

Advanced GCE
Health and Social Care
Unit F920: Understanding Human Behaviour
and Development
Specimen Paper

F920

Time: 1 hour 30 minutes

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- Your Quality of Written Communication is assessed in questions marked with an asterisk (*).
- The total number of marks for this paper is 100.

FOR EXAMINER'S USE	
1	
2	
3	
4	
5	
6	
TOTAL	

This document consists of 11 printed pages and 1 blank page.

Answer **all** questions.

1 The phrase 'nature versus nurture' is often used when discussing factors or influences that affect human behaviour and development.

(a) Explain what is meant by 'nature versus nurture' and name a theorist who represents each perspective.

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..... [3]

(b) Use a range of theories and/or perspectives to discuss how language is thought to develop in children.

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[Total: 15]

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..... [20]

[Total: 20]

SPECIMEN

SPECIMEN

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Specimen Mark Scheme

The maximum mark for this paper is 100.

SPECIMEN

Question Number	Answer	Max Mark
1(a)	<p>The phrase ‘nature versus nurture’ is often used when discussing factors or influences that affect human behaviour and development. Explain what is meant by ‘nature versus nurture’ and name a theorist who represents each perspective.</p> <p>One mark for the definition and one mark for each correct theorist</p> <ul style="list-style-type: none"> • nature refers to the influences of genes and biological maturation whilst nurture refers to the influences of the environment, people and experiences • theorists from a nature perspective: Chomsky, Lenneberg, Eysenck, Cattell, Piaget • theorists from a nurture perspective: Bandura, Skinner, Freud, Erikson, Vygotsky, Erikson, Rogers, Maslow <p><i>Accept any other appropriate theorist</i></p>	[3]
1(b)	<p>Use a range of theories and/or perspectives to discuss how language is thought to develop in children.</p> <p>Level 3 response: [9-12 marks] Candidates can discuss in detail at least three theories and/or perspectives indicating a clear understanding of how language is thought to develop with references to both nature and nurture. <i>The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately.</i></p> <p>Level 2 response: [5-8 marks] Candidates can give a brief discussion of least three theories and/or perspectives indicating a clear understanding of how language is thought to develop with references to both nature and nurture. Alternatively the candidate may discuss only two in depth. The candidate has shown limited ability to organise the relevant material, <i>using some appropriate health, social care and early year’s terminology.</i></p> <p>Level 1 response: [0-4 marks] Candidates identify one or two aspects of language development and attempt to relate them to nature/nurture. <i>The candidate has used little, if any, appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</i></p>	[12]

Question Number	Answer	Max Mark
1(b) cont'd	<p>Nature:</p> <ul style="list-style-type: none"> • Chomsky's views on what was originally referred to as the LAD • Lennerberg's window of opportunity for brain stimulation • references to feral children and Genie • universal nature of 'babbling' • the unique nature of a child's early language <p>Nurture:</p> <ul style="list-style-type: none"> • Skinner and reinforcement • Bandura and social learning, role models etc • Vygotsky and the ZPD/role of adults, importance of socialisation. Internalisation <p><i>Accept any other appropriate theory, evidence or perspective.</i></p>	
2(a)	<p>Identify one genetically inherited condition. Explain ways in which an individual's intellectual and physical development could be affected by this condition.</p> <p>Level 3: [5 marks] Accurately named condition and a full explanation of impact on physical and intellectual development which clearly indicates a high level of understanding. <i>The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately.</i></p> <p>Level 2: [3-4 marks] Named condition showing some understanding. Links made to both physical and intellectual effects identified, but lacking in detail. <i>The candidate has shown limited ability to organise the relevant material, using some appropriate health, social care and early year's terminology.</i></p> <p>Level 1: [0-2 marks] Identify either physical or intellectual effects. Basic comments made lack clarity and coherence. <i>The candidate has used little if any appropriate health, social care and early years terminology.</i></p>	[5]

