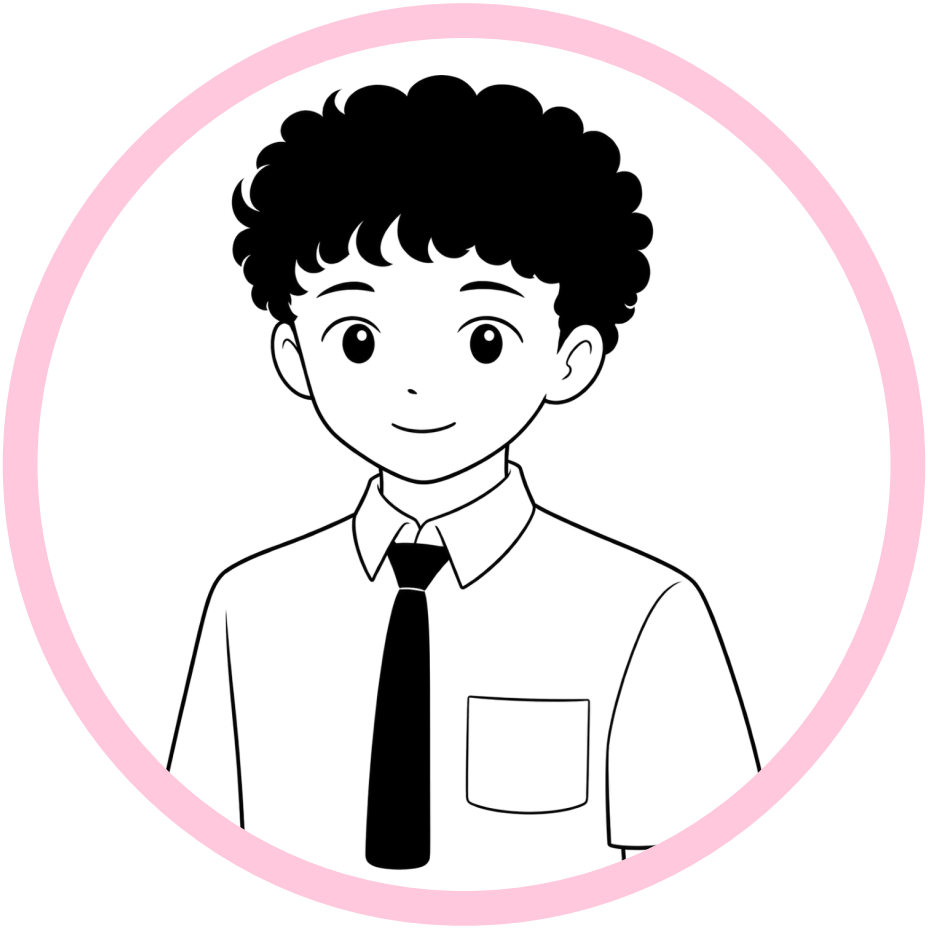
PEARSON EDEXCEL IAL PSYCHOLOGY · YPS01

PSYCHOLOGY



MARK SCHEME

DEVELOPMENTAL PSYCHOLOGY

SCORE	PERCENTAGE
/224	%

STEMUP

These questions belong to Pearson Edexcel, not to us.

The examination questions, mark schemes and examiner comments in this pack were written and published by Pearson Edexcel. They are past assessment materials, reproduced here so that students can revise from them.

What we do not own

STEMUP is not affiliated with Pearson Edexcel and does not own, and makes no claim to own, any of the question, mark scheme or examiner report material in this pack. Pearson Edexcel has not endorsed, approved or been involved in the production of it. Pearson Edexcel and the qualification titles used here belong to their respective owners and appear for identification only.

Where to find the originals

Pearson Edexcel publishes its past papers, mark schemes and examiner reports free of charge. Always check the current specification at qualifications.pearson.com before you revise, because content and wording can change between series.

If you hold the rights to any material in this pack and would like it amended or removed, contact admin@stemup.co.uk and we will act on it.

Mark Scheme

Q1.

Question Number	Answer	Mark
(a)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a reason in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the reason (AO3) For example: • Sabian will gather detailed information from the qualitative open questions about the different types of activities the teachers and parents do with the children (1), so Sabian will be able to explore whether it is the type of activity rather than the number of exercises which has an influence on the children's language development, improving the validity of his research (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a weakness in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the weakness (AO3) For example: • The range ignores all scores in the distribution and only takes the smallest and largest values into account, for Group A this was 40 and 70 different words spoken (1), so this could be skewed by abnormally high or low values of the different number of words spoken (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the improvement (AO3) For example: • Sabian could ensure that both the day care centre and parents are using the same standardised activities to help the language development of the children (1), improving reliability as he can be sure that any differences in the words that children say is due to the influence of day care and not extraneous variables (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q2.

Question Number	Answer	Mark
(a)	**AO1 (2 marks)** Credit up to **two** marks for accurate description of object permanence. For example: • Object permanence is when a child understands that an object still exists even when it cannot be seen (1). The child will actively seek the object when it is hidden as the child has developed the ability to form a mental representation of the object (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of weakness (AO1) Credit **one** mark for justification/exemplification of weakness (AO3) For example: • Piaget ignores developmental variations in how children develop, and the stage approach does not account for individual differences in development (1) but Vygotsky suggested that development was not fixed in an age-related stage but more of a continuous process (the ZPD) which incorporates individuality unlike Piaget (1). **Look for other reasonable marking points.**	**(2)**

Q3.

