

1

In van Ijzendoorn's cross-cultural investigations of attachment, which **one** of the following countries was found to have the highest percentage of anxious-avoidant children? Shade **one** box only.

- A China
- B Germany
- C Great Britain
- D Japan

(Total 1 mark)

2

In van Ijzendoorn's cross-cultural investigations of attachment, which **one** of the following countries was found to have the highest percentage of anxious-resistant children? Shade **one** box only.

- A China
- B Germany
- C Great Britain
- D Japan

(Total 1 mark)

3

In van Ijzendoorn's cross-cultural investigations of attachment, which **one** of the following attachment types was found to be most common in all of the countries investigated? Shade **one** box only.

- A Anxious-avoidant
- B Anxious-resistant
- C Disorganised
- D Secure

(Total 1 mark)

4

In van Ijzendoorn's cross-cultural investigations of attachment, which **one** of the following statements is correct? Shade **one** box only.

- A Cross-cultural studies of attachment only investigate the variation between cultures and not the variation within cultures
- B There was no difference in the variation within cultures compared to the variation between cultures
- C The variation between cultures was greater than the variation within cultures
- D The variation within cultures was greater than the variation between cultures

(Total 1 mark)

5

Read the item and then answer the question that follows.

Proud father Abdul was talking to his friend, as they were both watching Abdul's wife, Tasneem, interacting with their baby daughter, Aisha.

'It's amazing really', said Abdul. 'Tasneem smiles, Aisha smiles back. Tasneem moves her head, Aisha moves hers, perfectly in time with each other.'

Yes', agreed the friend. 'It's almost as if they are one person.'

With reference to Abdul's conversation with his friend, outline **two** features of caregiver-infant interaction.

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(Total 4 marks)

6

Read the item and then answer the question that follows.

Joe was taken away from his alcoholic parents at six months old and placed in care. He was adopted when he was seven years old, but has a difficult relationship with his adoptive parents. He is aggressive towards his younger siblings and is often in trouble at school. His last school report said, 'Joe struggles with classwork and seems to have little regard for the feelings of others.'

Discuss Bowlby's maternal deprivation theory. Refer to the experience of Joe as part of your discussion.

(Total 12 marks)

7

Outline the procedure used in **one** study of animal attachment.

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(Total 4 marks)

8

Briefly discuss **one** limitation of using animals to study attachment in humans.

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(Total 4 marks)

9

One theory about how and why babies form attachments is Bowlby’s monotropic theory. Outline and evaluate Bowlby’s monotropic theory of attachment.

(Total 8 marks)

10

Name **three** stages in the development of attachments identified by Schaffer.

1.....

2.....

3.....

(Total 3 marks)

11

Read the item and then answer the question that follows.

A nursery school worker and her manager were chatting at the end of the day.

‘How did the new toddlers settle in today?’ asked the manager.

‘They behaved very differently’, replied the nursery school worker. ‘Max was distressed when his mother left but was happy to see her at the end of the day.’

‘Jessica arrived clinging to her mother and I could not calm her down when her mother left.’

‘William barely seemed to notice when his mother left and did not even look up when she returned to collect him.’

Name the attachment type demonstrated by **each** of the children in the conversation above by writing the attachment type next to the name below.

**Max** .....

**Jessica** .....

**William** .....

**(Total 3 marks)**

**12**

Briefly evaluate learning theory as an explanation of attachment.

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**(Total 4 marks)**

**13**

Discuss research into the influence of early attachment on adult relationships.

**(Total 8 marks)**

**14**

Match each of the research findings 1, 2, 3 and 4 with one of the researchers A, B, C, D or E. Write A, B, C, D or E in the box next to the appropriate research finding. Use each letter once only.

- A John Bowlby
- B Mary Ainsworth
- C Harry Harlow
- D Karl Lorenz
- E Rudolf Schaffer

1 Infants form multiple, rather than monotropic, attachments.

2 Infants form monotropic, rather than multiple, attachments.

3 Contact comfort is essential to an infant's psychological health.

4 Through imprinting, newborns attach to the first moving object that they see

**(Total 4 marks)**

**15**

Briefly discuss how researchers might address difficulties encountered when trying to investigate caregiver-infant interaction.

