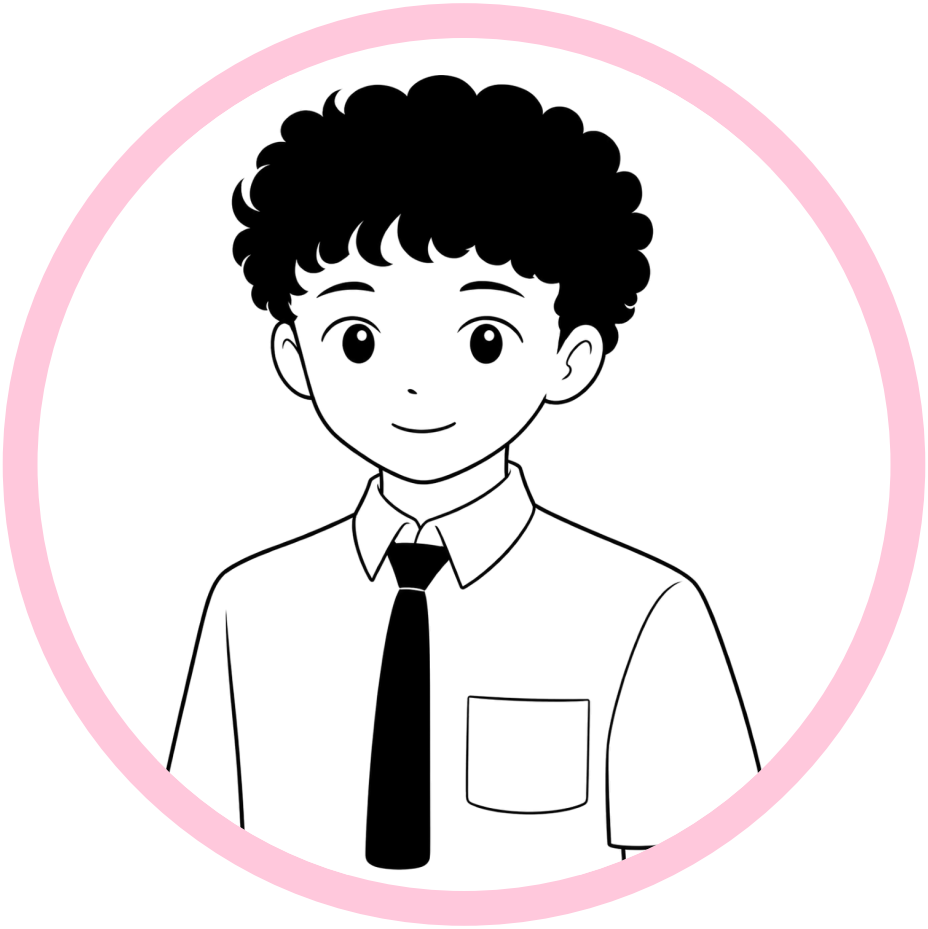
PEARSON EDEXCEL A-LEVEL PSYCHOLOGY · 9PS0

PSYCHOLOGY



MARK SCHEME

TOPIC 7: CHILD PSYCHOLOGY

SCORE	PERCENTAGE
/195	%

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Mark Scheme

Q1.

Question Number	Answer	Mark
	AO1 (2 marks) One mark for identifying an advantage and one mark for justification of that advantage. For example: • Single studies give incomplete information as they focus on one setting/culture whereas meta-analysis gives a wider view (1). For example, van iJzendoorn and Kroonenberg used studies from (eight) different countries in their meta-analysis, which means the conclusions drawn are generalisable to more than individuals in one culture (1). • Single studies use one method and analyse one set of results whereas meta-analyses offer more than one set of results (1). Having many sets of results means data can be tested for reliability, as it is as if doing a test/re-test (1). **Look for other reasonable marking points.**	**(2)**

Q2.

