



General Certificate of Education

Health and Social Care

8621/8623/8626/8627/8629

HC12

Mark Scheme

2010 Specimen Paper

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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Quality of written communication

The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Candidates will be assessed according to their ability to:

- Select and use a form and style of writing appropriate to purpose and complex subject matter
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate
- Ensure that text is legible, and that spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment of quality of written communication must be included in questions **1(b)** and **4(a)**.

Question 1

(a) 1 mark per point, up to 5.

Likely answers includes one of Bandura’s studies or Langlois & Downs.

1 mark for participants – e.g. three groups of children

2 marks for procedure – e.g. participants watched film of an adult beating up a Bobo doll; later each child played with the doll and was observed

1 mark for results - e.g. children showed some of the same aggressive acts as the adult in the film

1 mark for implications – e.g. this suggests that children had acquired the aggressive behaviour by observation and imitation.

5 marks

No response worthy of credit
marks

0

(b) Candidates are likely to refer to the three learning processes which feature in social learning theory: reinforcement, modelling and the extraction of cognitions.

Analysis of how these processes lead to the observed behaviour is likely to refer to the influence of agents of socialisation, especially parents and peers.

Sex differences in behaviour include: frequency of aggression and occupational choice.

0 marks

No response worthy of credit.

1-3 marks

Answers show some relevant knowledge of social learning theory, but might be restricted to just one social learning process.

Alternatively answers featuring more than one process but failing to apply these to the scenario.

Candidates who deploy 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,

4-7 marks

Answers that appropriately apply at least two of the relevant social learning processes to the scenario, and include some accurate knowledge of sex differences in behaviour.

There is some relevant technical terminology.

All three social learning processes are included, using the correct technical terminology.

Two relevant sex differences in behaviour are specifically referred to.

Candidates who deploy 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,

8-10 marks

All three social learning processes are included, using the correct technical terminology.

Two relevant sex differences in behaviour are specifically referred to.

Answers give a coherent and well-structured account of social learning theory and apply it accurately to the scenario.

Candidates who deploy 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,

(c) 1 mark per point, up to 5.

Likely points include;

The explanation ignores the influence of genetics/maturation (1)
and resulting biological differences between males and females (1)

such as levels of hormones/testosterone (1)

that appear to be linked with aggressive behaviour (1)

and might also inhibit left-hemisphere development in boys (1)

resulting in slightly lower verbal ability (1).

1 mark for use of research studies to support the criticism (1).

5 marks

No response worthy of credit

0 marks

Question 2

(a) Up to 3 marks for:

Contact with a caregiver is rewarding (1)

e.g. child is fed (1)

this reinforces proximity-seeking behaviour (1)

This is a 'cupboard love' explanation (1).

Accept alternative wording.

3 marks

No response worthy of credit

0 marks

(b) 1 mark per point, up to 5.

Likely points:

Bowlby's view that women are more suitable than men for caring for children (1)

implies that women should provide most of the care for a young child (1)

Bowlby's view of monotropy/single attachment is best (1)

implies that it is better for a child to be cared for by one person rather than have multiple attachments/carers (1)

Bowlby's view of maternal deprivation (1)

implies that (attached) young children should not be separated from the people to whom they are attached/e.g. not attend day care (1)

for the first 3 years of life (1).

5 marks

No response worthy of credit

0 marks

(c) 1 mark each for naming (up to 3) plus 1 mark each for outline.

Likely answers:

Residential/children's home care (1)

a group of children looked after full-time by paid staff (1)

Adoption (1)

care in a different family (1)

legal parenting rights transferred from natural to adoptive parents/permanent (1)

Fostering (1)

care in a different family (1)

temporary/long or short term/ natural parents retain legal rights (1)

Day care (1)

part time care involving a few hours separation (1)

at day nursery/ crèche /childminder (1)

6 marks

No response worthy of credit

0 marks

(d)(i) Up to 3 marks, which can be awarded for any of the following:

1 mark for identification of participants

1 mark for detail of design (e.g. use of a control group)

1 mark for detail of procedure

1 mark for results/findings.

3 marks

No response worthy of credit

0 marks

Likely studies include Triseliotis, Tizard & Tizard, Tizard & Rees, Tizard & Hodges, Hodges & Tizard, Kagan et al.

Credit any relevant study.

Sample answer: Kagan et al studied children from the age of 3 months up to 5 years who attended day care, and compared them with a control group of children who were reared entirely at home. No significant differences in cognitive or social development or attachment were found between the two groups.

(d)(ii) Up to 3 marks.

Implications depend on the study chosen, however the most likely include:

Bowlby's belief in the importance of monotropy was not supported

Bowlby's belief in the importance for social development of family rearing was supported

Bowlby's belief in a critical period for attachment was not supported

3 marks

No response worthy of credit

0 marks

Question 3

(a) The moral part of the self (1)

including moral beliefs/conscience/ego-ideal (1)

2 marks

No response worthy of credit

0 marks

(b) 1 mark per point, up to 6.