Question Number	Answer	Mark
(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description of the preoperational stage of development. For example: • It is an intellectual stage of development where thinking is not influenced by logical reasoning but by the way that things appear (1). Children are egocentric, assuming that other people see things the way they do, so have difficulty understanding another's perspective (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
(b)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of a strength/weakness (AO1). Credit **one** mark for justification/exemplification of each strength and weakness (AO3). For example Strength: • Piaget's theory of cognitive development has real life application as it is used extensively in educational settings to underpin teaching methods (1), as Garner (2008) suggests that teachers should provide opportunities to recognise similarities and differences at a physical level to develop conservation skills (1). Weakness: • Piaget's theory ignores developmental variations in children's development so it does not account for individual differences (1), as Vygotsky suggested that cognitive development does not occur in stages but through social interactions, for example building knowledge by learning from more knowledgeable others (1). **Look for other reasonable marking points.**	**(4)**

Q4.

Question Number	Answer	Mark
(a)	**AO2 (1 mark)** Credit **one** mark for an accurate identification. For example: • Mungo is in the sensorimotor stage, he has not developed object permanence as he did not look for his teddy bear (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
(b)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to the scenario. For example: • Flora may have thought that the teddy bear was going to be hurt as she has assigned feelings to the teddy bear through animism (1) and believes that the teddy bear is alive and will feel pain when it is put in the washing machine (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q5.

Question Number	Answer	Mark
(a)	**AO1 (2 marks)** Credit up to **two** marks for accurate description of the maternal deprivation hypothesis For example: • Bowlby stated that children that were deprived of their mother figure in the first few years of life would have issues when they got older (1). If the bond with the mother figure was broken then the child would have problems with their intellectual, emotional and social development which could become irreversible (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
(b)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of each strength/weakness (AO1) Credit **one** mark for justification/exemplification of the strength/weakness (AO3) For example: Strength • Bowlby (1944) found that fourteen of the forty-four juvenile thieves were affectionless, and 12 of these had had some form of maternal deprivation supporting his theory (1) as it showed that those who had been maternally deprived as infants were affected in later life whilst the control group were not deprived and were not affectionless (1). Weakness • Schaffer and Emerson (1964) found that infants have multiple attachments by the time they are 18 months old, and the first attachment is not necessarily with the mother (1) which disputes Bowlby's claim that an infant need to attach to the mother figure only, as they found it was more important to respond sensitively to the infant (1). **Look for other reasonable marking points.**	**(4)**

Q6.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Brendgen et al. (2005) aimed to see if there was a difference between physical and social aggression in 6-year-old children by asking teachers and peers to rate them on aggression using questionnaires. • A sample of 234 pairs of 6-year-old twins were used who had an average age of 72.7 months. • Brendgen et al. (2005) used questionnaires that had been translated from French to English and asked peers and teachers to rate the twin pairs on levels of physical and social aggression. • Brendgen et al. (2005) found that shared environmental factors and genetic factors each accounted for 20% of social aggression whilst 60% was due to non-shared environmental factors. **AO3** • The peer rating done by the children may not help us understand the social development of aggression as it may have been affected by who their friends were on the day meaning if it was repeated on another day, the answers would change. • Social aggression increases until approximately 8 years of age, so as the data was only gathered from 6-year-old children, it has not furthered our understanding of social development of aggression in older children. • The ratings from both peers and teachers were correlated, so the information gained from the study was reliable and can be used to further our understanding of social development. • As genes and shared environmental factors each accounted for only 20% of social aggression, parents and carers need to understand the influence the environment may have on their children's social development to help minimise the risk of developing aggressive behaviour. **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 assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

Q7.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • The sample looked at a total of 1,990 strange situation structured observations from 32 studies which included 8 different countries. • The research method was a meta-analysis that looked at studies which used the strange situation procedure with mothers and their infants. • A strict criterion was used in identifying the data sources to be included in the study, for example samples of children over 2 years old were excluded. • Van iJzendoorn and Kroonenberg (1988) found that the most common attachment type was Type B using the criterion from the strange situation procedure (SSP). **AO3** • As the sample included 8 different countries all using the strange situation, it is a reliable measure and so there can be more confidence that our understanding of attachment can be applied cross-cultures. • All of the studies focused only on the mother and child interaction and the results cannot be generalised to understand fathers so it does not explain how attachments may form with all care givers. • Secure attachment typically occurs between 6-8 months until 18-months-2 years, so restricting the sample suggests that it was a valid measure of attachment, thus giving us a greater understanding of attachment styles. • It may not further our understanding of attachment in all cultures as Miyake et al (1985) found that Japanese children were classified as anxious avoidant, which may only reflect cultural conformity to parenting styles and not children's development. **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 assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