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**(Total 4 marks)**

**16**

Discuss the effects of institutionalisation. Refer to the studies of Romanian orphans in your answer.

**(Total 16 marks)**

17

What is meant by the term 'attachment'?

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(Total 2 marks)

18

When Max was born, his mother gave up work to stay at home and look after him. Max's father works long hours and does not have much to do with the day-to-day care of his son. Max is now nine months old and he seems to have a very close bond with his mother.

Use learning theory to explain how Max became attached to his mother rather than to his father.

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(Total 6 marks)

19

Outline and evaluate research into cultural variations in attachment.

(Total 16 marks)

20

Outline and evaluate research into cultural variations in attachment.

(Total 12 marks)

21

(a) Describe **one** way in which psychologists have investigated caregiver-infant interaction in humans. Refer to a specific study in your answer.

(3)

(b) Evaluate the way of investigating caregiver-infant interaction that you have described in your answer to part (a). Do **not** refer to ethical issues in your answer.

(3)

(Total 6 marks)

22

The Strange Situation can be used to identify a child's attachment type.

Explain how the behaviour of a child showing insecure-avoidant attachment type would be different from the behaviour of a child showing insecure-resistant attachment type.

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*Extra space* .....

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(Total 4 marks)



23

Evaluate the Strange Situation as a method for investigating types of attachment.

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*Extra space* .....

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**(Total 4 marks)**

24

Outline **one or more** studies that have investigated cultural variations in attachment.

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Extra space .....

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(Total 6 marks)

25

Outline **and** evaluate research into the effects of failure to form attachment.

(Total 16 marks)

26

Outline **and** evaluate research into the effects of failure to form attachment.

(Total 12 marks)

27

Discuss research into the influence of childhood on adult relationships.

(Total 16 marks)

28

Discuss research into the influence of childhood on adult relationships.

(Total 12 marks)

29

Outline Bowlby's theory of attachment.

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*Extra space*.....

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**(Total 6 marks)**

30

A researcher used the Strange Situation to investigate the attachment types of two infants. Megan was classified as insecure-avoidant. Rosie was classified as insecure-resistant.

Explain how Megan's behaviour would differ from Rosie's behaviour in the Strange Situation.

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*Extra space*.....

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**(Total 4 marks)**

31

Give **one** limitation of the use of the Strange Situation in attachment research.

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**(Total 2 marks)**

A psychologist carried out a research study to investigate the effects of institutional care. To do this, she constructed a questionnaire to use with 100 adults who had spent some time in an institution when they were children.

She also carried out interviews with ten of the adults.

(a) For this study, explain **one** advantage of collecting information using a questionnaire.

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(3)

(b) In this study, the psychologist collected some qualitative data. Explain what is meant by qualitative data.

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(2)

(c) Write **one** suitable question that could be used in the interviews to produce qualitative data.

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(2)

(d) Identify **two** ethical issues that the psychologist would need to consider in this research.

Explain how the psychologist could deal with **one** of these issues.

**Ethical Issue 1**.....

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**Ethical Issue 2**.....

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How the psychologist could deal with one of these issues.....

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(5)  
(Total 12 marks)

33

Some researchers believe that caregiver–infant interactions influence the development of attachment.

Explain **one** reason why it is difficult to draw conclusions about the role of caregiver–infant interactions in the development of attachment.

(Total 2 marks)

34

A researcher investigated the effect of age of starting day care on levels of aggression. Four-year-old children attending a day nursery were used. Each child was assessed by the researcher and given an aggression score. A high score indicated a high level of aggression. A low score indicated a low level of aggression. The maximum score was 50.

**Mean aggression scores for four-year-old children who had started day care before the age of two or after the age of two**

	<b>Started day care before the age of two</b>	<b>Started day care after the age of two</b>
<b>Mean score</b>	25	23

(a) Identify the operationalised independent variable **and** the operationalised dependent variable in this study.

**Operationalised independent variable** .....

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**Operationalised dependent variable** .....

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(4)

(b) What do the mean scores in the table above suggest about the effect of age at which children started day care on children's aggression?