Question Number	Indicative content	Mark
	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) **AO1** • A securely attached child will be distressed when left with a stranger and go to their mother for comfort when she returns. • Mothers of securely attached children respond sensitively to their child's needs. • Type A attachment leads to children not being upset when left alone, and they are not bothered when the mother returns. • Children who are anxious resistant tend to stay close to their mother rather than explore their surroundings. • Anxious resistant children get very upset when the mother leaves but reject any comfort from her when she returns. • Children who are anxious avoidant often do not have their needs met by their caregiver. **AO2** • The children who are happy to meet their mother/father at the end of the day show a secure attachment. • The parents of those who are happy to see them probably interact with their children in a way that meets the needs of the child at that time. • Anxious avoidant children at the nursery will not display any emotion when they are picked up from the nursery as they are used to an irrelevant response from their mother/father. • Those children that Mrs Smythe sees getting upset when they left at the nursery up may be anxious resistant.	**(16)**
	AO3 • Ainsworth's strange situation study found that there were three types of attachment, and that children in each type reacted differently to the strange situation so giving the theory credibility. • A type D attachment has been identified after Ainsworth's work therefore her findings lack validity. • Van IJzendoorn and Kroonenberg (1988) found that the three types of attachment were represented in a variety of cultures including non-western cultures. • The behaviour shown by the child in the strange situation may be due to their temperament rather than attachment style.	

	• Parents can be taught how to respond in an appropriate way so that the child can become securely attached, so knowing the attachment types has relevance to society. • Ainsworth's work on attachment types ignored the influence of other people on attachment, such as carers and peers, so it may not be relevant to all children. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1-4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5-8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	9-12 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	13-16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q3.

Question Number	Indicative content	Mark
	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) **AO1** • A securely attached child will be distressed when left with a stranger and go to their mother for comfort when she returns. • Mothers of securely attached children respond sensitively to their child's needs. • Type A attachment leads to children not being upset when left alone, and are not bothered when the mother returns. • Children who are anxious resistant tend to stay close to their mother rather than explore their surroundings. • Anxious resistant children get very upset when the mother leaves but reject any comfort from her when she returns. • Children who are anxious avoidant often do not have their needs met by their caregiver.	**(16)**

	AO2 • The children who are happy to meet their mothers at the end of the day show a secure attachment as they go to her for comfort. • The mothers of those who are happy to see them probably interact with their children in a way that meets the needs of the child at that time. • Anxious avoidant children at the nursery will not display any emotion when they are picked up from the nursery as they are used to an irrelevant response from their mother. • Those children that Mrs Leeming sees unhappy and running away from their mother when they are picked up may be anxious resistant. **AO3** • Ainsworth's strange situation study (1970) found that there were three types of attachment, and that children in each type reacted differently to the strange situation. • A type D attachment has been identified after Ainsworth's work therefore her findings lack validity. • Van IJzendoorn and Kroonenberg (1988) found that the three types of attachment were represented in a variety of cultures including non-western cultures. • The behaviour shown by the child in the strange situation may be due to their temperament rather than attachment style. • Parents can be taught how to respond in an appropriate way so that the child can become securely attached, so knowing the attachment types has relevance to society. • Ainsworth's work on attachment types ignored the influence of other people such as carers and peers on attachment, so may not show how the child is attached to other significant people.	

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1-4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5-8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	9-12 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	13-16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q4.

Question Number	Indicative Content
	AO1 (6 marks), AO2 (4 marks) AO3 (6 marks) For example what issues should parents take into account when deciding on day care for their child? **AO1** • Many parents need/want to go back to work after the birth of a child so they need to put them in day care. • Day care can consist of other family members looking after the child, sending the child to a child minders or sending them to a nursery. • Being looked after by family members has the advantage of the child knowing who is looking after them and more one on one care. • Child minder and nursery nurses have to be qualified and are inspected unlike family members. • However, parents may worry about the quality of care and whether they are doing the best for their child. **AO2** • Parents need to consider the staff to child ratio as the more staff there are to smaller numbers of children the better the day care. • Parents also need to make sure that the staff are highly qualified, there is a low staff turnover and the staff interact with the children in their care in a positive manner. • Children in full time day care may experience negative effects. • Key workers in day care provide a temporary attachment for the child when away from the primary caregiver.
	AO3 • Andersson (1992) found that children who went to high quality day care before the age of one were more socially and cognitively advanced by the age of 8. • The EPPE (2004) project also found that children in high quality day care benefitted cognitively and socially. • Belsky & Rovine (1988) found that children who were put into day care for 20 hours a week, before they were one, had an insecure avoidant attachment with their mother, and those over 35 hours a week also had an insecure attachment with their fathers. • However, Belsky & Rovine's (1988) study has been criticised for using the strange situation as children in day care would be used to being left by their parents so it may not accurately reflect their attachment type. • NICHD study found that day care can lead to the children having behavioural problems, especially if the day care was of low quality. • There are several factors that parents should take into account when deciding on day care for their child, but if they research the day care carefully then it can benefit the child, they should not dismiss day care as something that is second best for their child. **Look for other reasonable marking points.**

Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
Level	**Mark**	**Descriptor**
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning. leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Q5.

Question Number	Indicative Content
	AO1 (6 marks), AO2 (4 marks) AO3 (6 marks) **AO1** • Ainsworth's (1978) Baltimore study found that 65% of children were securely attached. • Grossman found that in Germany only 33% of children were securely attached whilst 49% were insecurely attached. • Takahashi (1986) didn't find any avoidant attachments in Japan, but did find higher levels of insecure-resistant compared to Ainsworth's study. • In Japanese families where the mother goes to work and has to leave the child attachment types are similar in % to Ainsworth's study (Durrett 1984). • Sagi (1985) studied children who lived in a Kibbutz and slept away from their parents, and found 50% were type C. • Sagi et al (1991) found kibbutz children who slept with their parents had attachment types similar to those found by Ainsworth. **AO2** • Hattie would have found different types of attachments in the two cultures that she studied, which lead to her conclusion that the results were due to nurture. • If Hattie's participants were Japanese then she may find the mother's refusal to leave their children alone affected their attachment type. • Hattie would say nurture affected the children in Sagi's study as they were regularly away from their mothers. • Hattie could argue that attachment is down to nature as all cultures have children that form attachments. **AO3** • Ijzendoorn & Kroonenberg (1988) found that the most common attachment type in all cultures was secure attachment. • However, it can be argued that attachment is down to nature as all children form an attachment, whether it is secure or insecure. • One issue with cross cultural studies is it could be socio-economic background that affects attachment type. • The strange situation reflects the norms of American parenting. • The strange situation can be argued to be unethical in Japan. • The strange situation may not be appropriate for some cultures as it focuses on the mother. **Look for other reasonable marking points.**

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer. Application to the scenario is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) A judgement/decision may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to a balanced judgement/decision. (AO3)

Q6.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • One cognitive explanation for autism is the theory of mind which states that a person with autism cannot understand another person's point of view. • The theory of mind says that children with autism do not understand others facial expression which means they have difficulty understanding others non-verbal communication. • According to the theory of mind people with autism are high systemisers, so they use rules to organise internal and external events. • Another explanation is genetic which states that there are a variety of genes that interact and may cause autism. **AO2** • Pat cannot understand his brother's point of view when playing with him, and so finds it hard to understand why his brother says the box is a ship. • The reason Pat may find it hard to socialise with other children is that he does not understand what emotions their facial expressions are showing. • As he may be a high systemiser, this explains why Pat gets into arguments with other children if he thinks they have broken the rules of the game they are playing.	**(8)**

	• Pat may have the variety of genes that cause autism, whilst his brother does not have the same genes which explains why the brother does not have autism. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.**		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q7.

