
1	04		Language acquisition (1), sex differences (in behaviour) (1)	2	

Question 2

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	05		1 mark per point (up to 6): Reference to assimilation; (1), using an existing schema to deal with a new situation (1), plus linked e.g. holding the paintbrush in the grip used for a crayon (1). Reference to accommodation (1), adjusting the existing schema to fit the (new) situation (1), plus linked e.g. using a gentler grip/ not pressing on (1) Reference to the situation causing disequilibrium/ assimilation and accommodation restoring equilibrium (1) .	6	
2	06		1 mark per point, up to 6: The preconceptual division; of the preoperational stage; because Bronwen shows animism; the tendency to attribute intentions/ feelings etc to inanimate objects/ talk as if they were alive; plus dependent e.g. saying that the paint wants to get on the carpet (or similar). And because Bronwen shows egocentrism; the inability to see a situation from another person's point of view; plus dependent e.g. assuming that her mother must also be able to see the paint on her nose (or similar).	6	
2	07		1 mark per point, up to 5. Carol's actions were appropriate (according to Piaget's view); she provided suitable play materials (to stimulate learning); i.e. the paints; she encouraged discovery learning; letting Bronwen discover/ find out how to use the paintbrush for herself; she set Bronwen a challenge; asking her if she could paint a house.	5	
2	08		1 mark per point up to 3. Only credit one of the criticisms. Likely answers: Either: The stages are not really distinct; e.g. some children achieve conservation of number; a feature of the stage of concrete operations; before they achieve conservation of volume. Or: Development is actually gradual/ continuous; rather than a series of rapid developments; each followed by little change. Or: Piaget placed too much emphasis on individual discovery; and understated the role of learning by instruction; reference to adult support/ scaffolding.	3	

Question 3

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3	09		A: stereotype (1) B: sex difference (1) C: sex difference (1) D: stereotype (1)	4	
3	10		<p>First explanation mark will refer to wanting/choosing a job or career (1). Second mark for indicating males tend to choose differently to females (1). Plus 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 <i>want or choose or are more likely to do</i>. Do not credit what they <i>ought to choose or are supposed to want</i> i.e. not gender stereotypes.</p>	4	
3	11		<p>Candidates are likely to describe the conflicts as featuring: In the phallic stage (of psychosexual development); children develop a sexual desire for their opposite sex parent; which is unconscious; boys fear castration by the father; girls believe they have already been castrated; conflict is resolved by identification; with the same-sex parent; so adopting behaviours/beliefs typical of their own sex. Award no more than 6 description marks. Evaluation is likely to include points such as: This is not a plausible explanation; unsupported by (reliable) evidence; unconscious motivation cannot be studied/ is not testable; fails to explain the development of sex differences in families with single parents/ parents of one sex; understates the influence of other agents of socialisation; plus e.g. peers etc; other explanation are more plausible; especially social learning theory; ignores genetic / maturational influences; via hormones / testosterone; e.g. linked to sex differences in aggression.</p> <p>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>Mark Ranges</p> <p>Band 1 0 marks No relevant information given.</p>	12	

			<p>Band 2 1 – 3 marks Some relevant information is present, but otherwise does not address the question effectively.</p> <p>Band 3 4 – 6 marks Answers which provide some accurate description but little or no effective evaluation, or which include extensive inaccuracy or irrelevance..</p> <p>Band 4 7 – 9 marks Answers as for Band 5, except that relevant detail is lacking either from description or evaluation. These answers might be marred by a little inaccuracy or irrelevance (e.g. a focus on moral development).</p> <p>Band 5 10 – 12 marks Answers that accurately describe the conflicts and which give a range of relevant evaluative points. There are no significant errors or confusion, inaccuracy or irrelevance.</p>		
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Question 4

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4	12		1 mark for each correct effect, plus 1 dependent mark each for illustration. Protest (1) Barry cries continually (when separated from his mother)(1) Despair (1) Barry will not play / not respond to foster parents (1) Detachment (accept 'detach') (1) Barry avoids physical contact (when Elaine visits) (1)	6	
4	13		Anxious-avoidant/ insecure/ insecure avoidant attachment (1) If more than one answer is given, only credit the first.	1	
4	14		One mark per point, up to 3, for: Failure to explore the room/ to play with toys; no real distress when mother left the room; avoided contact on her return; lack of stranger anxiety; tended to ignore / avoid stranger.	3	
4	15		1 mark per point, up to 4. Likely points: They behaved appropriately; showed sensitive responsiveness ; and affection (or similar); likely to lead to secure attachment; plus dependent e.g. responded immediately/ always picked him up when he wanted a cuddle.	4	
4	16		1 mark per point, up to 6. Likely points: Adoption would probably have been better; because it is permanent/ transfers parental rights to adopters/ would mean Barry would not return to Elaine; and would have prevented a second (harmful) separation; Elaine might still not have adequate parenting skills / might neglect Barry again (or similar); adoptive parents (vetted, so) less likely to neglect Barry; evidence of Tizard et al; that children adopted fared better than those returned to natural mothers (or similar). Do not credit long-term effects of separation.	6	