Question Number	Answer	Max Mark
<p>2(a) cont'd</p> <p>2(b)*</p>	<p>P – Physical</p> <ul style="list-style-type: none"> p unable to take part in physical activity p appearance eg those specific to condition p visual/hearing impairment p physical tics p coughing/breathing difficulties p any other suitable response <p>I – Intellectual</p> <ul style="list-style-type: none"> i missing school i literacy/numeracy problems i SEN i inability to concentrate i employment issues <p><i>Accept any other suitable response</i></p> <p>Assess how socio-economic and environmental factors could impact on an individual's intellectual and physical development.</p> <p>Level 3: 12-15 marks</p> <p>Candidate clearly assesses (both positive and negative) at least two environmental and socio-economic factors in a planned and logical sequence using appropriate health, social care and early terminology accurately. Clear links to physical and intellectual development. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 response: 7-11 marks</p> <p>Candidate describes at least two socio-economic and environmental factors and attempts to assess their effects on physical and intellectual development. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Note: sub-max of 7 for one factor assessed well or only physical or intellectual or only positive or negative.</p> <p>Level 1 response: 0-6 marks</p> <p>Candidate has identified at least one way in which one or more factors could effect physical and/or intellectual development <i>using little, if any, appropriate terminology</i>. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>Use positive (+) and negative (-) annotations, along with the appropriate letter.</p>	<p>[15]</p>

Question Number	Answer	Max Mark
2(b) cont'd	<p>Water pollution</p> <ul style="list-style-type: none"> w may mention rivers and canals polluted by chemicals etc w impact could include physical health w impact on physical development may be knock on effects of being ill and missing school therefore intellectual <p>Air pollution</p> <ul style="list-style-type: none"> a motor vehicles, factories, chimneys eg asthma/ respiratory infections and consequences on physical development a ill health and premature death a positive factors – good environment – playing out in clean, safe community – physical development <p>Noise pollution</p> <ul style="list-style-type: none"> n concentration n intellectual n emotional strain etc n may link to inside the home or external noises <p>Family/socialisation</p> <ul style="list-style-type: none"> f can develop any area of skill through teaching, opportunities acting as role models etc eg swimming lessons etc <p>Education</p> <ul style="list-style-type: none"> e EPPE – effective provision of pre school education e allows for development of physical/intellectual skills, wider range of resources, trained practitioners etc <p>Housing</p> <ul style="list-style-type: none"> h space for development, damp affecting health, cramped conditions h in poor area affect playing outside – affecting physical skills h study areas <p>Culture</p> <ul style="list-style-type: none"> c beliefs would become their own thus affecting skills due to participation in sports, academic focus and achievements etc <p>Access to Health</p> <ul style="list-style-type: none"> s preventative measures to impact on physical development s health promotion to impact on mainly physical development <p>Diet/nutrition</p> <ul style="list-style-type: none"> d links to good diet and physical health, growth and development also aids concentration <p>Income</p> <ul style="list-style-type: none"> i family income to impact on resources to aid physical development/intellectual i could be associated to social class – expectations and achievements <p>Accept any other suitable response.</p> <p>Annotate P – Physical, I - Intellectual</p>	

Question Number	Answer	Max Mark
3(a)	<p>Describe five factors which could affect the development of self-concept.</p> <p>One mark for each, FIVE required from</p> <ul style="list-style-type: none"> ✓ children are influenced by their environment such as type of parenting ✓ culture and ethnicity such as traditions and beliefs ✓ children are initially influenced by primary socialisation ✓ the way in which people react to us influences our self concept (self fulfilling prophecy) ✓ by comparing ourselves to others ✓ education – interactions with others and feedback from others ✓ awareness of own physical appearance/attributes – age, gender, body image, etc ✓ as we get older our self concept becomes more complex and so is influenced by a wider variety of factors – beliefs, likes and dislikes, relationships etc ✓ influenced by role models <p>Accept any other suitable response</p>	[10]
3(b)*	<p>Assess the likely impact on the development of an individual if they have a negative self-concept.</p> <p>Level 3: 11-15 marks Candidate assesses impact on the individual showing a detailed understanding of self-concept. Impact on at least three areas of PIES clearly identified and developed. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 6-10 marks Candidate describes impact of a negative self concept on the individual; these effects show some understanding and consider at least two areas of PIES. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: 0-5 marks Candidate has identified at least one way in which one or more influences could impact on the individual using little, if any, appropriate terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>	[15]