Question Number	Answer	Mark
(a)(i)	**AO1 (2 marks)** One mark for each point related to Type A behaviour, which in combination provides a logical description up to 2 marks. Any two of the following points: • Child shows little emotion whether the attachment figure is there or not (1). • Child will not explore much/does not seek reassurance (1). • Child shows no sign of distress in the strange situation when the attachment figure leaves (1). • Child plays normally with the stranger (1). • The attachment figure and the stranger can comfort the child equally well (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
(a)(ii)	**AO1 (2 marks)** One mark for each point related to Type B behaviour, which in combination provides a logical description up to 2 marks. Any two of the following points: • Child will explore much/seek reassurance when attachment figure is present (1). • Child shows signs of distress in the strange situation when the attachment figure is not present (1). • Child plays normally with the stranger when attachment figure is present (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative content	Mark
(b)	**AO1 (4 marks), AO2 (4 marks),** **AO1** • The strange situation is a procedure to test attachment types. • There are various comings and goings between the caregiver, a stranger and a child. For example, the caregiver goes in and out of the room, sometimes leaving the child alone with the stranger. • There are two reunions when the caregiver is reunited with the child, and those are the main focus for the data. • What is important is how the child reacts at those reunions. • The strange situation procedure is well controlled and well documented and has been used in other cultures to look at attachment types. **AO2** • The two children differ in their nationalities and in their family situations. • The strange situation is likely to show cultural differences (rather than universality). • Caregiving style and meeting strangers are part of the strange situation procedure and are likely to have cultural elements. • van iJzendoorn and Kroonenberg (1988) found differences in Type A and Type C between the cultures, which they put down to parenting styles. • Anika is from Europe, and European culture is typical of the culture that the strange situation was devised to investigate. • Hideki is of Asian origin and from studies using the strange situation, it is more likely that he will demonstrate insecure attachment.	**(8)**

Question Number	Indicative content	Mark
(b) cont.	• Anika has the benefit of more care givers and may not show equal attachment to all family members. • The adult in the strange situation may not be the primary attachment figure. • Hideki has only his mother as caregiver and so may be more strongly attached to her than Anika might be to her mother. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.**		
Level 0	0	No rewardable material
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 4	7-8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q8.

Question Number	Answer	Mark
	AO1 (3 marks) Up to three marks for a description of one biological explanation For example: • The genetic explanation of autism explains that a variety of genes can interact and affect the development of the brain (1). It is thought that the proteins produced by the genes lead to more neurons and overgrowth of those neurons in the cortex (1). One of the genes is the ADNP gene, which controls the activity of other genes thought to be involved in autism (1). **Look for other reasonable marking points.**	**(3)**

Q9.

Question Number	Indicative Content
	AO1 (4 marks), AO2 (4 marks) **AO1** • It is thought that adult personality was determined by early attachments. • If the mother is loving and sensitive mother then this will be stored in memories. • Memories will then form the basis for romantic relationships with partners and attachment to your own children. • If mother's provided a safe base to explore the world the child will be competent and resilient in new situations. **AO2** • James' adult personality was determined by his early attachment with his mother. • If James had a loving, sensitive mother then this will be stored in his memory and be the basis for his relationships as an adult. • James' memories will then form the basis for romantic relationships with his partner and his attachment to his children. • James' mother provided a safe base for James to explore the world which means as an adult James will be competent and resilient in new situations. **Look for other reasonable marking points.**

Level	Mark	Descriptor
Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q10.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Bowlby stated that children have an innate need to form an attachment with one person who is the main caregiver. • Babies who have a strong attachment are not afraid to explore their environment as the attachment figure provides a secure base. • If an attachment is broken within the critical period, it can lead to long term effects such as delinquency. • Separation anxiety occurs when the child is not with the parent, and acts as a survival mechanism so the child is not left alone for too long. **AO2** • Most of the children at Jekaterina's health centre have already formed an emotional bond with a parent, fulfilling their innate need for an attachment. • The parent acts as a secure base for the children to explore the toys in the practice room as they have a secure attachment with the parent. • The five-year-old had their attachment broken at three months old which may explain why they often hit other children as the five-year old may show signs of delinquency. • The children who cry in the practice room when they cannot see their parent are showing separation anxiety. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q11.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • The aim of the study was to use data from a variety of different countries to compare cross-cultural differences in attachment style. • They used a computer search to find studies where only the mother-child style of attachment had been studied. • The attachment types A, B and C were used, with any attachments that were just reported as insecure being eliminated from the meta-analysis. • The results showed that a secure attachment was the most common attachment in all the countries when the results of the studies were totalled. **AO3** • The use of a number of studies from each country studied led to a large sample size from those countries so the results can be said to be generalisable. • The use of specific criteria such as only using studies that looked specifically at mother and child attachments makes the study easier to replicate. • Children with Down's syndrome were excluded from the sample therefore it cannot be said that the results are true for attachment types for those with Down's syndrome. • The use of a meta-analysis means that any issues with how the original studies were carried out may also affect the validity of this study. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.**		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q12.

