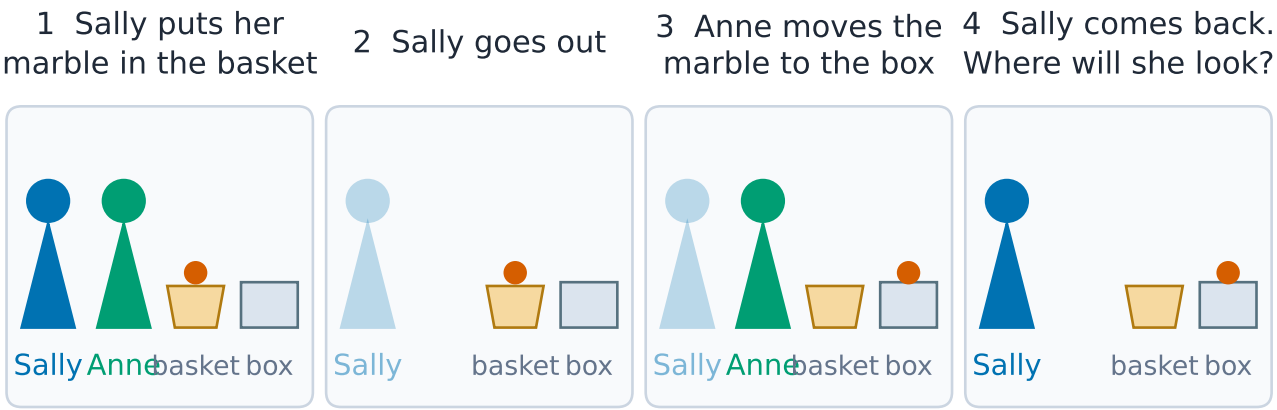
Exercise walk-through

# 2.3
# Human development

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# Figure: Context 2: human development




*A child with theory of mind answers "the basket": Sally did not see the move, so she believes something false.*

- Four panels: Sally puts a marble in the basket, Sally leaves, Anne moves it to the box, Sally returns and the child is asked where she will look
- Match each part of the diagram to the text.

# Figure: Context 3: human relationships

**CONFORMITY** — matching a group

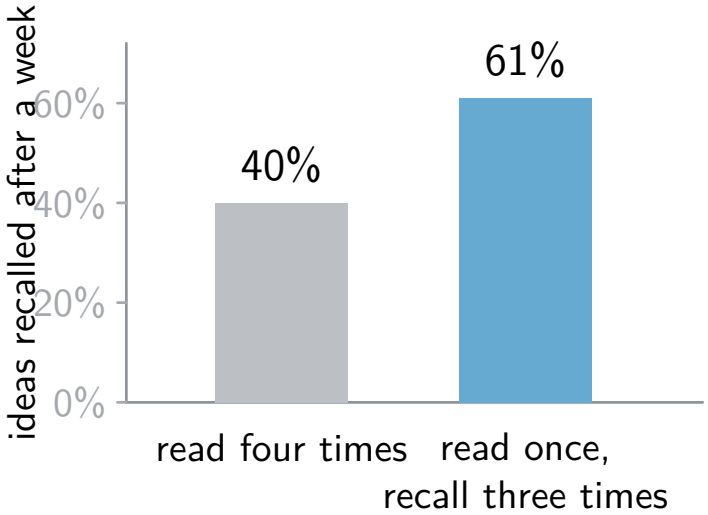
rises with group size, up to a point
rises when the group is unanimous
**falls sharply** with one ally who dissents
rises when the answer is ambiguous

**OBEDIENCE** — following an authority

rises with the authority's legitimacy
rises with distance from the consequence
**falls** when someone else refuses first
falls when responsibility is made personal

- Two columns comparing conformity (matching a group) and obedience (following an authority), with the conditions that raise or lower each
- Match each part of the diagram to the text.

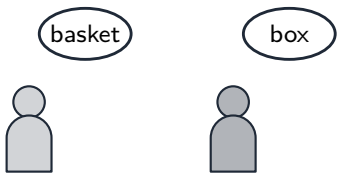
# Figure: Context 4: learning and cognition




- The **testing effect**: recall practice beats re-reading.
- Read the axes and units first.

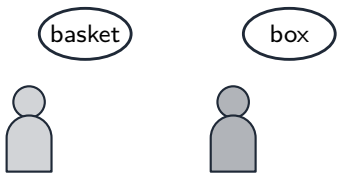
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**2.1** Define **theory of mind**. [2]



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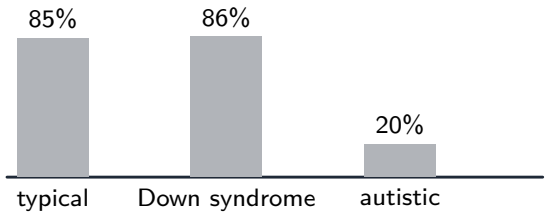



**2.1**

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

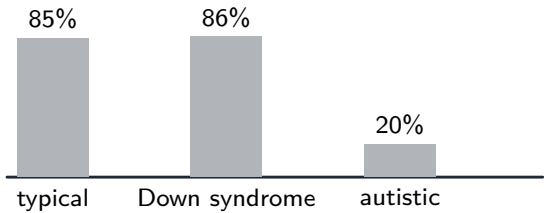
# Exercise 2.2

**2.2** State the results of the Sally–Anne study (Baron-Cohen, Leslie and Frith, 1985) and the researchers' conclusion. [3]



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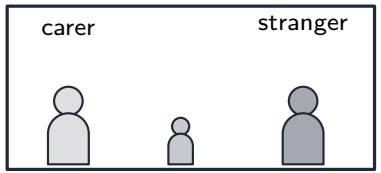



**2.2**

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

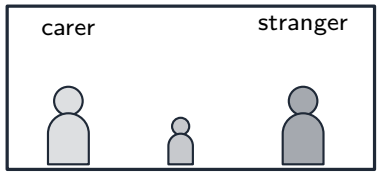
# Exercise 2.3

**2.3** *(Paper 1 Section A.)* Describe the Strange Situation as a way to measure attachment. [4]



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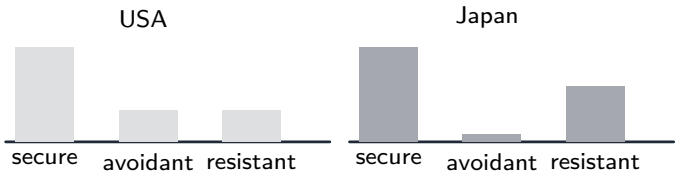



**2.3**

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

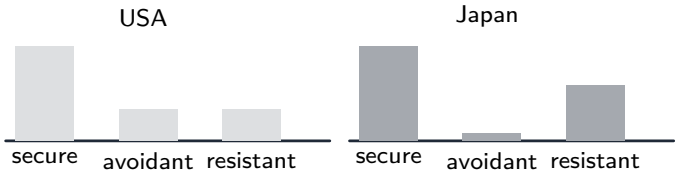
# Exercise 2.4

**2.4** *(Paper 1 Section B, human development.)* A nursery in Tokyo uses the Strange Situation to decide which children need extra support, and finds many "resistant" children. Explain why this result may be misleading. [6]



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**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

# Exercise 3.1

**3.1** *(Paper 1 Section C.)* "How should we measure theory of mind?" Discuss with reference to the concept of **measurement**. [15]

verbal task | eye-gaze | looking time

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verbal task | eye-gaze | looking time

**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