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**PSYCHOLOGY**

**UNIT 1**

**2024**

**MARKING GUIDE**

***TIME ALLOWED FOR THIS PAPER***

Reading time before commencing work: Ten minutes

Working time for the paper: Three hours

***MATERIALS REQUIRED/RECOMMENDED FOR THIS PAPER***

**To be provided by the supervisor:**

* This Question/Answer Booklet; Formula and Constants sheet

**To be provided by the candidate:**

* Standard items: pens, pencils, eraser or correction fluid, ruler, highlighter.
* Special items: Calculators satisfying the conditions set by the SCSA for this subject.

***IMPORTANT NOTE TO CANDIDATES***

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

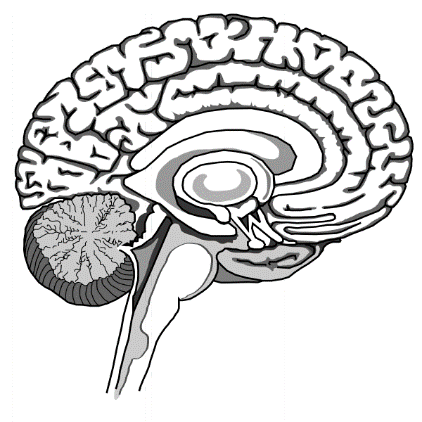
**Question 1 (18 marks)**

1. Name the **two** components of the central nervous system. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Brain | 1 |
| Spinal cord | 1 |
| **Total** | **2** |

1. Joubert syndrome is a rare disorder in infants where the part of the brain that controls balance and coordination is underdeveloped or absent.

Label the part of the brain and structure affected by Joubert Syndrome on the diagram below: (2 marks)



Hindbrain

Cerebellum

(c) Compare the function of an interneuron and a sensory neuron. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Interneurons transfer signals between motor and sensory neurons in the spinal cord | 1 |
| Sensory neurons transfer signals from the environment to the spinal cord | 1 |
| **Total** | **2** |

(d) For each of the following actions, identify the lobe of the brain that corresponds most clearly. (5 marks)

|  |  |  |
| --- | --- | --- |
| **Function** | **Lobe** | **Marks** |
| Listening to music | Temporal | 1 |
| Avoiding walking into a pole | Parietal | 1 |
| Making a moral decision | Frontal | 1 |
| Sensing temperature | Parietal | 1 |
| Processing visual information | Occipital | 1 |
| **Total** | | **5** |

  (e) (i) Identify the aim for this study. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Develop better treatments to reduce side effects of illegal stimulants | 1 |
| **Total** | **1** |

(ii) Identify the population and sample for this study. (2 marks)

|  |  |  |
| --- | --- | --- |
|  | **Description** | **Marks** |
| **Population** | Adults | **1** |
| **Sample** | Males and female between 19 and 60 years | 1 |
| **Total** | | **2** |

(iii) State why snowballing would be an appropriate method to recruit the sample.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Participants come from a population that could be difficult to access (because they are engaging in an illegal activity) | 1 |
| **Total** | **1** |

(iv) Explain **one** disadvantage of using snowballing to recruit participants.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Participants come from a limited pool/not all members of a population have equal access | 1 |
| Sampling bias is likely | 1 |
| Results will not be able to be generalised to the population | 1 |
| **Total** | **3** |

**Question 2 (20 marks)**

(a) (i) Identify the part of the brain Freeman’s procedure was targeting. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| pre-frontal cortex | 1 |
| **Total** | **1** |

(ii)  Identify the location of this part of the brain. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| front/anterior part (accept forebrain) | 1 |
| frontal lobe | 1 |
| **Total** | **2** |

(iii) Describe **two** roles of the part of the brain targeted by Freeman. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any two:   * executive functions (1) that control goal-directed behaviours (1) * involved in making plans (1) and predicting outcomes (1) * helping to regulate emotion/behaviour (1) by anticipating the consequences of our outcomes(1) * involved in anxiety/working memory (1) linked to the ability to focus thoughts (1) | 1-4 |
| **Total** | **4** |
| Accept other relevant answers | |

(b) Name the procedure Freeman used. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Frontal lobotomy/pre-frontal lobotomy | 1 |
| **Total** | **1** |

(c) State how Freeman breached the ethical practice of withdrawal rights in his conduct. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Patients did not have the right to withdraw at any time | 1 |
| **Total** | **1** |