Question Number	Indicative content	Mark
	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) **AO1** • Autism is a developmental disorder that is characterised by a child having difficulties in forming and maintaining relationships. • There are other characteristics too, such as fixed behaviour and repetitive behaviour. • Some people with autism have difficulties with reading, although some can read, but possibly without intonation. • Autism affects males more than females but not just males. • There is a spectrum for autism, going from mild to more severe autism, and individuals with autism vary in their behaviour and characteristics. • Some people with autism have outstanding abilities in areas such as drawing, mathematics and music. **AO2** Credited for explicit reference to the situation of Thomas and Jessica, as follows in the argument that autism begins before birth. • Both Thomas and Jessica shared the same prenatal environment. • Jessica's birth was uncomplicated unlike Thomas's who is not diagnosed with autism. • Also the same family environment. • But there will be differences in experience in the first four years of life that might explain the difference between the twins. • Thomas is male and the evidence is that males are more likely to suffer from autism, but here it is Jessica. • Thomas and Jessica are non-identical twins so will not have the same genotype. • The diagnosis of Jessica does not happen until school age.	**(16)**

Question Number	Indicative content	Mark
cont.	**AO3** **For** • Twin studies and family studies suggest genetic links in the characteristics of autism. • There might be a vulnerability to autism (genetically) that the environment then triggers, hence why symptoms are not always experienced until the child is approximately four years old. • Brain development is considered to be an influencing factor for autism. Brain development starts within the womb and therefore the development, including development issues related to autism, will be well progressed at birth. • It is thought that there is not one single gene for autism but either a variety for different traits in autism or a combination that causes autism. • There appear to be different genes (biological explanation) associated with different traits related to autism and different biological mechanisms. However, genetic causes all relate to neurotransmitter functioning and to receptor functioning, which relates to the synthesis of new proteins at the synapse (Gertner 2011).	
	Against • There are many other suggestions as to what causes autism. It is not possible to be conclusive as to whether autism develops in the womb as there is supporting evidence for the many other causes of autism. • If a child is born with autism, it would not fully explain why there is often no display of clear autistic behaviours until a few years after birth, rather than from the time of birth. • Psychoanalytic explanations suggest that object relations problems and problems in ego development are responsible for the social interaction issues that characterise autism (for example Volkmar 2000). These occur in early years. • Happé et al. (2006) suggest that there is not one explanation of autism but both cognitive and biological aspects are implicated. They found that in a large twin study the three areas that characterise autism are not related, so it seems that there might be different causes for all three. Thus looking for one explanation is not perhaps a suitable approach. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer. Application to the scenario is capped at maximum 4 marks.**		
Level 0	0	No rewardable material.
Level 1	1–4 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) A judgement/decision may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5–8 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning. Leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	9–12 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced and well-supported judgement/decision. (AO3)

Level	Mark	Descriptor
Level 4	13–16 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates throughout the skills of integrating and synthesising relevant knowledge with consistent linkages to psychological concepts and/or ideas. (AO2) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to an effective nuanced and balanced judgement/decision. (AO3)

Q13.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Autism is a developmental disorder that occurs more in boys than in girls. • The EPPE study (2004) found that good quality day care helped a child's social development. • Children who have a sensitively responsive mother are more likely to form a secure attachment to their mothers. • Deprivation is a short term separation from an attachment figure and can cause negative effects on the child's internal working model. **AO2** • Peter may be autistic because he cannot interact successfully with other children at school as he may not be able to understand their point of view. • Peter's mother may not have provided high quality activities for Peter which is why he finds it hard to interact with other children. • As his mother found it hard work at times to look after him she may not always have responded to Peter immediately and so he may not be securely attached. • When Peter was in hospital he may have suffered deprivation which may mean the break in attachment affects how he relates to other people	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.**		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q14.