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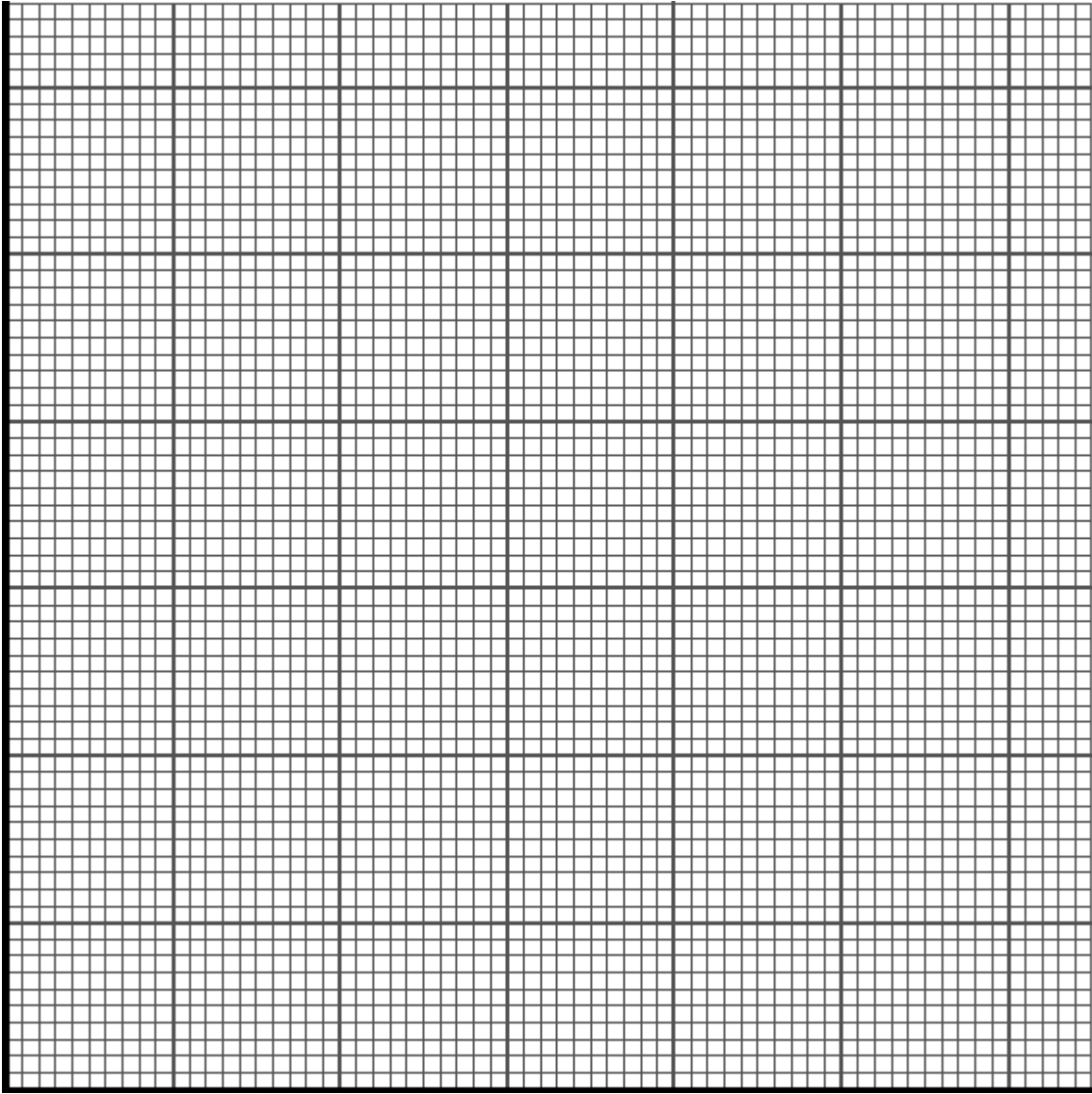
**(2)**

(c) Name **one** measure of dispersion that the researcher could have used to describe the data.

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**(1)**

(d) Draw an appropriate bar chart to display the data presented in the table above. Correctly label your bar chart.



(3)

(e) State an appropriate directional hypothesis for this study.