(d) Identify the role of ethical guidelines in psychological research. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Ethical guidelines describe ways research is conducted to avoid doing harm to participants. | 1 |
| Note: do not accept a description of “ethics” – students must identify the role. | |
| **Total** | **1** |

A brain with a black background

Description automatically generated(e) (i) Shade the location of the primary visual cortex on the diagram below. (1 mark)



Image licence: Patrick J. Lynch, medical illustrator; C. Carl Jaffe, MD, cardiologist. <https://creativecommons.org/licenses/by/2.5/>

(f) (i) Compare the location and function of the primary motor cortex and the primary sensory cortex (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Primary motor cortex (PMC) is located in the rear/posterior (1) of the frontal lobe (1) | 1-2 |
| Sensory motor cortex (SMC) is located in the front/anterior (1) of the parietal lobe. | 1-2 |
| PMS is responsible for control of voluntary movements | 1 |
| SMC is responsible for processing sensory information | 1 |
| **Total** | **6** |
| Note: no mark awarded for location unless lobe is identified | |



(ii) State the common feature of the structure of the primary motor cortex and the primary sensory cortex. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| They are somatotopically arranged (structure of the body corresponds with the structure of the part of the brain) | 1 |
| **Total** | **1** |

(g) Jesse experiences difficulty talking when they listen to music. Their doctors have conducted a CT scan and found no indication of a tumour. Explain why a useful choice could be functional magnetic resonance imaging to investigate Jesse’s brain function.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| fMRI can measure changes in blood flow/changes in brain activity over time | 1 |
| While he is listening to music and talking at the same time. | 1 |
| **Total** | **2** |

**Question 3 (23 marks)**

(a) State the function of neurons. (1 mark)

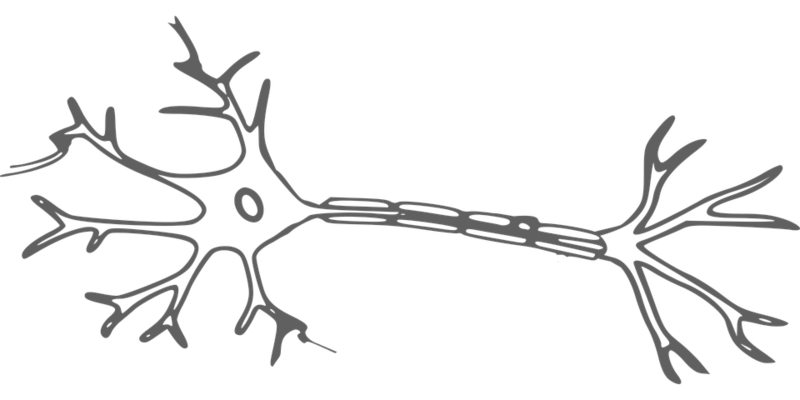
|  |  |
| --- | --- |
| **Description** | **Marks** |
| Basic information processing structures in the nervous system/sending and receiving impulses in the nervous system | 1 |
| **Total** | **1** |

(b) Label the parts of a neuron on the diagram below: (3 marks)

Dendrite

Axon terminal

Soma/cell body



(c) Describe the structure of the myelin sheath. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| layer of proteins and lipids | 1 |
| forms a (insulating) layer around the axon of neurons | 1 |
| **Total** | **2** |

(d) (i) Name the space between two neurons. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Synapse | 1 |
| **Total** | **1** |

(ii) Describe the role of this space in neurotransmission. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Transmits neurotransmitters | 1 |
| Between the pre-synaptic and post-synaptic neuron | 1 |
| **Total** | **2** |

(e) (i) Identify the control group in this study. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Group 3/No earbuds or headphones | 1 |
| **Total** | **1** |

(ii) Describe how a mean score is calculated. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sum of all scores | 1 |
| Divided by the number of scores/participants | 1 |
| **Total** | **2** |

(iii) Identify **one** advantage of using a mean score. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| All scores from the data set are included. | 1 |
| **Total** | **1** |

(iv) Based on the data from the table on page 11, draw a conclusion about the response speed of the group who used headphones and the group that used ear buds. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Participants who used headphones were slower (0.5 seconds) | 1 |
| than participants who used ear buds (0.41 seconds) | 1 |
| **Total** | **2** |