Question Number	Indicative Content
	AO1 (4 marks), AO3 (4 marks) **AO1** • Curtis (1977) carried out a case study on Genie and found that her language development did not develop beyond that of a toddler. • Koluchova (1972) found that in the case of the Czech twin privation was reversible as by the age of 20 both twins had secure relationships and had jobs, with them having an average IQ by the age of 14. • Freud & Dann (1951) found that children who had survived concentration camps were able to form attachments to staff members at the clinic they went to for rehabilitation, and all but one seemed to develop normal adult relationships. • Tizard (1989) found that children who had been in institutional care and then adopted were able to form attachments to their adoptive parents, though they had trouble forming relationships outside of the adoptive family. **AO3** • In the case of Genie, it may not be the privation that meant she did not make a full recovery in terms of language, it may be that she was mentally retarded, as suggested by her sleep spindles. • It can be argued that the Czech twins was not a case of privation as they attached to each other, so it may be a case of deprivation. • Freud & Dann's study was a case study of unique children at a unique point in time, so the results may not be true of other children who have suffered privation. • The results of Tizard's study may not be true today as at the time the institutions had a high staff turnover, and close relationships were discouraged, whereas, now we know how important it is to form close relationships with children in institutional care. **Look for other reasonable marking points.**

Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
Level	**Mark**	**Descriptor**
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q15.

Question Number	Indicative Content	Mark
a	**AO1 (4 marks)** Up to **four** marks for description. For example; • Is a developmental disorder and 75% of those with autism are male (1). Autism is on a spectrum from Asperger's which is mild at the low end and severe autism at the high end (1). People with autism have difficulty forming relationships with other people due to issues with being able to communicate (1). Around 10% of people with autism are very good at a specific ability such as playing a musical instrument (1) **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative Content	Mark
b	**AO1 (1 mark) AO3 (1 mark)** Up to **one** mark for identification of weakness. (AO1) Up to **one** marks for justification/exemplification of weakness. (AO2) For example; • Theory of mind is an alternative explanation which states that it is a lack of ability to see the world from others' perspectives that cause autism, not genes (1), therefore throwing doubt onto the genetic explanation of autism (1). **Look for other reasonable marking points.**	**(2)**

Q16.

Question Number	Indicative Content	Mark
a	**AO2 (4 marks)** Up to four marks for description of a therapy to help children with autism. For example; cognitive behavioural therapy • Helen will focus on the child's thoughts and she will give them the skills to manage anxiety which may result from their autism (1). The child will be taught to recognise their maladaptive thought processes and the effects these have on their autistic behaviour by Helen (1). Helen will use repetition and visual cues with children with autism as they find it hard working with abstract ideas (1). They may use a picture of a thermometer to rate their anxiety and then identify their thoughts at the time they were anxious (1). **Answers must relate to the scenario.** **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative Content	Mark
b	**AO1 (2 marks), AO3 (2 marks)** One mark for identification of each strength/weakness up to a maximum of two marks (AO1) One mark for justification of each strength/weakness up to a maximum of two marks (AO3) For example; cognitive behavioural therapy • There are several studies which show the effectiveness of CBT for children with autism (1) such as Danial & Wood (2013) found CBT helped reduce the symptoms of anxiety in young people with autism as well as improving their overall functioning (1). • Not all children with autism are able to communicate effectively so CBT would not be useful for them as they would not be able to explain their thoughts/emotions (1). Applied behavioural analysis may be better as this focusses on improving social skills through the use of token economies (1). **Look for other reasonable marking points.**	**(4)**

Q17.

Question Number	Indicative Content	Mark
	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks)	**(16)**

AO1

- Day care can affect attachment styles with children who spend more time in day care possibly developing insecure attachments.
- A child in day care may become more anxious avoidant, so they are not affected by the absence of their mother.
- One benefit of day care is that children socialise more, so they find it easier to make friends when they go to school.
- Children who go to day care have to learn to share toys and interact with each other which helps them understand social rules.
- Day care in the United Kingdom provides experiences that help enhance a child's cognitive development such as number games.
- Ofsted rate day care providers in the United Kingdom, and part of that process is showing that they have a formal curriculum to help the child develop.

