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EDEXCEL A LEVEL PSYCHOLOGY: QUESTIONS BY TOPIC

Child Psychology (Topic 7)

AS and A Level Psychology Topic 7

36 questions · 324 marks · Mark schemes included

Pearson Edexcel AS (8PS0) and A Level (9PS0) Psychology, June 2016 - June 2025

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HOW TO USE THIS BOOKLET

Questions are grouped by sub-topic and run from the lowest mark tariff to the highest.

Click any heading or question row below to jump straight to it.

On every question page, click ANSWER in the top-right corner to jump to its mark scheme.

Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

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METHODS AND STUDIES IN CHILD PSYCHOLOGY

6 questions · 41 marks

46

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QUESTIONS

36 questions · 324 marks · grouped by sub-topic, lowest tariff first



SUB-TOPIC

ATTACHMENT

3 questions in this booklet



13 Rachel is a social worker who has worked with James for over 20 years. She has noticed that the attachment James had with his mother when he was young has affected his relationships with his partners and his children.

Discuss Bowlby's theory of the internal working model as an explanation of James's behaviour. You must make reference to the context in your answer.

(8)



13 Jekaterina works as a child psychologist in a local health centre. She observes that most of the children she works with form an emotional bond with their parents. Most of the children are happy to explore the toys in Jekaterina's practice room, but they get upset if they cannot see their parent.

Jekaterina is concerned about a five-year-old child she works with who often hits other children. The child's mother went back to full-time work when the child was three months old.

Discuss Bowlby's work on attachment with reference to Jekaterina and the children.

You must make reference to the context in your answer.

(8)



13 Maxyme works as a nurse at a local health centre. As part of his job, he runs a class for new parents to teach parenting skills. He has a mixture of mothers and fathers attending the class.

Maxyme has noticed that the children react differently to their parents. One child called Jack is always happy to explore the toys in the room and interact with his parent, whereas another child called Fay does not interact with her parent. Some other children in the parenting class do not explore the room but like to stay close to their parent.

Maxyme has decided to investigate this further as part of his professional development. He decides to use the Strange Situation procedure to investigate how all the children in the parenting class react to their mothers and fathers, and how the parents react to their child.

Assess the effectiveness of the Strange Situation procedure as used by Maxyme to investigate the children and their parents.

You must make reference to the context in your answer.

(16)



SUB-TOPIC

DEPRIVATION, PRIVATION AND DAY CARE

15 questions in this booklet



ANSWER ALL QUESTIONS

- 11** Benito carried out some research into the effects of day care on children's behaviour. He recorded the number of aggressive acts children displayed. The children who attended full-time day care had a mean score of 3.4 aggressive acts. The children who did not attend full-time day care had a mean score of 7.9 aggressive acts.

(a) (i) State which statistical test Benito would use to analyse his data.

(1)

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(ii) State **three** reasons why Benito would use the statistical test you identified in (i).

(3)

1.....

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2.....

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3.....

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(b) Benito used a random sample.

Describe how he would have selected his sample.

(2)

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- 11 Grace investigated the effects of short-term deprivation on children. She asked mothers to note down how many times a day their child cried when the mother left the room. The participants were split into two conditions:
- Condition A: The child had suffered short-term deprivation in the past month
 - Condition B: The child had not suffered short-term deprivation in the past month.

The results for the children who had suffered from short-term deprivation are shown in **Table 3**.

Child	Number of times the child cried when the mother left the room
A	5
B	7
C	2
D	8
E	5

Table 3

- (a) (i) Calculate the standard deviation for the number of times the child cried for those who had suffered from short-term deprivation using the data in **Table 3**. Show your working out and give your answer to **one** decimal place.

(4)

SPACE FOR CALCULATIONS

Standard deviation:

- (ii) The standard deviation for the number of times the child cried when the mother left the room for those who had not suffered short-term deprivation was 2.1.

Using your answer from 11(a)(i), explain what the two standard deviations tell us about the data from Grace's investigation.

(2)



11 Donna is six months old. Her mother, Rose, decides to place Donna in day care. She places Donna in a nursery where there are other children of the same age and a variety of activities available for Donna to take part in. The manager of the nursery has a professional qualification in childcare.

(a) Using research, describe the advantages for Donna of attending day care.

(3)

(b) Describe what Rose could have considered when selecting a nursery that provides good quality day care.

(4)



12 Brie carried out an observation to see the effects of day care on one-year-olds' reactions to their mother leaving the room. She selected her participants from those who were available at a local day care centre one Monday.

She had two groups of one-year-old children.

- Condition A: the one-year-olds spent less than 15 hours a week in day care.
- Condition B: the one-year-olds spent over 30 hours a week in day care.

She set up a playroom and asked the mothers to play with their child for five minutes and then leave the room. Brie then rated the level of crying of the one-year-olds. A score of 7 was 'intense crying' and a score of 0 was 'no crying at all'.

(a) Identify the sampling technique used by Brie in her investigation.

(1)

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The results from the observation carried out by Brie are shown in **Table 3**.

	Condition A: the one-year-olds spent less than 15 hours a week in day care	Condition B: the one-year-olds spent more than 30 hours a week in day care
Mean score (out of 7) for the intensity of the crying.	5	3

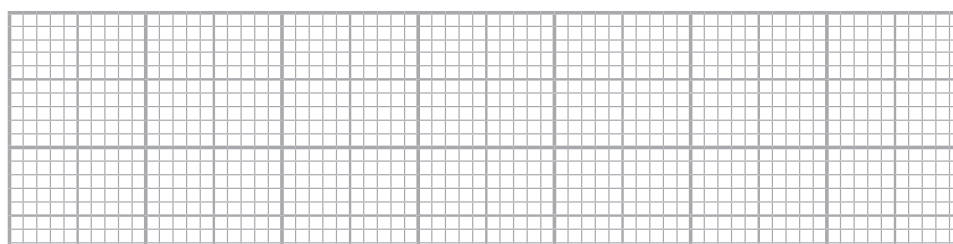
Table 3

(b) Draw a suitable graph to represent the results shown in **Table 3**.

(3)

Title

.....



(c) Brie used an independent groups experimental/research design.

Compare independent groups and matched pairs experimental/research designs as used in child psychology.

(3)



13 There has been a lot of research carried out on the effects of privation.

Evaluate research into privation.

(8)



12 Noah is investigating the influence of day care on children.

He decided to conduct an observation on one child from his local nursery. Before Noah conducted his observation, he had to consider issues around the participation and protection of the child.