(v) Are the results generalisable to the population? Give reasons for your answer.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| No | 1 |
| Sample is biased/not representative of the population | 1 |
| It is only males from a 50km radius | 1 |
| Adult population includes all genders and locations | 1 |
| **Total** | **4** |

(f) (i) Evaluation of research takes a number of factors into account. Describe which factor for the evaluation of research has been described by the reviewers.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Validity | 1 |
| Extent to which a study measures what it intends to measure. | 1 |
| **Total** | **2** |

(ii) Describe the type of signal transmitted through neurons. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Electrochemical | 1 |
| Signal is both electrical and chemical | 1 |
| **Total** | **2** |

**Question 4 (14 marks)**

1. (i) Identify the location of the hypothalamus in the brain. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Forebrain | 1 |
| **Total** | **1** |

(ii) Outline **two** functions of the hypothalamus. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Accept any **two** of:   * maintains homeostasis * regulates sleep-wake cycle/sleep regulates heart rate * regulates body temperature * regulates hunger * regulates sex drive | 1-2 |
| **Total** | **2** |

1. For each of the lobes of the brain listed below, describe **two** behavioural changes likely to occur if there was damage to that lobe: (4 marks)

|  |  |  |
| --- | --- | --- |
| **Lobe** | **Description** | **Marks** |
| **Parietal** | Any **two** correct answers including:   * difficulties recognising where the body is in space (proprioception) * bumping into objects/things * unable to find their way/getting lost * difficulties sensing temperature * difficulties sensing touch/pressure * difficulties understanding spoken/written language. | 1-2 |
| **Temporal** | Any **two** correct answers including:   * difficulties hearing * difficulties with verbal/visual memory * difficulties producing language | 1-2 |
|  | **Total** | **4** |
| Note: accept all correct answers that describe a relevant specific behaviour | | |

(c) Describe the location, structure and function of the reticular formation. (3 marks)

|  |  |  |
| --- | --- | --- |
|  | **Description** | **Marks** |
| Location: | Midbrain/from spinal cord to thalamus | 1 |
| Structure: | Network of neurons | 1 |
| Function | Relays information from the hindbrain to the midbrain | 1 |
|  | **Total** | **3** |

(d) Pol is reading a range of scientific sources to better understand the human brain. She is required to provide a reference list. List **four** required components in a reference for an online article. ( 4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Author/s last name/s (and initials) | 1 |
| Date/year of publication | 1 |
| Title of article | 1 |
| URL | 1 |
| **Total** | **4** |

**Question 5 (24 marks)**

1. Alex is 24 and has a healthy and loving relationship with her mother. She says that her mother is very close to her, and they always have a special relationship. Describe how Alex’s statement illustrates ‘attachment’ according to Bowlby.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| (According to Bowlby) ‘attachment’ is the establishment of a strong emotional bond with a primary caregiver/Unique relationship between a parent/caregiver | 1 |
| Alex has a strong/special relationship with her mother | 1 |
| That has lasted/endured for her whole life. | 1 |
| **Total** | **3** |

(b) Bowlby identified as having an ‘evolutionary perspective’. Describe how attachment behaviour can be seen as having an evolutionary function. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Attachment is necessary for an infant to survive | 1 |
| Long enough to have children/reach reproductive age | 1 |
| To ensure the continuation of the species/genetic line | 1 |
| **Total** | **3** |

(c) (i) Explain how a case study of wild/feral children illustrates Bowlby’s theory of maternal deprivation. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Maternal deprivation is the loss/separation from a primary caregiver at a young age. | 1 |
| Bowlby’s theory states that this results in attachment difficulties later in life/serious negative long-term outcomes. | 1 |
| Feral/wild children are separated from their mothers | 1 |
| And have difficulty attaching to human caregivers (accept other relevant answers) | 1 |
| **Total** | **4** |

(ii) Suggest why a case study is the only research design likely to be approved for cases of wild/feral children. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It would be unethical to use other research designs | 1 |
| As separating a child/creating a wild child would cause harm (psychological and physiological) | 1 |
| **Total** | **2** |

(iii) Outline the concept of “enriched environment” in terms of child development.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Environment where a child receives the necessary stimulation | 1 |
| To develop fully/to their full potential. | 1 |
| **Total** | **2** |

(iv) Outline the impact of an enriched environment for the development of cognitive skills in childhood. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The child would develop the necessary language skills | 1 |
| To develop the necessary communication skills to function effectively in society. | 1 |
| **Total** | **2** |

(d) (i) Describe the type of data collected in interviews. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Qualitative | 1 |
| Descriptive data/participants respond in words and phrases | 1 |
| **Total** | **2** |

(ii) Complete the table below applied to interviews: (6 marks)

*Allocate* ***one*** *mark for each correctly filled out cell.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of interview** | **Description** | **Strength** | **Marks** |
| Focus group | **Participants meet in a small group with the researcher to discuss topic of research.** | Allows for participants to extend their answers/allows for detailed discussion. | 1-2 |
| **Structured interview** | A list of questions is decided before the interview and no other questions are asked. | Answers are able to be compared between participants/minimises experimenter bias as questions are scripted. | 1-2 |
| Semi-structured interview | A combination of prepared and unprepared questions are used. | **Allows for comparison of data as well as information/description the researcher may not have thought of.** | 1-2 |
| **Total** | | | **6** |

**Question 6 (23 marks)**

(a) (i) Name the developmental stage for a Western Australian child in primary school.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Childhood | 1 |
| **Total** | **1** |

(ii) Outline the area of physical development at this age that is likely to help her achieve her sporting goal. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Gross motor development | 1 |
| she will gain strength in her large muscles to enable her to run/kick a ball | 1 |
| She will develop her coordination skills so that she can be accurate/goal directed | 1 |
| **Total** | **3** |

(iii) Describe why Mari’s social development will be important in her goal to be a member of a sporting team. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Social development refers to how well a person is able to function in groups | 1 |
| Mari will need to be able to change/adapt her behaviour so that she is able to accept/accommodate/work with the other players/people in her team. | 1 |
| **Total** | **2** |
| Accept other relevant answers | |

(iv) Outline how Mari’s emotional development might be progressing at her age.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Mari will be learning to identify/become aware of/develop self-awareness (of) her emotions. | 1 |
| She will gain understanding of the causes of her emotions | 1 |
| and increasingly control/regulate more complex emotions | 1 |
| **Total** | **3** |

(b) Describe **two** physical changes in motor skills that occur during older age. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Fine and gross motor skills deteriorate | 1-2 |
| Leading to less ability to control functions such as walking/balancing (any gross motor skills is described) | 1 |
| Leading to less ability to coordinate/control functions that require fine motor skills e.g. writing/manipulating objects/picking up objects (any find motor skill is described. | 1 |
| **Total** | **4** |

(c) (i) Describe the type of research design applied to this study.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cross-sectional | 1 |
| Different groups of participants are studied on the same day/time | 1 |
| **Total** | **2** |

(ii) Outline **one** limitation of this type of design related to participant variables. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cohort effect/groups have grown up in different historical/cultural periods. | 1 |
| Participants may be affected by a range of variables based on the generation/time in history they were educated in that are not age-related. | 1 |
| **Total** | **2** |
| Note: accept all relevant answers that describe lack of control of variables | |

(d) Identify the relationship between age and happiness for the groups in the ages of 62-72 compared to the 18-28 age group. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 62- 72 has a strong (1) positive (1) correlation/relationship | 1-2 |
| 18-28 has a weak (1) positive (1) correlation/relationship | 1-2 |
| **Total** | **4** |

(ii) Name the type of graph represented below. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Scatterplot/scattergram | 1 |
| **Total** | **1** |

(iii) Identify **one** disadvantage of using correlation to study the effect of ageing on emotional development. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cannot establish a causal relationship (between ageing and emotional development)/can only establish a relationship between variables | 1 |
| **Total** | **1** |

**End of Section One**

**Section Two: Extended Answer 30% (marks)**

**Part A: Compulsory question**

**EA Part A**

**Question 7 (19 marks)**

|  |  |
| --- | --- |
| **Describe the function of the peripheral nervous system** | |
| Connects the Central Nervous System to the body/external world | 1 |
| Relays information from receptors in body, glands, organs and muscles | 1 |
| to the CNS/brain and spinal cord | 1 |
| **Subtotal** | **3** |
| **Outline the role of the two parts of the autonomic nervous system.** | |
| Sympathetic nervous system | 1 |
| * Emergency response system that prepares an organism/person for action if a (perceived or actual) threat is present. | 1 |
| * Activates the fight/flight response | 1 |
| Parasympathetic nervous system | 1 |
| * Responsible for maintaining day-to-day function of the body (homeostasis) | 1 |
| * Returns the body to its normal state following an emergency/threat | 1 |
| Note: accept answers that refer to parasympathetic nervous system controlling the “freeze” response | |
| **Subtotal** | **6** |
| **State two objective physiological measures that could be used to measure Lim’s response in this scenario.** | |
| Any two:   * Heart rate * Breathing rate * Galvanic skin response | 1-2 |
| **Subtotal** | **2** |
| **Identify one advantage of using an objective measure over a subjective measure.** | |
| Objective measures are not able to be manipulated by the participant. | 1 |
| **Subtotal** | **1** |
| **Propose a directional hypothesis in relation to the likely results applying one of your measures to the threat response of secondary students to a fright.** | |
| Secondary students | 1 |
| Will have a higher/lower | 1 |
| Heart rate/breathing rate/conductivity level | 1 |
| When they are exposed to a threat | 1 |
| **Subtotal** | **4** |

|  |  |
| --- | --- |
| **Explain how the use of a rating scale could be applied to research about fright responses in secondary students.** | |
| Create a scale (students may indicate a scale) to measure the level of response a secondary student experiences after a fright. | 1 |
| Students would rate their response on the scale | 1 |
| Which could then be used to compare scores between students/allow for numerical analysis of data | 1 |
| **Subtotal** | **3** |
| Note: accept answers that describe a Likert scale | |
| **TOTAL** | **19** |

**Part B:**

**Question 8 (30 marks)**

|  |  |
| --- | --- |
| **Define cognitive development.** | |
| Development of information processing skills over time | 1 |
| **Subtotal** | **1** |
| **Describe language development in the first nine months of life.** | |
| Child will begin by crying to communicate | 1 |
| (In the first three months) they will begin to add cooing/gurgling | 1 |
| Then laughing and babbling/expressing a series of syllables/varies tone, rate and pitch to imitate familiar sounds | 1 |
| May begin to imitate words | 1 |
| **Subtotal** | **4** |
| **Outline Piaget’s theory of cognitive development** | |
| Children move through four different stages of intellectual development | 1 |
| At each stage, their thinking/thought processes become more complex/sophisticated | 1 |
| **Subtotal** | **2** |
| **Explain the concept of a ‘schema’ in Piaget’s theory** | |
| Mental idea/concept of what something is and how to deal with it | 1 |
| Formed through experiences and adapted/modified as a child develops | 1 |
|  | **2** |
| **Identify Piaget’s stage of development that Silva and Cor’s new baby is in.** | |
| Sensorimotor | 1 |
| **Subtotal** | **1** |
| **Describe the features of this stage of cognitive development.** | |
| Child will be focused on developing understanding of senses and movement | 1 |
| Child will develop goal directed behaviours/identify that certain behaviours will achieve a certain goal e.g. reaching for a toy | 1 |
| Child will develop object permanence | 1 |
| Learn that they are separate from the environment/that objects do not disappear/cease to exist when they are out of sight. | 1 |
| **Subtotal** | **4** |

|  |  |  |
| --- | --- | --- |
| **Outline the Piagetian task that applies to this stage of development including information about how the child would be expected to react during this task before and after completing the stage**. | | |
| Invisible displacement | 1 | |
| A child plays with a toy (for a period of time) | 1 | |
| The toy is then hidden e.g. by a blanket, placed behind a board/by the researcher’s hand (the child will see the blocking of the vision of the toy) | 1 | |
| A child who has achieved the stage/object permanence, will look for the toy | 1 | |
| A child who has not achieved the stage/object permanence, will not look for the toy | 1 | |
| **Subtotal** | **5** | |
| **Identify two limitations of Piaget’s stage theory of development.** | | |
| Any **two** correct including:   * does not take into account social influences on development * stages are too rigid/children can develop skills earlier * does not take into account developmental changes in adulthood * tasks to test the milestones/achievements in each stage may not be valid (e.g. Three Mountains Task has complex instructions | | 1-2 |
| **Subtotal** | | **2** |
| **Describe observational research design applied to Piaget’s tasks and explain why it would be an appropriate design to study 9-month-old children** | | |
| Participants are observed as they undertake the tasks | | 1 |
| Their behaviours/actions are recorded by an observer | | 1 |
| 9-month-old children are not able to speak/use language at a sufficient level (1) to be able to answer questions about their thinking during tasks (1) | | 1-2 |
| **Subtotal** | | **4** |
| **Outline one method to improve the reliability of data collection for an observational study.** | | |
| Standardisation/inter-rater reliability | | 1 |
| Observers are all using the same criteria to record responses | | 1 |
| **Subtotal** | | **2** |
| **Use appropriate psychological terminology in a clear and logical way.** | | |
| Accurately uses a variety of appropriate psychological terminology relevant to theories, studies, models and concepts fluently and in a clear and logical way. | | 1 |
| Accurately uses some appropriate psychological terminology relevant to theories, studies, models and concepts fluently and in a clear and logical way. | | 1 |
| Uses a everyday language with limited relevance to theories, studies, models and concepts. | | 1 |
| **Subtotal** | | **3** |
| **TOTAL** | | **30** |
| Accept other relevant answers | | |