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(2)  
(Total 12 marks)



**35**

Sam and Dan are both twelve months old. They are observed separately in Ainsworth's Strange Situation. Sam is slightly upset when his mother leaves, but Dan is very upset and cries loudly.

(a) In the table below, identify the type of attachment suggested by the behaviour of each child.

	Type of attachment
Sam	
Dan	

(2)

(b) Sam's and Dan's behaviour was then observed when the mothers returned. Give **one** example of the behaviour that each child would be likely to show.

**Sam's behaviour** .....

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**Dan's behaviour** .....

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(2)  
(Total 4 marks)

36

Apart from ethical issues, explain **one or more** limitations of using the Strange Situation to assess the type of attachment in young children.

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(Total 4 marks)

37

Outline **and** evaluate Bowlby's explanation of attachment.

(Total 8 marks)

38

In an experimental study of attachment, a psychologist selected 40 young children. Twenty of the children were in nursery care for five days a week and the other 20 children were cared for full-time by their mothers. The psychologist asked the parents of each child to record the number of temper outbursts their child showed over four weekends. These figures were then compared to see whether there was a significant difference in the number of temper outbursts shown by children in the two groups.

- (a) Name and outline the experimental design in this study. (2)
- (b) Identify the dependent variable in this study. (1)
- (c) The psychologist wanted to find out whether being deprived of a mother's care had negative consequences for a young child.

Outline **one other** study in which the effects of deprivation were investigated. (3)

(d) Explain **one** limitation of the study that you have outlined in your answer to **part (c)**.

(2)  
(Total 8 marks)

39

Describe and evaluate Ainsworth’s work on attachment. As part of your evaluation, you should refer to the work of **at least one** other researcher.

(Total 16 marks)

40

Describe and evaluate Ainsworth’s work on attachment. As part of your evaluation, you should refer to the work of **at least one** other researcher.

(Total 12 marks)

41

Anya has a 10-month-old son called Ben. Anya sometimes ignores Ben and does not respond when he cries. However, when Anya feels like playing with Ben, she wakes him up, even if he is soundly asleep.

(a) What type of attachment is Ben likely to show? Explain your answer.

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(3)

(b) Explain how a psychologist could investigate Ben’s attachment type using Ainsworth’s Strange Situation.

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(3)  
(Total 6 marks)

**42**

Outline what research has shown about cultural variations in attachment.

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*Extra space* .....

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**(Total 4 marks)**

**43**

Outline and evaluate learning theory as an explanation of attachment.

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**(Total 8 marks)**

44

Mary Ainsworth studied insecure and secure attachments in infants by using the 'Strange Situation'.

Describe how Ainsworth studied types of attachment.

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**(Total 5 marks)**

45

Some people say that Ainsworth's studies lacked validity.

Explain this criticism of Ainsworth.

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*Extra space* .....

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**(Total 4 marks)**

46

Learning theory provides one explanation of attachment. It suggests that attachment will be between an infant and the person who feeds it. However, the findings of some research studies do not support this explanation.

Outline research findings that challenge the learning theory of attachment.

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**(Total 4 marks)**

47

Ainsworth identified different types of attachment in children, including secure and insecure attachment.

Identify **two** characteristics of an insecurely attached child.

**Characteristic One** .....  
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**Characteristic Two** .....  
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**(Total 2 marks)**

48

Outline what research has shown about cultural variations in attachment.

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*Extra space* .....

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(Total 4 marks)

49

Psychologists have studied children who have lived in institutions such as orphanages. Outline and evaluate research into the effects of institutionalisation.

(Total 12 marks)

50

Tick **two** of the boxes below to indicate which statements best describe the behaviour of a **securely attached child in the Strange Situation**.

- A Exploration of the environment is limited because the infant has difficulty moving away from the caregiver.
  
- B The infant explores a strange environment, plays happily with toys and uses the caregiver as a safe base.
  
- C The infant goes to the caregiver when she returns and is easily soothed.
  
- D The infant goes to the caregiver when she returns but is difficult to comfort.

(Total 2 marks)



51

Outline how Ainsworth studied types of attachment.

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(Total 3 marks)

52

What is meant by the term *attachment*?