Q8.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • The zone of proximal development (ZPD) is the difference between what a learner can do with the help of a more knowledgeable other (MKO) and what they can do by themselves. • Scaffolding is structured learning from a teacher who will then gradually reduce their role in the learning over time. • Children's learning occurs through interaction with a more knowledgeable other (MKO) so the zone of proximal development (ZPD) is constantly changing. • Elementary mental functions are innate cognitive abilities that we are born with and are developed through social interaction with others. **AO3** • Shaffer (1996) found that adults can take on the role of a MKO who promote cognitive development, as he found that a young girl improved in her ability to solve a puzzle when her father demonstrated some basic strategies in problem solving. • Scaffolding has been shown to aid children's comprehension abilities, supported by Abbas (2017) who found that children who received 6 weeks of teaching using scaffolding techniques had better comprehension skills than the children who did not. • Vygotsky suggests that the aid of a MKO is necessary for progress to be made in terms of cognitive development, however Piaget would disagree as learning occurs within a child's stage of development without the help of others. • Lui and Matthews, (2005) suggest that learners with learning difficulties may not be able to access the same meaning from group interactions when compared to those without so not all social interactions affect innate cognitive abilities. **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 assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

Q9.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Ainsworth (1970) carried out cross-cultural research into attachment using the strange situation procedure in both the USA and Uganda. • Cassibba et al. (2013) found that when considering both clinical and non-clinical distributions amongst the children in 17 studies that avoidant attachments were more common in Italian children. • Van iJzendoorn and Kroonenberg (1988) found that in their meta-analysis from 8 countries using the strange situation procedure that the most common attachment type was Type B. • Miyake et al. (1985) found using the strange situation procedure that Japanese children were classified as anxious avoidant. **AO3** • As Ainsworth's studies were carried out in two continents it helps us understand that even cross-culturally there is some universality in how mothers are a safe base for young children during development. • Cassibba et al. (2013) suggested their findings may represent how Italian mothers promote early independence, which emphasises that cross-cultural research should be culturally relative to reflect the wider context of children's development to successfully further understanding of development. • Van iJzendoorn and Kroonenberg's (1988) findings may only represent the outcomes of the SSP method because it takes an etic approach, looking at development from outside of the culture in which it takes place. • Differences in attachment types found by Miyake et al. (1985) may illustrate how cross-cultural research using imposed values of parenting does not further our understanding of development. **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 assessment/conclusion in their answer.**		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

Q10.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • 44 children from the Child Guidance Clinic were used as a control group and compared against 44 juvenile thieves. • The 44 thieves had a range of character types, including depressed, over-active and affectionless. • Statistical analysis was used to measure the association between affectionless characteristics and a history of mother-child separation. • Bowlby interviewed the juveniles himself and built up a case history for each child. **AO3** • The use of controls such as using a control group who were also classified as maladjusted to compare against the 44 thieves provides some measures to make the study scientific. • The small number of case studies and unique characteristics of the thieves means that the study cannot easily be replicated so tested for reliability therefore reducing the scientific status of the research • Bowlby carried out a chi-square on data gathered, empirically testing the degree of association between prolonged mother-child separation by quantitative means, increasing the scientific status of his research. • As Bowlby conducted the interviews himself in support of his theory of affectionless psychopathy his holistic interpretation of the delinquent life experiences could be deemed subjective which reduces the scientific status of his findings. **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 assessment/conclusion in their answer.**		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

Q11.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • The strange situation procedure involves observing the interactions between an infant and its mother and an infant and a stranger during eight episodes. • At the start of the procedure to determine the attachment type of the infant the mother plays with the infant for about three minutes and then a stranger enters the room. • At various points in the procedure the mother leaves the infant with the stranger or alone and whether the infant becomes upset is recorded. • If the infant gets upset when the mother leaves it with the stranger the stranger can try and comfort the infant whilst the mother can observe the room that they are in. **AO3** • If the mother is told about all eight episodes of the strange situation and how her infant may react, she can give fully informed consent for herself and her infant, so the strange situation can be deemed ethical. • If the infant is not securely attached then strategies can be put in place to help the mother develop a secure attachment with the infant, so it is ethical as it meets the UNCRC rights for the child to develop and not be neglected. • Protection from harm is broken as the child may get very upset when left with the stranger or on its own and this can also be stressful for the mother, so the strange situation does not meet this ethical guideline. • Whilst the mothers do have the right to stop the strange situation at any point, they may feel they cannot stop the investigation when their child becomes upset in case it ruins the results, especially if they have given informed consent so this could make it unethical. **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 assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

Q12.

Question Number	Answer	Mark
(a)	**AO2 (1 mark)** Credit **one** mark for correct answer. • 41.25 **Reject all other answers**	**(1)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark)** Credit **one** mark for correct answer. • 5 **Look for other reasonable marking points**	**(1)**

Question Number	Answer	Mark
(c)	**AO2 (4 marks)** Credit **one** mark for correct completion of **difference** Credit **one** mark for correct completion of **ranked difference** Credit **one** mark for a correct calculation of **sum of both ranks** Credit **one** mark for a correct answer for **T= 5**	**(4)**

Participant	Condition A Number of new words learned in a week without using the new reading scheme	Condition B Number of new words learned in a week using the new reading scheme	Difference	Ranked Difference
A	39	41	**-2**	**3.5**
B	41	38	**3**	**5**
C	39	45	**-6**	**7**
D	38	42	**-4**	**6**
E	37	39	**-2**	**3.5**
F	39	40	**-1**	**1.5**
G	38	39	**-1**	**1.5**
H	36	46	**-10**	**8**

- **Sum of positive ranks = 5; Sum of negative ranks = 31**
- **T = 5**

Look for other reasonable marking points

Question Number	Answer	Mark
(d)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of an improvement in relation to scenario (AO2). Credit **one** mark for justification/exemplification of improvement (AO3). For example: • Reuben could test the new reading scheme with children from different schools in the local area which could make his sample more representative (1) as this would reflect the reading ability of the target population of six-year-olds making his findings more generalisable (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q13.