AO2

- Julius could have developed an anxious avoidant attachment to his mother as he ignores her when she picks them up from the day care.
- Alexander has developed a secure attachment to his mother as he is happy to see her when she returns from work.
- Day care has helped Alexander develop socially as he has a lot of friends that he plays with at the day care.
- The time spent playing word games has helped Alexander develop cognitively, as he is starting to recognise letters at an earlier age than Julius.

AO3

- Belsky and Rovine (1988) found that children who spent more than 20 hours in day care developed an insecure attachment to their mother, showing that day care can have a negative effect on the development of a child.
- It could be the temperament of the child that affects the attachment they have with their mothers, so being in day care for long periods of time may not affect the development of a child.
- Andersson (1992) found that day care had a positive effect on the social development of a child, as they had more friends and were more outgoing at school compared to children who did not attend day care.
- Andersson (1992) carried out his study in Sweden which has better quality day care, and those whose children attend it at an earlier age came from high income families, so it may the socio-economic status of the family that affected the development of the children, not the day care.

- The EPPE project (2004) found that children who attended day care before the age of 3 had better intellectual development, showing that day care can provide activities that help a child's intellectual development.
- The EPPE project (2004) found that the amount of time spent in day care per week made no difference in the intellectual benefits of day care, so there may be other factors that influence the development of children attending day care.

Look for other reasonable marking points.

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning. leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Q18.

Question Number	Indicative Content	Mark
	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) **AO1** • When a child suffers deprivation they go through the three stages of protest, despair and detachment in the short-term (Robertson 1953). • Spitz (1946) studied the effects of being in an institution and found that it led to the children being depressed, especially if deprived of the mother for three months or more. • Spitz (1946) also found that children who were only partially depressed took two to three months to readjust to the deprivation once reunited with the mother. • Goldfarb (1955) found that the older a child was when it was fostered or adopted the less emotionally secure the children were. • Olsavsky et al. (2013) found that children who had been maternally deprived had a similar response in the amygdala when seeing the mother or a stranger and were more indiscriminately friendly. • Bowlby's (1944) research showed that maternal deprivation can lead to delinquency and affectionless psychopathy.	**(16)**
	AO2 • When Donald was first in the hospital he may have cried a lot and wanted his mother near him. • Donald has only been deprived of his parents for two months so his depression should not become severe. • Donald was over two years old when he went into hospital so the stay in hospital should not affect his emotional security in the long-term. • Donald may be friendly to a number of people when getting out of the hospital, whether he knows them or not. **AO3** • Robertson's (1953) study gathered detailed evidence about the behaviour of the children so can be said to be valid and show the short-term effects of deprivation. • Robertson (1953) carried out observations on a few children individually so the results of the study may not explain the short-term effects of deprivation on all children. • Spitz (1946) found that adding more care for children in institutions led to the children having fewer problems, so this can be applied to hospitals where named nurses can give individualised care to long term patients. • Goldfarb (1955) used a control group of children who were fostered at an early age, so his research has validity as it shows	

	the effects of being in an institution rather than the effects of not being with your natural mother. • Olsavsky et al. (2013) used children who had been institutionalised for a long time, so his results may only tell us the effects of deprivation on those who are long term institutionalised rather than deprived of their mothers. • Much or the research into the effects of deprivation may not be relevant to today as hospitals have different policies now, allowing open visiting times and assigning key workers to children. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning. leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Q19.

Question Number	Indicative Content	Mark
	AO2 (2 marks)	**(2)**

Number times the boys played with cars.	Number of times the boys played with dolls.	
5	0	
4	1	
4	1	
3	2	
2	4	
5	3	
1	0	
2	0	
3	1	
4	1	
4	2	
2	1	
Total = 39	Total = 16	
Mean = **3.25**	Mean = **1.33**	

One mark for each correct mean up to 2 decimal places (see table above).

Question Number	Indicative Content	Mark
(b)	**AO2 (2 marks)** Up to two marks for description the type of attachment the boys are demonstrating. For example • The boys are showing a secure attachment as Jason saw that they were happy to explore the room (1), however they became upset if their mothers left the room unlike type A children who would not react when their mothers left the room (1). **Answers must relate to the scenario.** **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**