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(Total 2 marks)

53

Tick **two** of the boxes below to indicate which of the following statements relate to Bowlby's evolutionary theory of attachment.

**A** Attachment takes place during a critical period or not at all.

**B** Infants become attached to the person who feeds them.

**C** Infants are innately programmed to form an attachment.

**D** Attachments are based on the principles of classical and operant conditioning.

(Total 2 marks)

Research has suggested that institutionalisation can have negative effects on children. In the 1990s, many children were found living in poor quality orphanages in Romania. Luca had lived in one of these orphanages from birth. When he was four years old, he was adopted and he left the orphanage to live in Canada. His development was then studied for a number of years.

(a) Outline possible negative effects of institutionalisation on Luca.

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(4)

(b) The scenario above is an example of a case study. Outline **one** strength and **one** limitation of this research method.

**Strength** .....  
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**Limitation** .....  
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(4)  
(Total 8 marks)

55

By observing interactions between the infants and their mothers in a Strange Situation, Mary Ainsworth was able to identify different types of attachment.

Describe possible demand characteristics in this research.

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**(Total 3 marks)**

56

How does the behaviour of securely attached infants differ from that of insecurely attached infants?

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*(Extra space)* .....

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**(Total 4 marks)**

57

Ainsworth and Bell observed infants in an unfamiliar room to assess the quality of their attachment to their mother. Observations during this 'Strange Situation' related to the following categories of behaviour:

Exploration – how much the infant explored the unfamiliar room; Separation behaviour – how the infant reacted when the mother left; Stranger anxiety – the response of the infant to a stranger; Reunion behaviour – how the infant reacted when the mother returned.

(a) Select **two** of these categories and explain how the behaviour of securely attached infants and insecurely attached infants would be different in the 'Strange Situation'.

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(4)

(b) Briefly explain why some children show characteristics of secure attachment and some characteristics of insecure attachment.

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(2)

(Total 6 marks)

58

One situation in which disruption of attachment can occur is when a mother of a young child is admitted into hospital. A researcher decided to study the behaviour of a two year old boy who experienced this disruption of attachment.

She decided to use naturalistic observation of the boy both before his mother was admitted into hospital and after she returned home. Each period of observation lasted for one hour.

- (a) Suggest **two** suitable behavioural categories the researcher could use to record the boy's behaviour.

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(2)

- (b) How might the researcher record the boy's behaviour during the one-hour observation?

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(2)

- (c) Explain why the psychologist might want to carry out a pilot study before the main observation.

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(2)

(Total 6 marks)

59

A psychologist analysed the results of 'Strange Situation' studies from different countries. Some of the results are shown below.

Country (and number of studies)	% of each type of attachment		
	Secure	Insecure-Avoidant	Insecure-Resistant
Country One (2)	64	7	29
Country Two (18)	65	21	14
Country Three (4)	67	26	7

(a) Outline what the table above shows about cultural variations in attachment.

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(3)

(b) Explain **one** criticism of investigating cultural variations in attachment using the 'Strange Situation.'

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(3)  
(Total 6 marks)

60

Psychologists have put forward different explanations of attachment, such as learning theory and Bowlby's theory.

Outline and evaluate **one or more** explanations of attachment.

(Total 12 marks)

## Mark schemes

1

[AO1 = 1]

B

2

[AO1 = 1]

D

3

[AO1 = 1]

D

4

[AO1 = 1]

D

5

[AO2 = 4]

**1 mark for each** outline:

- interactional synchrony – adults and babies respond in time to sustain communication
- reciprocity / turn-taking – interaction flows both ways between adult and infant
- imitation – infant mimics / copies the adult's behaviour
- sensitive responsiveness – adult attends sensitively to infant's communications.

**Plus**

**1 mark each** for application of feature to stem:

- interactional synchrony – '...as if they are one person..' / '...perfectly in time with each other..'
- reciprocity / imitation / sensitive responsiveness – 'Tasneem smiles, Aisha smiles back...'

Same part of stem can be credited if applied appropriately to more than one feature.

