

Mark schemes

Q1.

(a) [AO2 = 1]

1 mark for reciprocity

Note: if more than one feature is given credit the first answer

1

(b) [AO2 = 1]

1 mark for interactional synchrony

Note: if more than one feature is given credit the first answer

1

[2]

Q2.

[AO1 = 6 AO3 = 10]

Level	Mark	Description
4	13-16	Knowledge of research into caregiver-infant interactions is accurate and generally well detailed. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9-12	Knowledge of research into caregiver-infant interactions is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5-8	Limited knowledge of research into caregiver-infant interactions is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-4	Knowledge of research into caregiver-infant interactions is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- description of features of caregiver-infant interaction in humans: reciprocity – two-way interaction between caregiver and child/turn-taking/mirroring; interactional synchrony – simultaneous co-ordinated sequence of movements, communication, emotions
- accept other relevant features, eg imitation; baby talk register/‘motherese’
- examples of features
- description of evidence of features, eg Isabella et al; Murray and Trevarthan; Condon and Sander; Meltzoff and Moore.

Note: that the term ‘research’ may include theories/explanations and/or studies.

Possible discussion:

- use of evidence to support or contradict features
- use of controlled observations to capture micro-sequences
- infant’s intention is difficult to determine
- the purpose of synchrony and reciprocity in attachment is difficult to discern
- research is socially sensitive – impact on working mothers.

Accept other valid points.

Material from other parts of the specification can only be credited if there is a specific focus on caregiver-infant interactions in humans.

[16]

Q3.

[AO2 = 6]

1 mark for identifying that Aleksei is most likely to be in the indiscriminate/diffuse stage of attachment.

Plus

1 mark for explaining that he does not show separation anxiety or stranger anxiety.

1 mark for identifying that Myra is most likely to be in the specific/discriminate stage of attachment.

Plus

1 mark for explaining that she shows separation anxiety and stranger anxiety.

1 mark for identifying that Karen is most likely to be in the multiple stage of attachment.

Plus

1 mark for explaining that she shows separation anxiety with both her mother and the childminder.

Note: the justification must refer to the behaviour of the child (and not the age).

[6]