Question Number	Answer	Max Mark
<p>3(b) cont'd</p>	<p>Physical</p> <ul style="list-style-type: none"> p self harming p poor posture p over reliance on make up/hairstyle/lack of self interest/ poor hygiene p avoiding eye contact p any other suitable response <p>Intellectual</p> <ul style="list-style-type: none"> i not contribute in class i fear of failure i not trying i not wanting to stand out i any other suitable response <p>Emotional</p> <ul style="list-style-type: none"> e sad, depressed, withdrawn, tearful, upset, bullied/bullying others e any other suitable response <p>Social</p> <ul style="list-style-type: none"> s not mixing s no friends s withdrawn s not liked <p>any other suitable response</p>	
<p>4(a)</p>	<p>Choose a theorist from the psychodynamic approach. Outline their theory.</p> <p>Level 3: 8-10 marks Accurately named and detailed outline of the theory which clearly indicates high level of understanding. <i>Sentences and paragraphs are for the most part relevant, with the material presented in a balanced and coherent manner which addresses the question.</i></p> <p>Level 2: 5-7 marks Basic outline of theory. Answer is organised and uses some appropriate terminology.</p> <p>Level 1: 0-4 marks Basic comments which lack clarity and coherence. Likely to appear list like and muddled. <i>Sentences and paragraphs have limited coherence and structure, with limited relevance to main focus of question.</i></p>	<p>[10]</p>

Question Number	Answer	Max Mark
4(a) cont'd	<p>Freud</p> <ul style="list-style-type: none"> ✓ founder of modern psycho analytical theory - a mix of biological and some learning motivating social and emotional development/personality ✓ psycho sexual - early years follows 3 phases, often overlapping - oral, anal and phallic. followed by latency and genital ✓ mind consisted of conscious, pre conscious and unconscious ✓ emotions and behaviour driven by id, ego and super ego – biological drives to be influenced/balanced by social pressures ✓ early experiences within first 4 years of family life greatly influence personality development ✓ as basic needs are satisfied (influence of carer) pleasure occurs and so becomes basic principle of life ✓ suppression/too much focus can be dangerous to healthy development of personality ✓ may explain any of following terms – ✓ repression – forcing unpleasant memories into subconscious ✓ regressions – reverting to earlier times when faced with threat ✓ denial – refusing to accept reality ✓ displacement – redirecting feelings to substitute object/person ✓ projection – attributing own unacceptable feelings to someone else ✓ sublimation – positive way of redirecting feelings/behaviours ✓ rationalisation – justifying guilty feelings <p>Erikson</p> <ul style="list-style-type: none"> ✓ social and personality development but less emphasis on sexual drives more focus on psycho social ✓ must take on and resolve stages/crises/dilemmas which are linked to changing social demands ✓ may describe any of following stages:- 	