Question Number	Answer	Mark
(a)	**AO2 (1 mark)** Credit **one** mark for each correct percentage of children in condition A. • Children demonstrating mostly cooperative behaviour = **41%** **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark)** Credit **one** mark for each correct percentage of children in condition A. • Children demonstrating mostly un-cooperative behaviour = **14%** **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
(c)	**AO2 (4 marks)** Credit **one** mark for accurate completion of **O-E** column to **two** decimal places. Credit **one** mark for accurate completion of **$(O-E)^2$** column to **two** decimal places. Credit **one** mark for accurate completion of **$(O-E)^2/E$** column to **two** decimal places. Credit **one** mark for accurate completion of **chi-squared** to **two** decimal places = **1.43**	**(4)**

		Observed	Expected	O-E	$(O-E)^2$	$(O-E)^2/E$
Children played in a room with orange walls	Demonstrating mostly cooperative play	12	10.48	1.52	2.31	0.22
	Demonstrating mostly un-cooperative play	4	5.52	-1.52	2.31	0.42
Children played in a room with white walls	Demonstrating mostly cooperative play	7	8.52	-1.52	2.31	0.27
	Demonstrating mostly un-cooperative play	6	4.48	1.52	2.31	0.52
				Chi-squared=		1.43

Look for other reasonable marking points.

Question Number	Answer	Mark
(d)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of an improvement in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the improvement (AO3). For example: • Diego could have more than two colours in his investigation of cooperative behaviour to see whether specific colours affected behaviour change (1) as this could measure the effects of a variety of different coloured environments on the behaviour of four-year-olds making his findings more generalisable to different environments (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q14.

Question Number	Answer	Mark
(a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • Roberto would create a list of behavioural categories of sharing behaviour, such as offering a toy or snatching it away (1). He would then observe the groups of girls and boys in a controlled environment and tally the number of times sharing behaviour occurred for each gender (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a weakness in relation to the scenario (AO2) Credit **one** mark for justification of the weakness (AO3) For example: • There may be a lack of internal validity if Roberto is not clear about what types of sharing fits into sharing behaviour for example keeping the original toy but sharing a different toy instead (1) so as these alternative sharing behaviours cannot be coded, his findings about children's toy sharing may not represent the gender differences in sharing behaviour (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q15.

Question Number	Answer	Mark
(a)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example: • Marina would separate the entire population of 10–11-year-old children into different sub-groups, for example 10-year-olds and 11-year-olds (1). She would then select a random sample proportionally from each stratum which is representative of the population as a whole to take part in the new writing programme (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example: • Marina should ensure that the children are protected from psychological harm as they could become distressed being judged on their grammatical ability (1). She should explain that it is the efficacy of the writing programme that is being measured and not their writing ability to avoid distress (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q16.

Question Number	Answer	Mark
(a)	**AO1 (2 marks)** Credit **two** mark for accurate description of the procedure. For example: • Punch (2002) used five classroom-based tasks to collect qualitative data about youth transitions in rural Bolivia (1). The children completed or provided drawings, photographs, diaries, worksheets, and a participatory rural appraisal (PRA) (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate identification of a weakness (AO1). Credit **one** mark for exemplification/justification of the weakness (AO3). For example: • The research may be culturally biased due to having to interpret the answers from Bolivian children to the PRA from a Western perspective (1) meaning this emic approach may not improve our understanding of developmental psychology in all cultures (1). **Look for other reasonable marking points.**	**(2)**

Q17.

Question Number	Answer	Mark
(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description For example: • The zone of proximal development is the difference between what a child can do alone and with help (1). Which may come from a more knowledgeable other who has mastered the skill (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a strength and a weakness (AO1) Credit **one** mark for justification/exemplification of the strength and the weakness (AO3) For example: Strength • Vygotsky's zone of proximal development has application in the classroom through teachers providing scaffolding based on each student's zone of proximal development (1), this allows students to learn based on their level of understanding so can be said to be more valid than Piaget's theory which says children can only do certain things at specific ages (1). Weakness • Vygotsky's theory may not apply to all types of learning as it focuses on learning skills through verbal communication with a more knowledgeable other (1) whereas some types of learning may be through the observation of how others complete a task rather than by being talked through a task (1). **Look for other reasonable marking points.**	**(2)**

Q18.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Operant conditioning states that attachment between a mother and baby will develop due to positive and negative reinforcement. • Positive reinforcement is when the baby receives something they like from an adult so they are more likely to attach to the adult. • Positive reinforcement can be primary, such as being fed, or can be secondary which does not satisfy a basic need but allows them to gain access to the basic need, such as the adult who feeds the child. • Negative reinforcement is the removal of something unpleasant that the baby does not like which will lead to the baby becoming attached. **AO2** • Julius has become attached to his mother Vanessa as she is reinforcing him with her behaviour such as when she sings to him, which he enjoys. • Julius is picked up by his mother when he has a specific type of crying, which acts as a positive reinforcement as he wants to be picked up at that point in time. • Vanessa becomes a secondary reinforcer as she allows Julius to gain the primary reinforcer of food as she is the parent who feeds Julius which is why the attachment has developed. • The attachment between Julius and Vanessa has developed because she is a source of negative reinforcement when she removes the discomfort of having a dirty nappy. **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)