**Or**

**Question 9 (30 marks****)**

|  |  |
| --- | --- |
| **Outline emotional development in infancy.** | |
| Infants will form bonds with significant people | 1 |
| They will seek comfort/show signs of different emotions such as joy, anger, fear, disgust | 1 |
| They will have difficulty self-regulating without support from a safe person | 1 |
| **Subtotal** | **3** |
| **Describe the aim of Ainsworth’s study.** | |
| To observe attachment security in infants | 1 |
| **Subtotal** | **1** |
| **Outline the method used in the Strange Situation.** | |
| Mother and baby in room with toys and she interacts with the baby while it plays (approximately 3 minutes) | 1 |
| A stranger joins the mother and baby (sits silently for 1 minute, talks to mother for 1 minute, then approaches the baby offering it a toy 1 minute) | 1 |
| Mother leaves the room (quietly/discretely) baby is alone with stranger (approximately 3 minutes) | 1 |
| 1st reunion -Mother returns to the room, stranger leaves | 1 |
| Mother stays in the room while the baby plays or requires comfort. | 1 |
| Mother leaves and infant is left alone with the toys (3 minutes unless distressed) | 1 |
| Stranger returns and plays with baby. | 1 |
| 2nd reunion - Mother returns and stranger leaves. | 1 |
| **Subtotal** | **8** |
| **Describe Ainsworth’s findings regarding Type A and Type C attachment.** | |
| Type A – insecure avoidant attachment | 1 |
| Child is unconcerned when mother leaves the room. | 1 |
| Shows little interest when reunited with mother. | 1 |
| Does not interact with mother or stranger/does not use mother as secure base | 1 |
| Type C – insecure resistant attachment | 1 |
| Child is distressed when mother leaves the room | 1 |
| Scared/distressed by stranger | 1 |
| Clings to mother and then pushes her away/is difficult to soothe | 1 |
| **Subtotal** | **8** |
| **Outline one contribution of Ainsworth’s study to psychology** | |
| Provided the first empirical evidence for Bowlby’s theory of attachment.  Or  Provided evidence that mother’s/attachment figure’s behaviour influences the development of attachment. | 1 |
| **Subtotal** | **1** |

|  |  |
| --- | --- |
| **Describe observational research design and explain why it was the appropriate design for the Strange Situation.** | |
| Participants are observed as they participate in each stage | 1 |
| Their behaviours/actions are recorded by an observer | 1 |
| Infants are not able to speak/use language (1) so cannot answer questions about their experience during the strange situation (1) | 1-2 |
| **Subtotal** | **4** |
| **Outline one method used by Ainsworth to improve the reliability of data collection for the observational study.** | |
| Standardisation | 1 |
| Observers are all using the same criteria to record responses/recorded responses in 15 second intervals | 1 |
| **Subtotal** | **2** |
| **Use appropriate psychological terminology in a clear and logical way.** | |
| Accurately uses a variety of appropriate psychological terminology relevant to theories, studies, models and concepts fluently and in a clear and logical way. | 1 |
| Accurately uses some appropriate psychological terminology relevant to theories, studies, models and concepts fluently and in a clear and logical way. | 1 |
| Uses a everyday language with limited relevance to theories, studies, models and concepts. | 1 |
| **Subtotal** | **3** |
| **TOTAL** | **30** |
| Accept other relevant answers. | |