Question Number	Answer	Max Mark																											
<p>4(a) cont'd</p>	<table border="1"> <thead> <tr> <th data-bbox="336 353 448 387">AGE</th> <th data-bbox="448 353 890 387">CRISIS & OUTCOMES</th> <th data-bbox="890 353 1129 387">INFLUENCES</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 432 448 465">0-1</td> <td data-bbox="448 432 890 510">Trust v mistrust Hope v insecurity</td> <td data-bbox="890 432 1129 465">Main carer</td> </tr> <tr> <td data-bbox="336 533 448 566">1-2</td> <td data-bbox="448 533 890 633">Autonomy v shame/doubt Willpower/self esteem v shame/ doubt</td> <td data-bbox="890 533 1129 566">Parents</td> </tr> <tr> <td data-bbox="336 667 448 701">3-5</td> <td data-bbox="448 667 890 768">Initiative v guilt Sense of purpose v guilt over feelings</td> <td data-bbox="890 667 1129 701">Family</td> </tr> <tr> <td data-bbox="336 779 448 813">6 - puberty</td> <td data-bbox="448 779 890 902">Industry v inferiority Confidence/competence v inadequacy</td> <td data-bbox="890 779 1129 880">Neighbourhood/ school</td> </tr> <tr> <td data-bbox="336 947 448 981">Adolescence - 18</td> <td data-bbox="448 947 890 1070">Identity v role confusion Trustworthy/reliable v insecure/suspicious</td> <td data-bbox="890 947 1129 981">Peers</td> </tr> <tr> <td data-bbox="336 1115 448 1149">20's</td> <td data-bbox="448 1115 890 1182">Intimacy v isolation Feeling loved v loneliness</td> <td data-bbox="890 1115 1129 1149">Sexual partners</td> </tr> <tr> <td data-bbox="336 1216 448 1249">20-50's</td> <td data-bbox="448 1216 890 1317">Generativity v stagnation Care/compassion v boredom/ self obsess</td> <td data-bbox="890 1216 1129 1283">Household/ society</td> </tr> <tr> <td data-bbox="336 1317 448 1350">50+</td> <td data-bbox="448 1317 890 1417">Integrity v despair wisdom/ satisfaction/ acceptance of death v regret/fear of death</td> <td data-bbox="890 1317 1129 1350">Mankind</td> </tr> </tbody> </table>	AGE	CRISIS & OUTCOMES	INFLUENCES	0-1	Trust v mistrust Hope v insecurity	Main carer	1-2	Autonomy v shame/doubt Willpower/self esteem v shame/ doubt	Parents	3-5	Initiative v guilt Sense of purpose v guilt over feelings	Family	6 - puberty	Industry v inferiority Confidence/competence v inadequacy	Neighbourhood/ school	Adolescence - 18	Identity v role confusion Trustworthy/reliable v insecure/suspicious	Peers	20's	Intimacy v isolation Feeling loved v loneliness	Sexual partners	20-50's	Generativity v stagnation Care/compassion v boredom/ self obsess	Household/ society	50+	Integrity v despair wisdom/ satisfaction/ acceptance of death v regret/fear of death	Mankind	
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<p>4(b)</p>	<p>Use this theory to explain the possible feelings of despair in some of the residents in a home for older people.</p> <p>Level 3: 8-10 marks</p> <p>Candidates give a detailed explanation of aspects of the theory which relate to feelings of despair in older people. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately.</p>	<p>[10]</p>																											

Question Number	Answer	Max Mark
4(b) cont'd	<p>Level 2: 5-7 marks Candidates give a description of aspects of the theory which attempts to relate to feelings of despair in older people. The candidate has shown limited ability to organise the relevant material, using some appropriate health, social care and early years terminology.</p> <p>Level 1: 0-4 marks Candidates identify aspects of the theory which may or may not relate to feelings of despair in older people. Has used limited, if any, appropriate health, social care and early years terminology.</p> <p>Freud</p> <ul style="list-style-type: none"> ✓ fixation in early years ✓ feelings of unhappy childhood re-emerge as people are again dependent on others, leading to feelings of despair/depression ✓ defence mechanism <p>Erikson</p> <ul style="list-style-type: none"> ✓ dissatisfaction with life ✓ not achieved what they wanted, hence despair ✓ links with childhood and coming through stages/dilemmas with a negative approach that affects later life <p><i>Accept any other suitable response</i></p>	