Level	Marks	Description
4	10 – 12	Knowledge of maternal deprivation theory is accurate and generally well detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between theory and stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	7 – 9	Knowledge of maternal deprivation theory is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to theory are not always explained. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	4 – 6	Knowledge of maternal deprivation theory is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 3	Knowledge of maternal deprivation theory is limited. Discussion is limited, poorly focused or absent. Application is limited or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

- Bowlby's view of monotropy – single attachment
- Bowlby's theory of irreversibility – consequences cannot be reversed
- Bowlby's view about a critical period – if attachment is disrupted / not formed it is too late
- Bowlby's consequences of maternal deprivation – delinquency; affectionless psychopathy; low IQ etc
- Bowlby's theory of the internal working model as a template for later relationships.

Credit other relevant aspects of Bowlby's theory.

**Possible application points:**

- Joe's difficult relationships may be due to a lack of opportunity to develop an internal working model
- adopted at seven years old, Joe is beyond the critical period for forming attachments
- Joe shows consequences of maternal deprivation – delinquency – *'in trouble at school'*; low IQ – *'struggling with classwork'*; affectionless psychopathy – *'little regard for the feelings of others'*.



**Possible discussion points:**

- Bowlby's confusion over privation and deprivation
- validity of extrapolation from and comparison with animal studies (Harlow)
- overemphasis on mother and monotropy
- sensible focus on importance of childhood experiences
- wider implications, eg changes in child hospitalisation
- use of evidence to support or refute Bowlby's work, eg Schaffer's multiple attachments; studies contradicting the critical period and reversibility, eg Rutter's Romanian orphan research.

Credit other relevant discussion points.

Only credit evaluation of the methodology used in studies when made relevant to discussion of Bowlby's work on maternal deprivation.

**7**

**AO1 = 4**

<b>Level</b>	<b>Marks</b>	<b>Description</b>
2	3 – 4	Outline of a relevant procedure is mostly clear, logically sequenced and coherent with some relevant detail of test conditions and apparatus / materials. Minor detail is sometimes lacking or there is slight inaccuracy. The answer as a whole is clear with use of specialist terminology.
1	1 – 2	A relevant procedure is discernible although the outline lacks clarity, logical sequence and coherence. There is some relevant information in relation to test conditions, apparatus or materials. The answer as a whole lacks clarity and coherence. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

- Harlow – wire and cloth mother research or any later variations.
- Suomi and Harlow – therapist monkey research.
- Lorenz – imprinting research with greylag geese.

Credit other relevant research.

Level	Marks	Description
2	3 – 4	A limitation is clearly presented and discussed in some detail. Links to the study of attachment are explicit. The answer as a whole is mostly clear and coherent with appropriate use of specialist terminology.
1	1 – 2	A limitation is identified although discussion is limited and lacks coherence. Links to the study of attachment are either obscure or absent. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

**Most likely limitations:**

- Problems of extrapolation to attachment in human infants – what applies to non-human species may not also apply to human infants.
- Difference in nature and complexity of the bond.

Credit other relevant limitations.

Level	Marks	Description
4	7 – 8	Knowledge of Bowlby's monotropic theory of attachment is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused on formation of attachment. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	5 – 6	Knowledge of Bowlby's monotropic theory of attachment is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised, with focus on formation of attachment. Specialist terminology mostly used effectively.
2	3 – 4	Knowledge of Bowlby's monotropic theory of attachment is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy, organisation and focus in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Knowledge of Bowlby's monotropic theory of attachment is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology, either absent or inappropriately used.
	0	No relevant content.

**Possible outline:**

- Infants have an innate drive to survive.
- Babies seek proximity to carer (mother) for safety.
- Sequence of development – non-focused, one or more, signalling, safe base behaviour.
- Monotropy – this attachment is to a single specific caregiver.
- Babies use signals – social releasers to attract the carer-reciprocity.
- There is a critical (sensitive) period for attachment to take place (approx. up to 2 years).

**Possible evaluation points:**

- Contrast with alternatives: eg learning theory states that attachment is based on reinforcement (cupboard love theory).
- Discussion in relation to continuity hypothesis.
- Use of evidence to support Bowlby's theory: eg animal evidence in favour of critical / sensitive period.
- Use of contradictory evidence: eg Schaffer and Emerson's findings re multiple attachments.
- Implications (including economic implications) of monotropy theory: eg role of fathers, mothers returning to employment, use of daycare etc.
- Role of the internal working model.

Credit other relevant information.

**10**

**[AO1 = 3]**

Discriminate (1)  
Multiple (1)  
Pre-attachment (1)

**11**

**[AO2 = 3]**

Max = Securely attached / type B (1)  
Jessica = Insecure / Anxious-resistant / ambivalent / type C (1)  
William = Insecure / Anxious-avoidant / type A (1)

**12**

**[AO3 = 4]**

Level	Marks	Description
2	3 – 4	Evaluation is relevant, well explained and focused on attachment, rather than generic criticism of learning theory. The answer is generally coherent with effective use of specialist terminology.
1	1 – 2	Evaluation is relevant although there is limited explanation and / or limited focus on attachment. Specialist terminology is not always used appropriately. Award one mark for answers consisting of a single point briefly stated or muddled.
	0	No relevant content.

**Possible evaluation points:**

- strengths: plausible and scientific as founded in established theory, ie likely that association between the provision of needs and the person providing those needs can lead to strong attachments; reinforcers clearly delineated
- limitations: reductionist – the focus on basic processes (S-R links, reinforcement) too simplistic to explain complex attachment behaviours; environmentally deterministic such that early learning determines later attachment behaviours; theory founded in animal research and problems of inferring on the basis of animal studies
- evidence used to support or refute the explanation: Schaffer and Emerson – more than half of infants were not attached to the person primarily involved in their physical care; Harlow – rhesus monkeys attach for contact comfort rather than food; sensitive responsiveness may be more influential in forming attachments (Ainsworth); infants are active seekers of stimulation, not passive responders (Schaffer)
- comparison with alternative explanations, eg Bowlby's theory.

Credit other relevant evaluation points.

Methodological evaluation of evidence must be linked to the explanation to gain credit.

**13**

[AO1 = 4 and AO3 = 4]

Level	Marks	Description
4	7 – 8	Knowledge of research is accurate and generally well detailed. Discussion is effective. The answer is clear, coherent and focused on influence of early attachment on adult relationships. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	5 – 6	Knowledge of research is evident and there is some reference to influence of early attachment on adult relationships. There are occasional inaccuracies. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3 – 4	Knowledge of research is present although links to adult relationships are limited. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Knowledge of research is limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

The term 'research' may include theories / explanations and / or studies.

### **AO1 Content:**

- Bowlby's internal working model – early attachment provides blueprint / prototype for later (adult) attachment; formation of mental representation / schema of first attachment relationship; affects later relationships and own success as a parent
- adult attachment interview (Main et al) continuity between early attachment type and adult classification / behaviours – credit knowledge of procedure and coding system (insecure-dismissing, autonomous-secure, insecure-preoccupied, unresolved)
- knowledge of studies that support or refute the relationship, eg Hazan and Schaffer; Quinton; Harlow; Freud and Dann; Koluchova.

Credit other relevant research.

Note that the emphasis must be on adult relationships, ie with partners and / or own children.

### **AO3 Possible discussion points:**

- discussion of theory, eg Bowlby's IWM and issue of determinism; negative implications of assumption that the relationship is cause and effect
- discussion of underpinning evidence re measuring adult attachment type and / or methodological evaluation of studies that demonstrate a relationship and how this affects the conclusions to be drawn, eg difficulty of establishing cause and effect between early attachment history and adult relationships
- counter-evidence, eg to suggest that children can recover from deprivation / privation and form effective adult relationships
- ethical issues, eg associated with use of adult attachment interview
- use of evidence to support or refute the relationship.

Credit other relevant discussion points.

**14**

**AO1 = 4**

**1 = E**

**2 = A**

**3 = C**

**4 = D**

Level	Marks	Description
2	3 – 4	Discussion of how to address difficulties is clear and coherent. There are appropriate suggestions for caregiver–infant research. Specialist terminology is used effectively.
1	1 – 2	Discussion lacks clarity/detail. The links to caregiver–infant research may be partial. Specialist terminology is not always used effectively.
	0	No relevant content.

**Possible suggestions:**

- Problem of context affecting behaviour – research should take place in natural setting e.g. child’s home to increase validity.
- