Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

understanding that other people have beliefs, wishes and knowledge; which can be different from your own / from reality

2.2

85 % of typical children and 86 % of children with Down syndrome passed; only 20 % of autistic children passed, although their mental age was higher; conclusion: autism involves a specific difficulty with theory of mind

2.3

Ainsworth's controlled observation of a one-year-old in a playroom; the mother leaves and returns, and a stranger comes in, in a fixed series of short episodes; observers record the child's distress when the mother leaves and behaviour when she returns; the child is classed as secure, avoidant or resistant; about two thirds of Ainsworth's American sample were secure

2.4

award up to [6]: the Strange Situation was developed with American children and carries American norms; van IJzendoorn and Kroonenberg (1988) found more resistant children in Japan; Japanese babies are rarely left alone, so separation may be unusually stressful; so high distress may reflect culture, not insecure attachment; measurement: the classification may lack validity in this culture; the nursery should use measures checked in Japan / observe children at home too before deciding

3.1

Mark with the markbands: [13-15] focused on the claim, accurate knowledge, evidence used to build an argument, the concept used to evaluate throughout, a supported conclusion; [10-12] mostly focused, evidence used, some evaluation through the concept; [7-9] relevant knowledge but mostly description; [4-6] limited knowledge, little evaluation; [1-3] little that is relevant. Points that may be included: the verbal false-belief task: Sally–Anne gives a clear pass or fail and is easy to compare across groups; Baron-Cohen et al. (1985) used it to show a specific difficulty in autistic children; but it needs language and memory, so it may underestimate young children; eye-gaze: Clements and Perner (1994) found children looked at the right place before they could say it; looking time: Onishi and Baillargeon (2005) found 15-month-olds looked longer at the "wrong" search; non-verbal measures need inference: longer looking may mean surprise or just novelty; different measures give different ages, so the answer depends on the measure; conclusion: use more than one measure (triangulation) and match it to the child's age and language

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