Question Number	Answer	Max Mark
5*	<p>Outline one theory from the social learning perspective. Evaluate how this theory could be used by care workers in an early years setting to modify the socially unacceptable behaviour of some of the children.</p> <p>Level 4: 20-25 marks Candidates give a clear outline of a relevant theory. Detailed evaluation with positive and negative application of the theory, clearly linked to the focus of the question. Conclusion will be drawn for full marks. <i>The answer has a clearly defined structure, using appropriate health, social care and early years terminology confidently and accurately. Sentences and paragraphs, consistently relevant, are well structured in a way that addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.</i></p> <p>Level 3: 14-19 marks Candidates give a clear outline of theory with some evaluation, including positive and negative application of the theory. The answer is relevant in a well-planned and logical sequence, <i>using some appropriate health, social care and early years terminology accurately. Sentences and paragraphs are used to address the question. There may be occasional errors of spelling, punctuation and grammar.</i></p> <p>Level 2: 7-13 marks A brief outline of an appropriate theory. Identification of either positive and/or negative applications of the theory. There is a limited ability to organise relevant material, <i>using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not fully address the question. There may be noticeable errors of grammar, punctuation and spelling.</i></p> <p>Note: sub-max of 10 for theory only.</p> <p>Level 1: 0-6 marks A brief outline of a relevant theory. Little, if any, attempt to apply or link theory to practice. Positive and/or negative applications of theory may be attempted, <i>using some appropriate health, social care and early years terminology. May not have related it to the question. Sentences and paragraphs have limited coherence and structure often being doubtful in relevance to the main focus of question. There may be noticeable errors of grammar, punctuation and spelling.</i></p>	[20]

Question Number	Answer	Max Mark
<p>5* cont'd</p>	<p>Tajfel</p> <ul style="list-style-type: none"> ✓ may mention observation linked to group identity – the impact of the early years workers as members of the primary GROUP ✓ may discuss the fact that parents will be members of primary GROUP and so importance of working with parents to raise their awareness of issues ✓ when identifying with this group the child is likely to be influenced by the actions of those within the group and so their personal identity will be influenced by ‘observing’ group behaviours. Examples should be linked to social norms associated to groups eg gender roles – example may be copying the skills of the primary carer which may be influenced by their gender or if belonging to a ‘social class’ may be restricted to expectations associated with the social norms of this class ✓ may discuss importance of grouping children so will have positive identities to associate with <p>Latane</p> <ul style="list-style-type: none"> ✓ humans often copy others – therefore discuss importance of ensuring all role models are behaving acceptably (including parents and siblings) ✓ children wishing to conform to fit expectations of primary carer – any example of any skill to develop to please/fit expectation of carer. how carer can therefore influence development of desired skills/behaviours. could discuss relevant play activities which allows carers to demonstrate desired positive behaviours ✓ moral values are usually learnt in this way <p>Bandura</p> <ul style="list-style-type: none"> ✓ role model - they will be a more effective role model if the child sees them as <ul style="list-style-type: none"> - someone with similar values - more powerful - warm and loving - liked and respected ✓ The child is then more likely to copy behaviours which - are rewarded <ul style="list-style-type: none"> - are noticeable - can be easily copied ✓ therefore would expect candidates to suggest ways in which the likely role models are demonstrating positive behaviours and values - important that these can be easily noticed and copied ✓ ways to ensure children experience noticeable rewards <p>Accept any other suitable response Annotate + positive and - negative</p>	
Paper Total		[100]

Assessment Objectives Grid (includes QWC)

SPECIFICATION GRID (A2)

Question	AO1	AO2	AO3	AO4
1 (a)	2	1		
1 (b)	4	2	2	4
2 (a)	1	2	2	
2 (b)	3	4	4	4
3 (a)	2	3		
3 (b)	1	2	6	6
4 (a)	2	1	4	3
4 (b)	1	2	3	4
5	3	4	8	10
Total	19	21	29	31
Target	20	20	30	30