Likely points:

In the phallic stage (of psychosexual development) (1)

around 3-6 years (1)

boys develop a sexual desire for their mothers/wish to supplant their fathers (1)

although unconscious (1)

They fear the power of the father to punish them (1)

specifically a fear of castration (1)

As a result they experience conflict (between their fear and desire)/the Oedipus conflict (1)

Boys resolve the conflict by identifying with father (1)

i.e. adopting father's beliefs/behaviours (1)

6 marks

No response worthy of credit

0 marks

(c)(i) 1 mark per point, up to 3 for answers relating specifically to explanatory power.

Likely points:

The theory can explain sex differences in behaviour (1)

and moral/pro- and antisocial behaviour (1)

and some aspects of mental disorder (1)

but is more limited than learning/social learning/genetic explanations (1)

plus example of an area of development not explained by the theory (1)

3 marks

No response worthy of credit

0 marks

(c)(ii) 1 mark per point, up to 3 for answers relating specifically to plausibility.

Likely points include:

The theory is implausible (1)

assumes sexual motivation very early in life (1)

Social learning theory gives a simpler/more plausible explanation for pro- and antisocial behaviour/sex differences (1)

3 marks

No response worthy of credit

0 marks

(c)(iii) 1 mark per point, up to 3 for answers relating specifically to research evidence

Likely points include:

There is little supporting evidence (1)

reference to 'Little Hans' case study (1)

comment on the weakness of this as supporting evidence (1)

Reference to difficulty of researching unconscious motivation (1)

Reference to alternative theories supported by evidence e.g. social learning theory (1)

3 marks

No response worthy of credit

0 marks

(d) 1 mark per point, up to 3.

Implications include: parents (not other caregivers) are essential for development (1)

development requires presence of a same sex parent (1)

i.e. single parent rearing interferes with development of superego (1)

implies authoritarian parenting is best (for moral development) (1)

suggests that conflicts over toilet training/weaning etc should be avoided (1)

could lead to fixation (1)

3 marks

No response worthy of credit

0 marks

Question 4

(a) Candidates should focus on the processes of assimilation and accommodation and apply these to the scenario. Assimilation should be understood as dealing with a new situation by using an existing schema. Accommodation should be understood as adjusting an existing schema to fit the new situation, leading to a new schema. Credit should be given for the correct use of terminology and for illustration by examples.

0 marks

No response worthy of credit.

1-3 marks

Answers which include some correct reference to schema development, but which are confused or contradictory. For example answers in which assimilation and accommodation are confused.

Candidates who deploy 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,

4-5 marks

Answers in which assimilation and accommodation are correctly outlined, but not correctly applied to the scenario. Alternatively answers in which just one of these concepts is correctly applied.

Candidates who deploy 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,

6-8 marks

Answers that give a coherent, detailed and well-structured account of the development of schemas, accurately applied to the scenario

Candidates who deploy 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.

(b) 1 mark per point.

Likely points:

a test of object permanence (1)

in which an object with which the child is playing (1)

is hidden (1)

when the child's attention is momentarily distracted (1)

and the child is observed to see whether s/he looks for the toy (1)

– if so, the child has object permanence (1)

Also credit Bower & Wishart's version of this test, in which the toy is made to disappear by turning the lights out

Also credit a test of self-awareness (the red nose test) although this is not required by the specification 4 marks

No response worthy of credit 0 marks

(c) 1 mark for identifying sensorimotor stage.

Up to 2 marks for description, which might include points such as: from birth to 2 years (approx); early behaviour mainly reflex; little evidence of thinking/memory; limited to sensation and movement; child only deals with 'here and now' 3 marks

No response worthy of credit 0 marks

(d) Up to 2 marks for identifying features of stage theory: cognition is different in each stage; each stage replaces the previous stage; stages proceed in an invariant sequence.

Up to 5 marks for evaluative points:

Criticisms:

1. Individuals often show features of two stages at the same time (1) e.g. can conserve number but not volume (1) in this case appear to be in the preoperational and the concrete operational stages (1)

2. Development does not appear to show sudden changes – instead it seems gradual (1).

Positive evaluations

Piaget's tests do show striking differences in cognition at different ages e.g. in ability to conserve. (1) 5 marks

No response worthy of credit 0 marks

GCE Health and Social Care

Examination Series: (Jan/June)	June
Year:	2008
Unit:	HC12

Questions	Assessment Objectives				Total
	A01	A02	A03	A04	
1(a)			5		5
1(b)			10		10
1(c)				5	5
2(a)		3			3
2(b)			5		5
2(c)	6				6
2(d)(i)			3		3
2(d)(ii)				3	3
3(a)	2				2
3(b)	6				6
3(c)(i)				3	3
3(c)(ii)				3	3
3(c)(iii)				3	3
3(d)			3		3
4(a)		8			8
4(b)	2	2			4
4(c)	2	1			3
4(d)				5	5
Totals	18	14	26	22	80
Percentages	22	18	32	28	100