- (a) Describe the issues around the participation and protection of the child that Noah would have to consider for his observation.

(3)

This image shows a single sheet of white paper with ten horizontal dashed lines spaced evenly apart, typical of primary-ruled notebook paper. The lines are light gray and extend across the full width of the page. There are no margins, text, or other markings on the paper.

- (b) Noah carried out an experiment where he watched the behaviour of the child before they went to day care and then watched the behaviour of the same child after they had been in day care for two months.

Identify the experimental/research design Noah used in the experiment.

(1)



(c) For his observation Noah gathered qualitative and quantitative data.

Explain **one** reason why qualitative data may be better than quantitative data when researching child psychology.

(2)

(d) Explain **one** weakness of Noah's investigation into the influence of day care for children.

(2)

- 12** Alicia conducted an experiment to investigate perceptions about whether day care improved the cognitive development of children. She gave parents from a local nursery two different scenarios about a child.

In the first scenario the participants had to say how likely it was that the cognitive development of a child who did not attend day care would have improved (condition A). In the second scenario the same participants had to say how likely it was that the cognitive development of a child who did attend day care would have improved (condition B).

The participants were asked to give a score from 1 to 10, where 1 was highly unlikely and a score of 10 was highly likely.

- (a) Explain **one** weakness of Alicia collecting quantitative data for her experiment.

(2)

(b) Alicia’s results are shown in **Table 2**. Complete **Table 2** and calculate the Wilcoxon Signed Ranks test for Alicia’s experiment.

(4)

Participant	Condition A: Likelihood of child who did not go to day care improving	Condition B: Likelihood of child who did go to day care improving	Difference	Rank	Rank if positive	Rank if negative
A	1	5				
B	3	3				
C	2	7				
D	7	8				
E	5	10				
F	4	2				
G	3	6				
Total:						

Table 2

SPACE FOR CALCULATIONS

Wilcoxon T value

(c) Explain **one** improvement Alicia could make to her experiment.

(2)



13 George is a psychologist who works at a children's clinic. He has been asked to work with a child who they are worried may develop the effects of deprivation. This is the second occasion that the child's mother has had to stay in hospital for a long period of time. The child will be placed in foster care with a family.

During the first separation the child was placed in a children's home and had to fit in with the routines that were already in place there. The parents of the child are concerned as they noticed a change in their child's behaviour after the first separation.

Discuss how George may reduce the negative effects of deprivation.

You must make reference to the context in your answer.

(8)

12 Assess the usefulness of research into privation.

(8)



- 11** Alexei wanted to investigate whether being in day care influenced how much children would share their toys. He used an opportunity sampling technique to recruit children for his observation from families he knew in the local area.

Alexei wanted to observe how often children would share their toys with other people. He videoed a group of children, who did not go to day care, playing in their own homes (condition A). Alexei also visited a local day care centre and videoed a different group of children playing (condition B). He tallied how many times each child shared their toys with other people.

- (a) Explain **one** strength and **one** weakness of the sampling technique used by Alexei in his observation about sharing toys.

(4)

Strength

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Weakness

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Table 2 shows the results of Alexei's investigation.

Condition A: Playing at home	Number of times toys were shared with other people	Condition B: Playing at day care	Number of times toys were shared with other people
A	3	G	7
B	6	H	5
C	2	I	9
D	8	J	10
E	1	K	6
F	4	L	9

Table 2

- (b) Calculate the mean number of times toys were shared by children in **condition A**.

(1)

SPACE FOR CALCULATIONS

Mean for **condition A**

- (c) Calculate the median number of times toys were shared by children in **condition B**.

(1)

SPACE FOR CALCULATIONS

Median for **condition B**



- (d) Alexei carried out a Mann–Whitney U test on his data. His calculated/observed value was 4.5.

Determine whether Alexei's results were significant or not at $p \leq 0.05$ for a two-tailed (non-directional) hypothesis.

(1)

- (e) Explain **one** improvement that Alexei could make to his investigation.

(2)

14 Donald is two and a half years old. He was in hospital for two months. His parents found it difficult to spend a lot of time with him whilst he was in hospital.

When Donald came home, his parents were worried as he cried a lot and did not seem to be as happy as he was before he went into hospital. They are also concerned that the time he spent in hospital may affect his future behaviour.

Assess how far research into deprivation could explain the short-term and long-term effects of Donald's stay in hospital.

You must make reference to the context in your answer.

(16)



- 14** Cassandra has twin boys, Alexander and Julius, who attend day care. Cassandra has noticed that the boys react differently when she picks them up from day care; Alexander is happy to see her whilst Julius ignores her.

Alexander has many friends at day care who he plays word games with unlike Julius who often plays on his own. Alexander is more cognitively advanced for his age than his brother as he is starting to recognise letters whereas Julius cannot.

Assess the effects of day care on the development of Alexander and Julius.

You must make reference to the context in your answer.

(16)

14 Mrs Leeming is in charge of a local nursery that looks after children aged from 6 months old to 5 years old. During her work she has noticed that different children have different reactions to their mothers when they are picked up from nursery to go home.

She has noticed that some children are happy to see their mothers at the end of the day. Other children do not seem happy to see their mothers, carry on playing, and run away. Mrs Leeming has also noticed that the mothers interact with their children differently.

Evaluate Ainsworth's types of attachment in relation to the children at the nursery.

You must make reference to the context in your answer.

(16)

14 Mrs Smythe is in charge of a local nursery that looks after children aged from six months old to five years old. She has witnessed that a few of the children get very upset when their parent leaves them at the nursery.

Mrs Smythe has also noticed that different children have varied reactions to their mother or father when they are picked up from the nursery to go home. She has observed that some children are happy to see their parent at the end of the day, whilst other children are not bothered about seeing their parent at home time. Mrs Smythe has also noticed how the mothers or fathers interact with their children differs.

Evaluate Ainsworth's types of attachment with reference to the children at the nursery.

You must make reference to the context in your answer.

(16)

14 Mark works at a nursery. There are children from a variety of different cultures at the nursery.

He has noticed that children from different cultures behave differently when they are at nursery. Some children get upset when their parent leaves and take time to settle down and start joining in the activities. Other children happily start playing and do not seem to be upset when their parent leaves. A small minority of the children become so upset that the workers at the nursery find it very hard to comfort them.

Mark has been asked by his manager to investigate why children from different cultures behave differently when at the nursery. He will present his findings to the other workers.

Evaluate cross-cultural research into attachment types as an explanation of the children's behaviour at the nursery.