Q19.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Article 18 states that parents have a responsibility for the child. • The best interests of the child are important and should be a priority. • Article 13 states that every child be given the freedom to express their thoughts and opinions. • The UNCRC (1989) states that every child has a right to protect and preserve their identity. **AO2** • Rafael must ensure that he gets the parents' informed consent to monitor the children as they are under the age at which they can give consent. • Rafael is proposing using the strange situation procedure which can be distressing for both the parent and the child; however, it is being used to improve the attachment type so its use would be justified. • If the children at the day care centre become upset because of the strange situation procedure, Raphael should consider they are expressing their feelings and should stop the procedure immediately. • Raphael is making the parenting classes available to all families so this should protect the identity of the children as it is not just targeted at families for which there are particular concerns. **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)

Q20.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Research that is scientific has to be replicable so that other researchers can repeat the research and check that the results are consistent. • To be scientific research must be falsifiable, which means that it should be possible to set up research which may prove an alternative hypothesis wrong. • Scientific research should use objective data where the researcher does not have to interpret the results which may cause bias. • Scientific research should be empirical, that is it should measure directly observable behaviour rather than make assumptions about what a behaviour means. **AO2** • Helene is giving questionnaires that she has devised herself to the workers at the play scheme so others may not be able to repeat her investigation as they may not have access to the questionnaires. • Helene's investigation is falsifiable as she found some children whose cognitive and emotional development did not improve after they had been at the play scheme for three months. • The data from the observation of the children's behaviour is not objective as Helen is the only person observing the children at the play scheme, so she may be biased as she may want to prove the effectiveness of the play scheme. • Helene is using empirical data as she is observing the children's behaviour in terms of cognitive development when they are at the play scheme. **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)

Q21.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Mindfulness-based stress reduction includes breath awareness and present moment awareness. • Social and emotional programmes (SEL) aim to develop empathy and the ability to make relationships. • Mindfulness-orientated meditation aims to help children concentrate on tasks. • Mindfulness programmes are commonly offered for 10 sessions and take place for the same amount of time as an average lesson. **AO2** • The children at the high school may benefit from reduced levels of stress if they are able to practice techniques such as present moment awareness. • Incorporating SEL within the mindfulness programme may help the high school students to improve their relationships with teachers and other children at the school. • The students will learn to ignore distractions and they will have greater attentional control allowing them to concentrate for longer periods of time in lessons and on homework. • The programme is being made available to all students, and they will be asked to attend, so they may not engage with Mrs Adrier's process, so it may not help with their development. **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)

Q22.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Autonomy versus shame and doubt is classed as stage 2 and usually occurs between 18 months to 3 years of age where children gain independence and control. • Children that successfully negotiate Stage 2 are secure in their abilities and have self-belief. • Industry versus inferiority is classed as stage 4 and usually occurs between 5 to 12 years old with the aim of achieving competencies. • Children may develop feelings of inferiority if they are unable to set their own goals and have repeated negative experiences. **AO2** • At two years old, Zac is developing a sense of his own autonomy by making his own decisions such as choosing not to wear his sandals. • Zac's mother helps him to develop a sense of self-belief and autonomy by supporting his choice of wearing winter boots even though it is hot weather. • Grace is working hard to learn but is not competent as even with her Mum's encouragement she is nervous at school. • Grace has a sense of inferiority and has not resolved the crisis as she believes that she is not as good as her friends. **Look for other reasonable marking points.**	**(8)**

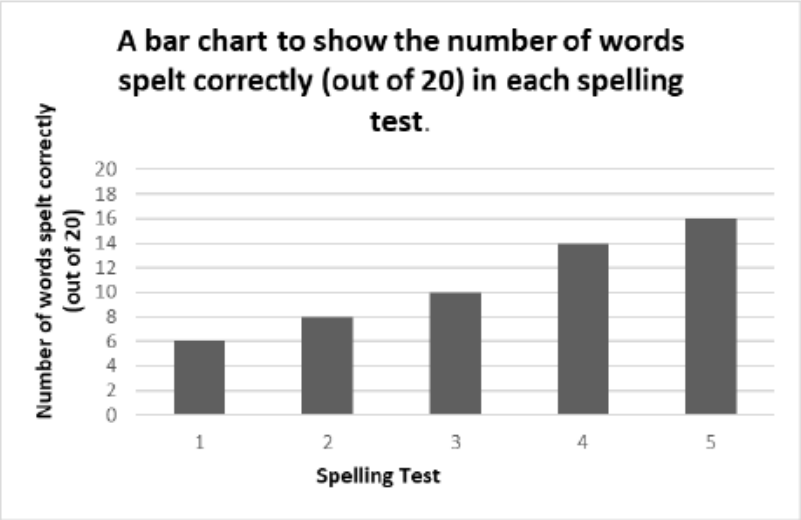
Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.**		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or 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)

Q23.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Monotropy is a concept proposed by Bowlby which suggests that babies have an innate capacity to attach themselves to a single caregiver. • Maternal deprivation hypothesis suggests that disruption in continual attachment can lead to long-term social and emotional difficulties. • Bowlby proposed that children develop an internal working model which is a mental representation of what relationships are like. • Bowlby suggested that higher rates of juvenile delinquency occur when there is a disruption in the primary relationship. **AO2** • Kristoff may have been unable to bond with either his mother or father due to illness and work, so does not know how to form relationships as shown by his inability to form long-term relationships. • Whilst Kristoff lived in several care homes, he may have been given personalised care which can alleviate or eliminate maternal deprivation, so his behaviours may not be due to his early life experiences. • Kristoff has not been able to experience a 'safe base' as his parents were not able to care for him and so create a positive internal working model and so this has had an adverse effect on his behaviour and is often characterised by risk taking behaviours. • Kristoff has been accused of spraying graffiti twice which would be classed as juvenile delinquency, Bowlby concluded from his 1944 study that this can occur due to breakdown of the maternal bond. **Look for other reasonable marking points.**	**(8)**

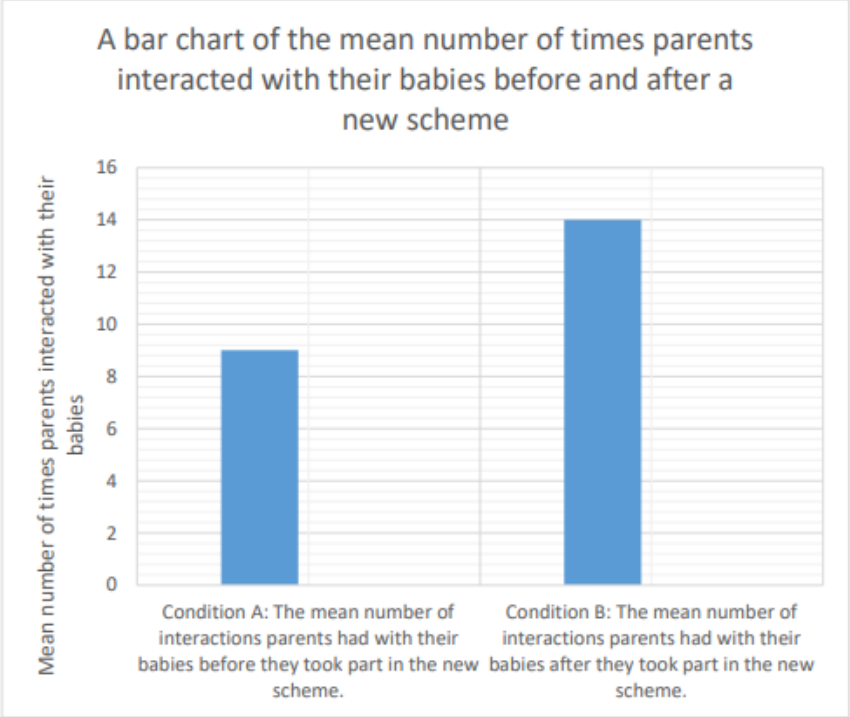
Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.**		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or 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)

Q24.

Question Number	Answer	Mark
(a)	**AO2 (3 marks)** Credit **one** mark for appropriate **title.** Credit **one** mark for appropriate **labelling of axes.** Credit **one** mark for correct **plots.** For example:  **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of improvement (AO3) For example: • Maud should use a more representative sample of children of different ages and genders to take part in the spelling game (1), which would increase the generalisability of her findings about the use of educational games to aid spelling ability to a wider population (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

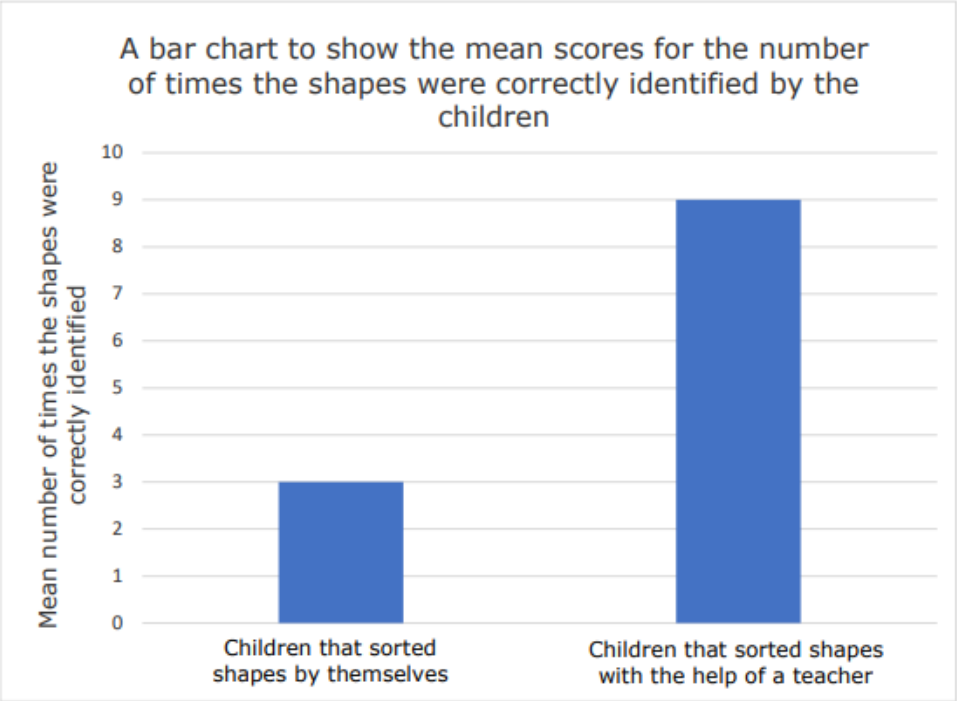
Q25.

Question Number	Answer	Mark
(a)	**AO2 (3 marks)** Credit **one** mark for accurate title. Credit **one** mark for accurate labelling of the axes. Credit **one** mark for accurate plotting of the data. For example:  **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark)** Credit **one** mark for accurate identification of the statistical test. For example: • Natasha would have used the Wilcoxon signed ranks test to determine if the results on the effectiveness of the new scheme were significant or not (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the improvement (AO3) For example: • Natasha should have had another researcher noting down the number of times parents interacted with their babies at the same time as she did (1), so they could compare their results, and if they both had similar figures for the number of interactions between parents and their babies Natasha could claim her results were reliable (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q26.

Question Number	Answer	Mark
(a)	**AO2 (3 marks)** Credit **one** mark for accurate title Credit **one** mark for accurate labelling of the axes Credit **one** mark for accurate plotting of the data.  **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark), (AO3 1 mark)** Credit **one** mark for an accurate use of the data (AO2). Credit **one** mark for an appropriate conclusion (AO3). For example: • The children that had the help of the teacher identified on average 9 shapes correctly compared to 3 shapes for the children who sorted shapes by themselves (1) which shows that the support of a more knowledgeable other helped the children master the skill of learning shape recognition (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(c)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • Andrea must ensure the children are protected from psychological harm giving reassurance to the children who sorted shapes by themselves (1) as they may not be able to identify as many shapes as the group that received help so they may feel sad and worried (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q27.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Chomsky argued that language structures cannot be learnt from a blank slate as there are too many rules and combinations for children to learn in the time it takes them to develop their language. • Chomsky said that all children are born with an understanding of innate grammatical categories, such as what a noun is, and there is a critical period for children to learn their language. • We also have an innate understanding of universal grammar, so how to join different grammatical categories to create meaningful sentences. • Children apply these rules to their own language development, which is why they make common mistakes such as put an 's' on the end of all plurals as they do not know the exceptions to the rules. **AO3** • Chomsky ignores the effect of nurture on language development unlike Vygotsky who stated that language is developed through social interaction so Chomsky's theory could be considered incomplete. • The case of Genie (1977) supports that language has a critical period in which to develop, as she was found after the critical period and did not learn to speak normally. • Chomsky's theory can be applied to learning a second language, as children have a critical period in which to use their understanding of universal grammar, so schools should teach them a second language earlier than the age of 11. • Whilst Chomsky explained how children could learn to speak grammatically, he failed to explain how children learn to understand the meaning of what was said so it is not a complete explanation of language. **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)

Q28.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Skinner's theory of language is founded on the principles of reinforcement and punishment from operant conditioning. • Primary reinforcers, such as food, are rewards that Skinner claims encourage early language learning of basic words that focus on functional necessity to meet survival needs. • Skinner suggested positive reinforcement encourages language development as children will repeat words when they are praised. • When children are not reinforced with a desired consequence for words used, they do not repeat the behaviour of incorrect language. **AO3** • Skinner's theory can be applied to the teaching of language, with objects or pictures presented as an antecedent to elicit the behavioural language response from a child with consequences given for correct use of words or speech. • The theory fits with logical understanding of the development of babies, where they seek comfort or nourishment as babies, using basic communication and then words to name their needs, such as 'milk'. • Chomsky claimed that we are born with an innate language acquisition device so language development occurs without the need for stimuli or reinforcement. • Skinner's claims lack plausibility as children do not repeat words exactly as they hear them but continue to construct language with inaccuracies regardless of praise up to about 5 years old. **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)

Q29.

Question Number	Answer	Mark
	AO2 (2 marks), AO3 (2 marks) Credit **one** mark for accurate identification of a strength and a weakness in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the strength and the weakness (AO3). For example: Strength • Judith is using a standardised procedure which has been used many times by other researchers, to observe the behaviours between the fathers and their infants so it is reliable (1) as it can be easily replicated to measure aspects such as the reunion between the fathers and infants from the nursery school (1). Weakness • Judith may find that the fathers of the infants demonstrate demand characteristics as they know they are being observed during their interactions with their child (1) so they may show artificial behaviours which they would not normally display, such as being overly sensitive with their child, lowering the internal validity of the research (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Q30.

Question Number	Answer	Mark
	AO1 (2 marks), AO3 (2 marks) Credit **one** mark for accurate identification of a strength/weakness (AO1) Credit **one** mark for justification/exemplification of the strength/weakness (AO3) For example: Strength • Mindfulness meditation helps children to concentrate on tasks aiding cognitive development as they learn to ignore distractions (1) as Moore and Malinowski (2009) found that there was a positive correlation between high levels of meditation and attentional control so participants that pay more attention to tasks may improve cognitive function (1). Weakness • School based mindfulness programmes often require all students to participate so they may not engage in the process if they are not committed to the programme (1). Therefore, it may not be effective in enhancing children's social, emotional, or cognitive development, limiting the practical application in everyday school life (1). **Look for other reasonable marking points.**	**(4)**

Q31.

Question Number	Answer	Mark
	AO2 (2 marks), AO3 (2 marks) Credit **one** mark for identification of a strength and a weakness in relation to the scenario (AO2) Credit **one** mark for justification of the strength and the weakness (AO3) For example: Strength • Miranda is now able to make an utterance which is correctly applied to her milk due to the processes of positive reinforcement (1) as Skinner would argue that this is because of motivating operations, discriminative stimuli, response and reinforcing stimuli when Thomas praised her every time, she said the word milk (1). Weakness • Miranda may not be reinforced every time she says the word milk but still says the word milk, suggesting it is not a complete explanation (1) as Chomsky would suggest that she has been born with a language acquisition device (LAD) and so has an innate need to communicate for things she needs such as milk (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Q32.

Question Number	Answer	Mark
	AO1 (2 marks), AO3 (2 marks) Credit **one** mark for accurate identification of each strength and weakness (AO1) Credit **one** mark for justification/exemplification of the strength and weakness (AO3) For example: Strength • Erikson's stages of development could be considered a more comprehensive explanation of human development than theories such as Freud (1) as it spans from birth through to end of life at the stage of integrity versus despair to give a holistic perspective on how individuals may grow and develop over their lifetime (1). Weakness • Interpreting which behaviours in children demonstrate stages, such as their level of assertion during play in the initiative versus guilt resolution, is a subjective measure of development (1). Therefore, stages of psychosocial development lack scientific credibility as an explanation of development as they cannot be empirically tested using objective methods (1). **Look for other reasonable marking points.**	**(4)**

Q33.

Question Number	Answer	Mark
	AO2 (2 marks), AO3 (2 marks). Credit up to **two** marks for identification of each strength/weakness in relation to the scenario (AO2). Credit up to **two** marks for justification/exemplification of the strength/weakness (AO3). For example: Strength. • As Pierre used the data from sixteen published studies, he may have a lot more data than if he had conducted the study himself so it is more representative of language development in children (1), which can increase the generalisability of his conclusions about the effect of storytelling on language development due to the larger amount of data (1). Weakness • As Pierre only used studies about storytelling that had been published in journals there may be a bias in the studies that he was able to access (1) because it may be that only studies that showed storytelling had an effect on language development are published so Pierre's conclusions may not be valid (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Q34.

Question Number	Answer	Mark
(a)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of what the standard deviations show (AO2) Credit **one** mark for justification/exemplification of what the standard deviations show (AO3) For example: • The two standard deviations show that there is a not much difference in the spread in the number of words written in a sentence by the ten year old children compared to the six year old children (1) as the standard deviation for the six year old children is 0.64 words lower than that for the ten year olds (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a weakness in relation to the standard deviation (AO2) Credit **one** mark for justification/exemplification of the weakness (AO3) For example: • The standard deviation for the number of words written in a sentence by the six-year-olds and ten-year-old is more complicated to calculate compared to the range (1), so there is the greater possibility of an error being made in Nicklaus's calculations compared to calculating the range (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the improvement (AO3) For example: • Nicklaus could have used a wider range of children from a variety of different schools to increase population validity (1), as this would ensure that the results about the number of words children write in a sentence is more representative of children from schools (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q35.

Question Number	Answer	Mark
(a)	**AO2 (2 marks).** Credit **two** marks for fully operationalised directional hypothesis in relation to the scenario. Credit **one** mark for a partially operationalised directional hypothesis in relation to the scenario For example: • There will be a significant improvement in children's ability to understand the emotions of other people, scored out of 10, after a month of mindfulness training compared to before mindfulness training (2). • Mindfulness training will improve the emotional development of the seven-year-old children in Sophie's school (1). Both components of iv not there!!! **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (2 marks).** Credit **two** marks for an accurate description in relation to the scenario. For example: • Sophie will collect all the names of the seven-year-old children in her school and input them into a computer programme that randomises names (1). She will then let the computer programme pick the names of her participants until she has enough to conduct her investigation into the effect of mindfulness on emotional development (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q36.

Question Number	Answer	Mark
(a)	**AO1 (1 mark)** Credit **one** mark for an accurate statement. For example: • To investigate the impact of maternal deprivation on the likelihood of developing a delinquent character in adolescence (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate identification of a strength (AO1). Credit **one** mark for exemplification/justification of the strength (AO3). For example: • It was a case study using the clinical interview technique which gathered rich qualitative data providing a detailed case history of each of the 44 thieves (1) giving insight into the issues that may have contributed towards the juvenile delinquency, increasing the validity (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
(c)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of an improvement (AO1). Credit **one** mark for exemplification/justification of the improvement (AO3). For example: • Bowlby could have used a control group that were not classified as emotionally disturbed to improve the representativeness of his sample of children (1) as this would improve the population validity allowing it to be generalised to all children classified as delinquent and not just those who were emotionally disturbed (1). **Look for other reasonable marking points.**	**(2)**