You must make reference to the context in your answer.

(16)



SUB-TOPIC

AUTISM

8 questions in this booklet



12 Describe **one** biological explanation for autism.



11 In your studies of child psychology you will have learned about therapies for helping children with autism.

(a) Describe **one** therapy used to help children with autism.

(2)

(b) Explain **one** strength of a therapy for helping children with autism.

(2)

12 Marya carried out a questionnaire to investigate whether a new therapy was effective for children with autism. She wanted to see if it would improve their social skills and help them socialise more. She compared one group of children with autism who had the new therapy (Condition A) with a group of children with autism who received no therapy (Condition B).

Marya collected the data from the questionnaire filled in by the parents of the children six months after the therapy ended. The higher the score on the questionnaire, the more difficult it was to socialise.

Marya’s results are shown in **Table 3**.

Condition A	Condition B
Score on the questionnaire for those who received the new therapy	Score on the questionnaire for those who received no therapy
0	3
1	2
3	4
2	5
0	3
0	2
2	1
1	5
1	6
0	4
Range = 3	Range =

Table 3

(a) Calculate the range of Condition B and complete **Table 3** with your answer.

(1)

SPACE FOR CALCULATIONS



- (b) Marya used the mean as a measure of central tendency when analysing the results of her questionnaire.

Explain why Marya used the mean rather than the mode when analysing the results of her questionnaire.

(2)

- (c) Explain **one** improvement Marya could make to her investigation.

(2)



12 Charlie has just received a diagnosis of autism.

(a) Describe the features of autism.

(4)

(b) There are several explanations for autism. One is the biological explanation.

Explain **one** weakness of **one** biological explanation of autism.

(2)

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(Total for Question 12 = 6 marks)



12 Helen works with children with autism. This includes offering therapies that will help them.

(a) Describe how **one** therapy could be used by Helen to help children with autism. (4)

(b) Explain **one** strength and **one** weakness of **one** therapy that is used to help children with autism. (4)

Strength

Weakness

13 Pat has recently been diagnosed as having autism. He has trouble making friends as he often gets into arguments about other children breaking the rules of games. He also finds it difficult to communicate with other people as he finds it hard to interpret their facial expressions. Pat does not like playing imaginative games with his brother, who does not have autism, as he finds it hard to imagine a cardboard box is a ship.

His parents have read an article that suggests that the causes of autism are biological.

Discuss how far **one** other explanation can account for Pat's autism.

You must make reference to the context in your answer.

(8)



12 Evaluate **one** biological explanation for autism.

(8)



13 Humphrey has been diagnosed with autism. He does not have many friends. His peers at school say that he does not interact with them. Humphrey's teachers have noted that he often takes what they say literally and they have to be careful about how they talk to him.

Humphrey has a set routine at weekends and gets upset if his parents change the routine. He gets very anxious in new situations such as meeting his grandparent who he has not seen in over a year. Humphrey is very interested in dinosaurs and can recall a lot of information about them.

It has been decided that Humphrey should have therapy to help him and to reduce his anxiety.

Evaluate **one** therapy that could be used with Humphrey.

You must make reference to the context in your answer.

(16)



SUB-TOPIC

CROSS-CULTURAL RESEARCH AND CHILD DEVELOPMENT

4 questions in this booklet



10 In your studies of child psychology you will have learned about the classic study by van IJzendoorn and Kroonenberg (1988).

(a) Describe the results from van IJzendoorn and Kroonenberg (1988).

(2)

(b) Explain **one** strength and **one** weakness of the study by van IJzendoorn and Kroonenberg (1988).

(4)

Strength

Weakness



13 Evaluate the classic study by van IJzendoorn and Kroonenberg (1988).

(8)



13 Peter is 6 years old. His teachers have noticed that he has problems with communicating and interacting with other children and finds it hard to engage in imaginative play.

Peter was cared for by his mother full time before he went to school, as his parents decided that this would be better for him. However, she found it hard work at times so sometimes left him to cry for a few minutes.

When he was 2 years old Peter had to go into hospital for a week. His mother visited as often as she could but could not stay with him all the time.

Discuss how Peter's development may have affected his behaviour.

You must make reference to the context in your answer.

(8)

14 Hattie conducted cross-cultural research into attachment types. She gathered data from two different cultures, one culture was in Europe and one culture was in Asia, and concluded that attachment types are due to nurture. Hattie came to this conclusion as she found that there was a difference in the number of children who were securely attached in the two different cultures.

To what extent is Hattie correct in her conclusion that attachment type is due to nurture? You must make reference to the context in your answer.

(16)

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SUB-TOPIC

METHODS AND STUDIES IN CHILD PSYCHOLOGY

6 questions in this booklet



ANSWER ALL QUESTIONS

- 11** Jason carried out an experiment on the type of toys children played with. He studied a group of boys and recorded how many times they played with cars (Condition 1) and how many times they played with dolls (Condition 2).

Jason's results are in **Table 3**.

Condition 1 Number of times the boys played with cars	Condition 2 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 =	Mean =

Table 3



- (a) Calculate the mean score for Condition 1 and the mean score for Condition 2 and complete **Table 3** with your answers to **two** decimal places.

(2)

SPACE FOR CALCULATIONS

- (b) Jason observed that most of the boys were happy to leave their mothers and explore the room as long as they could still see their mother. However, if the mothers left the room then the boys would get upset.

Describe the type of attachment the boys demonstrated in Jason's observation.

(2)

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11 You will have learned about one of the following contemporary studies in child psychology.

- Cassibba et al (2013)
- Gagnon-Oosterwall et al. (2012)
- Li et al. (2013)

(a) State **two** findings of your chosen contemporary study.

(2)

Chosen study

1

2

(b) Explain **one** strength of your chosen contemporary study in terms of reliability.

(2)



11 During your studies in child psychology you will have carried out a practical investigation.

(a) State the aim of your practical investigation in child psychology.

(1)

(b) Describe the procedure of your practical investigation in child psychology.

(4)



10 In your studies of child psychology, you will have conducted a practical investigation.

(a) Describe the results of your practical investigation in child psychology.

(2)

(b) Explain **one** strength of your practical investigation in child psychology.

(2)

(c) Explain **one** improvement you could make to your practical investigation in child psychology.

(2)

11 Saqlain investigated whether children remembered more of a story that was read by a parent at different times of the day. He gathered his participants from his village using a volunteer sampling technique.

Saqlain asked a parent to read the same story to their child over the period of a week. He asked two different groups of children how much they remembered. In condition A, the parent was asked to read to their child in the morning, and, in condition B, the parent was asked to read to their child in the afternoon.

(a) Describe how Saqlain may have gathered his participants using a volunteer sampling technique.

(2)

[illegible]

(b) Explain **one** weakness of Saqlain using a volunteer sampling technique for his investigation.

(2)

(c) Saglain used an independent groups design in his investigation.

Explain **one** strength of Saglain using an independent groups design.

(2)

[illegible]

14 You will have learnt about a key question from child psychology that is relevant to today's society.

Assess the key question from child psychology.

(16)



MARK SCHEMES

official Pearson Edexcel mark schemes



13	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.
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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)

Question Number	Indicative content	Mark
13	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)



Question Number	Indicative content	Mark
13	A01 (6 marks), A02 (4 marks), A03 (6 marks) A01 • The strange situation procedure lasts for twenty minutes and has eight episodes with interaction between a mother, child and stranger. • Each interaction lasts for about three minutes and unseen observers record the child's reactions. • The behaviour of the child with the mother is observed at the start of the procedure and when the mother returns to the room which also has a stranger in it. • The behaviour of the children whilst exploring the room and interacting with a stranger was also observed. • Ainsworth found that there were three attachment types and each attachment type had different behaviours in the strange situation. • Securely attached children were upset when the mother left the room and happy to explore the room when the mother was present. A02 • Maxyme would have to set up the room used for the parenting class so that there was somewhere he could hide unseen to observe the children and their parents. • He could use both the mothers and the fathers from the parenting class and observe how the children play with the toys in the parenting classroom whilst they are present. • Another nurse may be asked to help Maxyme to play the part of the stranger and Maxyme would observe how the children reacted to the stranger when a parent was present. • If Jack was happy to play with the toys in the parenting classroom Maxyme could conclude that he was securely attached to his parent. A03 • The strange situation procedure is standardised with the use of the eight episodes therefore it can be said to be effective as Maxyme can replicate previous studies and compare his findings • Research into attachment could be seen as unethical as the child is left alone and it is	(16)

	known that in most cases the child will become upset, so the parents may not be happy to take part in the study reducing its effectiveness. • The strange situation can be said to be an effective method of measuring attachment type as it has been used across a variety of cultures with a number of different researchers and found the same three attachment types. • The strange situation ignores factors such as the temperament of the child so it may not be an effective way of determining causes of the different attachment types. • Ainsworth's research just looked at the interactions with the child and the mother so if Maxyme uses the fathers as well then this will increase its effectiveness when looking at the children's attachment types. • The strange situation may not be effective in measuring attachment types in everyday life as children are not usually taken to a strange room and then left with a stranger or on their own. Look for other reasonable marking points.	
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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)

Health Psychology



Question Number	Indicative Content	Mark
11 ai	AO2 (1 mark) 1 mark for the correct statistical test. For example; • Mann Whitney U test (1) Look for other reasonable marking points.	(1)

Question Number	Indicative Content	Mark
11 aii	AO2 (3 marks) Up to 3 marks for correct statement of reasons why Benito used the statistical test identified in (i) For example Mann Whitney U test; • Benito was looking for a test of difference (1). • He used independent groups design (1). • The data he collected was ordinal (1). Look for other reasonable marking points.	(3)

Question Number	Indicative Content	Mark
11 b	AO2 (2 marks) Up to 2 marks for describing how Benito would select his random sample For example; • Benito could put all the names of the children in a hat (1). He would then pick out names from the hat until he had the correct number of participants (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
11 (ai)	AO2 (4 marks) One mark for squaring the values of the errors from the standard interview minus the mean (5.4) for each score $(x - \bar{x})^2$ -0.4², 1.6², -3.4², 2.6², -0.4² One mark for calculating the sum of these values = 21.2 One mark for dividing this by 4 (n-1) = 5.3 One mark for calculating the square root = 2.3 to one decimal place. Look for other reasonable marking points.	(4)

Question Number	Answer	Mark
11 (aii)	AO2 (1 mark), AO3 (1 mark) One mark for identification of what the two standard deviations show (AO2). One mark for justification of what the two standard deviations show (AO3). For example: - The two standard deviations show that the spread of the scores for the number of times the child cried is similar when they had or had not suffered short-term deprivation (1), as there is only a difference of 0.2 times cried between the two standard deviations for the children who had and had not suffered short-term deprivation (1). - The two standard deviations show that there is a greater spread of scores for the number of times crying for those who had been deprived (1), as the standard deviation was 2.3 which is higher than 2.1 (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
11 (a)	AO2 (3 marks) Up to three marks for description of the advantages of day care in relation to Donna For example: Donna will become more socially advanced as she is six months old so is under one year of age according to Andersson (1992) (1). Donna will have more friends and be more outgoing due to the social interaction with the other children at the nursery (1). Sylva et al. (2004) found that children who started nursery before three years old will benefit intellectually, so this should also apply to Donna as she is six months old (1). Answers must relate to the scenario. Look for other reasonable marking points.	(3)

Question Number	Answer	Mark
11 (b)	AO2 (4 marks) Up to four marks for description of what makes good quality day care in relation to the scenario For example: Rose could ask about the staff turnover, and ensure that it is low, as this will allow Donna to form attachments with her carers (1). Rose could also ensure that there is a low child to staff ratio, a maximum of 1 staff to 3 children, as this will ensure Donna gets the attention she needs from the carers (1). As well as checking the manager's qualifications Rose could also ensure that other members of staff are qualified, at least to Level 2 (1). This ensures the staff have the knowledge to look after Donna and provide her with activities to aid her intellectual development (1). Answers must relate to the scenario. Look for other reasonable marking points.	(4)

Question	Indicative Answer	Mark
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Question Number	Answer	Mark
12 (a)	AO2 (1 mark) One mark for identification in relation to the scenario. For example: • Brie used an opportunity sample as she used mothers and babies who were available at the day care centre on that Monday (1). Answers must relate to the scenario. Look for other reasonable marking points.	(1)



Question Number	Answer	Mark
12 (b)	AO2 (3 marks) One mark for correct/appropriate title. One mark for correct/appropriate labelling of axes. One mark for correct plotting of both mean scores. A bar chart to show the mean score (out of 7) for the intensity of crying after the mother leaves a one-year-old in a playroom. Mean score (out of 7) for the intensity of crying 7 6 5 4 3 2 1 0 <	

Question Number	Answer	Mark
12 (c)	A03 (3 marks) 1 mark per explicit comparison. The answer must include at least one similarity and one difference otherwise max 2 marks. For example: Both independent groups and matched pairs have different children in the conditions of the study into development (1). In matched pairs the researcher matches the children in each group on desired characteristics (such as time in day care) whilst in independent groups the participants in each group could have different characteristics (1). Both independent groups and matched pairs are less likely to have demand characteristics than repeated measures, as each child only takes part in one condition in a study into development (1). Look for other reasonable marking points.	(3)

13

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)

Question Number	Answer	Mark
12 (a)	A02 (3 marks) Up to three marks for a description of participation and protection of the children in relation to the scenario. For example: Noah should ensure that the parents have given fully informed consent and know exactly what behaviours he will be observing in the day care setting (1). The children should not get distressed by his presence at the day care setting, and if a child does get upset he must stop his observation (1). If the child's parents no longer want Noah to continue observing the child then they can withdraw the child from his investigation (1). Look for other reasonable marking points. Answers must relate to the scenario Generic answers score 0 marks.	(3)

Question Number	Answer	Mark
12 (b)	A02 (1 mark) One mark for identification of the experimental/research design in relation to the scenario. For example: Noah used a repeated measures design in his observation on the influence of day care (1). Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
12 (c)	AO1 (1 mark), AO3 (1 mark) One mark for identification of one reason (AO1). One mark for justification of the reason (AO3). For example: Qualitative data gathers more detailed information such as the changes in the child's behaviour compared to quantitative data (1), as qualitative data allows researchers to write extensive notes on the differences in the child's emotional behaviour, rather than being restricted in their data collection (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
12 (d)	AO2 (1 mark), AO3 (1 mark) One mark for identification of one weakness in relation to the scenario (AO2). One mark for justification of the weakness (AO3). For example: Noah's study may lack validity as he only studied the effects of day care on one child at one nursery (1), therefore the effects of day care may be different for children at a different type of day care that may be of a different quality (1). Look for other reasonable marking points. Answers must relate to the scenario Generic answers score 0 marks.	(2)

Question Number	Answer	Mark
12 (a)	AO2 (1 mark), AO3 (1 mark) One mark for identification of one weakness in relation to the scenario (AO2) One mark for justification of the weakness (AO3). For example: Alicia only collects numerical data in a score from 1 to 10 in terms of the likelihood of the child's cognitive development improving so her data lacks detail (1), therefore she does not get a full understanding of why the participants thought the child's cognitive development may or may not have improved (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark																																																															
12 (b)	AO2 (4 marks) <table><tr><th>Participant</th><th>Condition A: Likelihood of child who did not go to day care improving</th><th>Condition B: Likelihood of child who did go to day care improving</th><th>Difference</th><th>Rank</th><th>Rank if positive</th><th>Rank if negative</th></tr><tr><td>A</td><td>1</td><td>5</td><td>-4</td><td>4</td><td></td><td>4</td></tr><tr><td>B</td><td>3</td><td>3</td><td>0</td><td></td><td></td><td></td></tr><tr><td>C</td><td>2</td><td>7</td><td>-5</td><td>5.5</td><td></td><td>5.5</td></tr><tr><td>D</td><td>7</td><td>8</td><td>-1</td><td>1</td><td></td><td>1</td></tr><tr><td>E</td><td>5</td><td>10</td><td>-5</td><td>5.5</td><td></td><td>5.5</td></tr><tr><td>F</td><td>4</td><td>2</td><td>2</td><td>2</td><td>2</td><td></td></tr><tr><td>G</td><td>3</td><td>6</td><td>-3</td><td>3</td><td></td><td>3</td></tr><tr><td colspan="5">Total:</td><td>2</td><td>19</td></tr></table> One mark for accurate completion of the difference column. One mark for accurate completion of the ranked difference column On mark for accurate calculation of sum of both ranks. One mark for the correct value of T=2	Participant	Condition A: Likelihood of child who did not go to day care improving	Condition B: Likelihood of child who did go to day care improving	Difference	Rank	Rank if positive	Rank if negative	A	1	5	-4	4		4	B	3	3	0				C	2	7	-5	5.5		5.5	D	7	8	-1	1		1	E	5	10	-5	5.5		5.5	F	4	2	2	2	2		G	3	6	-3	3		3	Total:					2	19	(4)
Participant	Condition A: Likelihood of child who did not go to day care improving	Condition B: Likelihood of child who did go to day care improving	Difference	Rank	Rank if positive	Rank if negative																																																											
A	1	5	-4	4		4																																																											
B	3	3	0																																																														
C	2	7	-5	5.5		5.5																																																											
D	7	8	-1	1		1																																																											
E	5	10	-5	5.5		5.5																																																											
F	4	2	2	2	2																																																												
G	3	6	-3	3		3																																																											
Total:					2	19																																																											

Question Number	Answer	Mark
12 (c)	AO2 (1 mark), AO3 (1 mark) One mark for identification of an improvement in relation to the scenario (AO2). One mark for justification of the improvement (AO3). For example: Alicia could have used an independent groups design so the parents were only exposed to either the child who did or did not attend day care (1), which would increase the validity of the findings regarding the judgements of likelihood as they would not be affected by prior exposure to the other scenario (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Indicative content	Mark
13	AO1 (4 marks), AO2 (4 marks) AO1 • Children should be placed in a home where an adult can provide a substitute mother figure who can give the child focussed attention. • Parents should try and maintain regular contact with their children if they have to be separated from them. • If it is not possible to maintain contact then reminders of the absent parent may help reduce the effects of deprivation. • Routines can help a child adjust to any prolonged period of time away from home. AO2 • If the child is placed with a substitute mother figure as they will be in a foster home, then they may form an attachment to them and so not get upset this time. • If possible, the child should visit its mother regularly whilst she is in hospital so that the effects of the deprivation are not as severe. • As the mother is in hospital the child may not be able to visit her so to ensure it does not get so upset photographs of the mother should be in its foster home. • To reduce any further effects of deprivation the home routines of the child should be kept, such as bedtime routines, rather than make the child fit into existing routines as happened in the children's institute.	(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)

Question Number	Indicative content	Mark
12	AO1 (4 marks), AO3 (4 marks) AO1 - Research into privation often uses case studies because privation is usually unique in each individual situation so researchers have to use who is available at a given time. - The case of Genie followed a girl who was 13 years old and had been locked in a room for most of her life before she was found. - Privation studies often look at a range of behaviours such as physical and emotional through a variety of research methods including observations and IQ tests. - Koluchova (1972) found that twin boys who had poor speech when found had developed normal speech by the age of 11 years old, seven years after they were found. AO3 - Case studies may not be useful as they cannot be generalised to other children who have been privated as different children may respond to the long-term effects of privation differently. - The use of a variety of tests with Genie lead to criticisms that she was over tested and not enough emphasis was placed on her care so researching privation may not be helpful for the well-being of those being researched. - Due to research on privation using a lot of different research methods a lot of detailed data can be collected leading to a deeper, more effective understanding of the effects of privation. - The twin boys (Koluchova 1972) were able to gain jobs and have relationships due to the good quality care so the use of research into privation is useful as it can help determine what care is needed to rehabilitate other privated children. 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)

Question Number	Answer	Mark
11 (a)	AO2 (2 marks), AO3 (2 marks) One mark for identification of one strength and one weakness (AO2). One mark for justification of one strength and one weakness (AO3). For example: Strength - As Alexei used an opportunity sample it would not take him a long time to gather his participants for his study on children sharing toys compared to random sampling (1), as the participants were readily available as they were at a local day care centre and from families he knew (1). Weakness - The participants that Alexei used for his observation on children sharing their toys were from one area so they may not be representative of all children (1), as children from different areas and backgrounds may share their toys more or less, so this could affect Alexei's results (1). Answers must relate to the scenario. Look for other reasonable marking points. Generic answers score 0 marks.	(4)

Question Number	Answer	Mark
11 (b)	A02 (1 mark) One mark for correct calculation of the mean for condition A. • 4	(1)

Question Number	Answer	Mark
11 (c)	A02 (1 mark) One mark for correct calculation of the median for condition B. • 8	(1)

Question Number	Answer	Mark
11 (d)	A02 (1 mark) One mark for accurate determination of whether the results are significant. For example: • There is a significant difference in sharing toys between the children in day care and the children at home as the calculated value (4.5) is less than the critical value (5) (1). Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
11 (e)	AO2 (1 mark), AO3 (1 mark) One mark for identification of one improvement in relation to the scenario (AO2). One mark for justification of one improvement (AO3). For example: Alexei could have used children who attended day care and also observed the same children at home (1), so individual differences such as whether parents encourage children to share, would not have affected Alexei's results (1). Answers must relate to the scenario. Look for other reasonable marking points. Generic answers score 0 marks.	(2)

Number	Indicative Content	Mark
14	A01 (6 marks), A02 (4 marks), A03 (6 marks) A01 - 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. A02 - 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. A03 - 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.	(16)

	Much of 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.	
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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)

OPTION 3: HEALTH PSYCHOLOGY

Question	Answer	Mark
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Question Number	Indicative Content	Mark
14	A01 (6 marks), A02 (4 marks), A03 (6 marks) A01 - 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. A02 - 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. A03 - 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 be the socio-economic status of the family that affected the development of the children, not the day care.	(16)



	• 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.	
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Level	Mark	Descriptor
A01 (6 marks), A02 (4 marks), A03 (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)

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Question Number	Indicative content	Mark
14	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. 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.	(16)

	• 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.	
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Level	Mark	Descriptor
A01 (6 marks), A02 (4 marks), A03 (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)

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Question Number	Indicative content	Mark
14	A01 (6 marks), A02 (4 marks), A03 (6 marks) A01 • 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. A02 • 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. A03 • 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.	(16)

	• 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. • <u>Ainsworth's</u> 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.	
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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)

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Question Number	Indicative content	Mark
14	A01 (6 marks), A02 (4 marks), A03 (6 marks) A01 • Cross cultural research into attachment types uses Ainsworth's strange situation where there are a variety of episodes involving the mother, child and a stranger. • The reaction of the child when with the mother, when left alone and when with the stranger are recorded to determine attachment type. • Ainsworth said that the majority of the children she observed were securely attached to their mothers. • IJzendoorn and Kroonenberg (1988) said that the most common attachment was type B in all the studies they used apart from one study from Germany where the most common attachment was anxious avoidant. • Cassiba et al. (2013) said that 53% of Italian infants were securely attached compared to 65% of American infants in Ainsworth's studies. • Studies have shown that in Japan there tend to be more type C (Miyake et al. 1985). A02 • The children at the nursery who get upset when their parent leaves but then settle down may be from an American culture as studied by Ainsworth. • Those children who happily start playing may be German as they show the characteristics of an anxious avoidant attachment. • The culture of the children may not affect how upset they get when their parent leaves them at the nursery as the most common attachment across cultures seems to be type B. • As there are more Type C children in Japan than the children who get very upset and cannot be comforted by the nursery workers may be from Japan. A03 • Cross cultural research in attachment that uses the strange situation can be said to be reliable as it uses a series of standardised episodes with each one being 3 minutes long so it can be replicated. • Research into attachment could be seen as unethical as the child is left alone and it is	(16)



	known that in most cases the child will become upset, so they are not protected from harm. • Ainsworth's research just looked at the interactions with the child and the mother, it ignored any effect the father may have on the child's attachment and their behaviour. • Van IJzendoorn and Kroonberg (1988) included a sample of 1990 in their meta-analysis, from a variety of different cultures so their results on attachment can be said to be representative of the children at the nursery. • Cassibba et al. (2013) used unpublished studies as well as published studies to try and avoid publication bias where negative results are not published so may be seen as more valid when explaining the children's behaviour. • The results from Miyake et al. (1985) may be biased as they used mothers who did not go out to work, it cannot be said that the same results would be found in Japan with mothers who did work so may not explain the children's behaviour.	
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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)

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Question Number	Answer	Mark
12	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)

Question Number	Answer	Mark
11 (a)	AO1 (2 marks) Credit two marks for a description of one therapy. For example: Applied behavioural analysis works through the use of rewards when a child with autism shows a desired behaviour such as making eye contact (1). Each child with autism has specific goals to work towards, and applied behavioural analysis can be used in a variety of situations to help achieve those goals (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
11 (b)	AO1 (1 mark), AO3 (1 mark) One mark for identification of a strength (AO1) One mark for justification of the strength (AO3). For example: Yu et al. (2020) showed that the use of applied behavioural analysis is effective for children with autism so the therapy has validity (1) as they found that applied behavioural analysis led to a significant improvement in socialisation, communication and expressive language in children with autism spectrum disorder (1). Look for other reasonable marking points.	(2)

Number	Indicative Answer	Mark
12 (a)	AO2 (1 mark)	
	Condition A	Condition B
	Score on the questionnaire for those who received the new therapy	Score on the questionnaire for those who received no therapy
	0	3
	1	2
	3	4
	2	5
	0	3
	0	2
	2	1
	1	5
	1	6
	0	4
	Range = 3	Range = 5
	One mark for Range = 5	

Question Number	Answer	Mark
12 (b)	A02 (1 mark), A03 (1 mark) One mark for identification of why the mean is better for Marya's data (A02) One mark for justification of why the mean is better (A03) For example: The mean is better as it uses all the scores from the social skill questionnaire for all ten participants in each group (1) so it is a more meaningful representation than the mode which would only use the most frequent number concerning improvement in social skills (1) Answers must relate to the scenario Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
12 (c)	A02 (1 mark), A03 (1 mark) One mark for identification of improvement to Marya's questionnaire (A02). One mark for justification of improvement (A03). For example; Marya could gather her data after a few years rather than after six months (1), which would allow her to see if the new therapy had a long term effect on the social skills of those with autism (1). Answers must relate to the scenario. Look for other reasonable marking points.	(2)

Question	Indicative Content	Mark
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Question Number	Indicative Content	Mark
12a	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
12b	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)

Question Number	Indicative Content
	AO1 (4 marks), AO3 (4 marks)

Question Number	Indicative Content	Mark
12a	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
12b	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)

Question Number	Indicative Content
	AO1 (4 marks), AO2 (4 marks)



Question Number	Indicative Content	Mark
13	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.	
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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)

Question Number	Indicative content	Mark
12	AO1 (4 marks), AO3 (4 marks) AO1 • Autism may be caused by genetics with changes to over 100 genes being recorded in those with autism. • In most people who have autism due to gene mutations the mutation only occurs in one gene such as the SHANK3 gene. • Many of the genes associated with autism affect the production, growth and organisation of neurons within the brain. • Some people with autism have more neurons than other people in the cortex which is involved in social behaviour and emotions. AO3 • Autism is not just caused by genes as other factors such as parental age and birth complications combined with a genetic predisposition can also increase a person's risk of having autism. • Sandin et al. (2014) found that the risk of developing autism in a sample of 14,516 Swedish children increased with genetic relatedness of other family members with autism. • The theory of mind offers an alternative explanation for autism, as it is believed people with autism cannot understand that other people have their own beliefs and emotions, so the biological explanation is incomplete. • Wang et al. (2010) concluded that specific genetic variants are involved in shaping the structure and connectivity of areas of the brain, and mutations in them may lead to autism. 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)

Question Number	Indicative content	Mark
13	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) AO1 - The aim of applied behavioural analysis is to understand the behaviour of those with autism and increase the useful behaviours whilst reducing the unhelpful behaviours. - Applied behavioural analysis will be adapted to the needs of the individual person with autism and focus on their specific behaviours and what they need. - Goals for the person with autism will depend on their age and the skills they have and will be constructed with input from the person with autism or their carers if they are young. - Positive reinforcement is used with a desired behaviour, such as making eye contact, being reinforced every time it occurs. - The therapist and person with autism will look at what happens before an unwanted behaviour and the consequences of the unwanted behaviour. - The therapist and patient with autism will look at what happens if the event before the behaviour is changed and how that may change the consequences. AO2 - The therapist will talk to Humphrey's parents and decide which behaviours to work on, such as reducing his anxiety when he sees his grandparent after a long time. - Humphrey's therapy will be adapted to his needs, so may focus on his social skills and how he can interact with his peers more effectively. - When Humphrey is able to talk to a someone and maintain a bit of eye contact, he will be rewarded with something he desires, such as a book about dinosaurs. - The therapist will work with Humphrey's parents to help them prepare him for a change in the weekend routine so that his behaviour is more adaptive if there does need to be a change in routine.	(16)

A03

- Haglund et al. (2020) found that children who had been involved in an intensive behavioural intervention programme improved their scores in communication, social interaction and restricted and repetitive behaviours giving the therapy credibility.
- To be most successful, applied behavioural analysis should be carried out for several hours a week over at least a year, some families may not have the time or resources to access this so it may not be useful for those people.
- Grindle et al. (2008) found that 100% of parents thought an early intensive behavioural therapy had improved their relationship with their child with autism and around 66% of them thought it had improved the relationship between siblings and the child with autism.
- Grindle et al. (2008) found that parents of children with autism found some aspects of the therapy challenging, such as the focus being on the child with autism and the rest of the family's needs were often ignored, which may affect if they engage with the therapy.
- As applied behavioural therapy focuses on the needs of each individual with autism it is more likely to be effective than therapies which don't such as drug therapies.
- A criticism is that the applied behavioural therapy is trying to socially control those with autism and tell them their behaviours are not acceptable and they should change to fit in with society.

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)

Health Psychology



Question Number	Answer	Mark
10 (a)	AO1 (2 marks) Credit up to two marks for a description of the results from van IJzendoorn and Kroonenberg (1988). For example: - van IJzendoorn and Kroonenberg (1988) found that out of 72 children from Great Britain 16 had a type A attachment, 54 a type B attachment and 2 had a type C attachment (1). Across all the samples, the main attachment type was type B at 65% followed by type A then type C (1). - Japanese children were mainly type B securely attached, and the next most common type of attachment was type C with 26 out of 96 children (1). Across all the samples, the main attachment type was type B at 65% followed by type A then type C (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
10 (b)	AO1 (2 marks), AO3 (2 marks) One mark for identification of a strength and a weakness (AO1). One mark for justification of the strength and the weakness (AO3). For example: Strength. • van IJzendoorn and Kroonenberg (1988) excluded some groups of children, such as those with Down's Syndrome, if there were less than 35 in the group (1), which helped them to avoid the possibility of misclassifying the attachment type of those children so making the results more valid (1). • van IJzendoorn and Kroonenberg (1988) had a large sample size as they used 32 studies from 8 countries with a total of 1990 strange situations (1), which means the sample is more representative of attachment types across the world so the results can be generalised (1). Weakness. • All the studies used the Strange Situation procedure which is based on Western parenting styles so the results may not be representative (1) as this may not be an accurate reflection of attachment types and parenting styles in non-Western countries such as Japan (1). • As they conducted a meta-analysis on the strange situation they cannot be certain that all the 32 studies were conducted in the same way (1), which reduces the reliability of the findings about cross cultural attachments, as if other studies from the same countries were used the results may not be the same (1). Look for other reasonable marking points.	(4)

Number	Indicative Content	Mark
13	A01 (4 marks), A03 (4 marks) A01 - 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. A03 - 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
A01 (4 marks), A03 (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)



Question	Indicative Content	Mark
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Question Number	Indicative content	Mark
13	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)

Question Number	Indicative Content
14	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)

SECTION D:
Total for Section D - 36 marks
Health Psychology.



Question Number	Indicative Content	Mark																																													
11	AO2 (2 marks) <table border="1"> <thead> <tr> <th>Number times the boys played with cars.</th><th>Number of times the boys played with dolls.</th><th></th></tr> </thead> <tbody> <tr><td>5</td><td>0</td><td></td></tr> <tr><td>4</td><td>1</td><td></td></tr> <tr><td>4</td><td>1</td><td></td></tr> <tr><td>3</td><td>2</td><td></td></tr> <tr><td>2</td><td>4</td><td></td></tr> <tr><td>5</td><td>3</td><td></td></tr> <tr><td>1</td><td>0</td><td></td></tr> <tr><td>2</td><td>0</td><td></td></tr> <tr><td>3</td><td>1</td><td></td></tr> <tr><td>4</td><td>1</td><td></td></tr> <tr><td>4</td><td>2</td><td></td></tr> <tr><td>2</td><td>1</td><td></td></tr> <tr> <td>Total = 39</td><td>Total = 16</td><td></td></tr> <tr> <td>Mean = 3.25</td><td>Mean = 1.33</td><td></td></tr> </tbody> </table> One mark for each correct mean up to 2 decimal places (see table above).	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		(2)
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Question Number	Indicative Content	Mark
11(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)

Question Number	Answer	Mark
11 (a)	AO1 (2 marks) One mark for statement of each finding of their chosen contemporary study. For example: Cassibba et al. (2013): Finding one - Cassibba et al. (2013) found that 53% of the Italian nonclinical children were classified as having a type B attachment (1). Finding two - The most common type of attachment for clinical/at risk Italian children was an avoidant (type A) attachment (1). Gagnon-Oosterwaal et al. (2012): Finding one - Gagnon-Oosterwaal et al. (2012) found that 32.66% of internationally adopted children had a specific phobia compared to 7.3% of non-adopted children (1). Finding two - The adopted children who had a low weight to height ratio had higher self-reported scores for specific phobias, depression and conduct disorders (1). Li et al. (2013): Finding one - They found that higher quality infant-toddler care was associated with a higher quality cognitive score at 24 months old (1). Finding two - The quality of infant toddler care had no significant effect on memory or language at 54 months old (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
11 (b)	AO1 (1 mark), AO3 (1 mark) One mark for identification of one strength in terms of reliability (AO1). One mark for justification of the strength in terms of reliability (AO3). For example: Cassibba et al (2013): - Cassibba et al. (2013) only used studies that had used the strange situation procedure in their meta-analysis (1), therefore each study used the same method to measure attachment type so the results are not confounded using different measures of attachment (1). Gagnon-Oosterwaal et al. (2012): - Other researchers can access the same data on the physical development of the infants to check the data for consistency and reliability (1), as they gathered objective data in terms of height, weight and head circumference percentiles using North American norms (1). Li et al (2013): - They controlled the type of children used so that development at birth did not affect the results and become a confounding variable (1), because they used families who had full term healthy new-born children as their participants (1) Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
11 (a)	AO2 (1 mark) One mark for a statement in relation to the aim of their child psychology practical investigation. For example: Our aim was to investigate whether parents thought that boys and girls should play with different toys (1). Answers must relate to the child psychology practical investigation. Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
11 (b)	AO2 (4 marks) Up to four marks for description in relation to their child psychology practical investigation. For example: We decided to use a questionnaire using closed questions such as 'Is a doll a suitable toy for a boy? Yes or no' (1). Once we had devised our questionnaire we gave them out to parents who had children aged between 4 and 7 at a local primary school (1). We decided what would be typical girls' toys such as a doll and what would be typical boys' toys, such as cars and created a tally chart (1). Once we had collected all the questionnaires we noted how many had said yes to typical girls' and boys' toys and how many had said no in our tally chart (1). Answers must relate to the child psychology practical investigation. Look for other reasonable marking points.	(4)

Question Number	Answer	Mark
10 (a)	A02 (2 marks) Up to two marks for a description of the results in relation to their child psychology practical investigation. For example: More parents who sent their child to nursery said that they felt that nursery was a more positive experience for children compared to those who did not send their children to nursery (1). There was a significant difference in how positive the parents thought nursery was for children as the calculated value of Mann Whitney was less than the critical value (1). Answers must relate to the child psychology practical investigation. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
10 (b)	A02 (1 mark), A03 (1 mark) One mark for identification of a strength in relation to their child psychology practical investigation (A02). One mark for justification of the strength (A03). For example: We used a standardised procedure as each participant was asked the same questions, did they think nursery was a positive or negative experience for children (1), which increases reliability, as others can replicate our study investigating the influence of attending nursery and check the results are consistent over time (1). Answers must relate to the child psychology practical investigation. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
10 (c)	AO2 (1 mark), AO3 (1 mark) One mark for identification of an improvement in relation to their child psychology practical investigation (AO2). One mark for justification of the improvement (AO3). For example: We could have asked parents from a range of different nurseries whether their experience was positive instead of a single nursery (1), as this would be more representative of nurseries with different facilities and locations which would make the results more generalisable to all nurseries in the UK (1). Answers must relate to the child psychology practical investigation. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
11 (a)	AO2 (2 marks) Up to two marks for a description of volunteer sampling in relation to the scenario. For example: • Saqlain could have put a notice up in the village hall asking for participants for his investigation about how much children remembered at different times of the day (1). He would have included the dates and a phone number for parents to contact him about their children taking part in the experiment on the time of day affecting children's memory (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
11 (b)	AO2 (1 mark), AO3 (1 mark) One mark for identification of a weakness in relation to the scenario (AO2). One mark for justification of the weakness (AO3). For example: The villagers who volunteered may be those who know their children have a naturally good memory so the sample would be biased (1), which means the results about whether the time of day affects how much children remember would not be representative of the target population so could not be generalised to all children (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
11 (c)	AO2 (1 mark), AO3 (1 mark) One mark for identification of a strength in relation to the scenario (AO2). One mark for justification of the strength (AO3). For example: Saqlain used an independent groups design to avoid practice effects as each group only got asked either to read to their child in the morning or the afternoon (1), which increases the validity of the results as the participants answers about the how much they remember would not be affected by being previously exposed to the story (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Indicative Content
14	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)

HEALTH PSYCHOLOGY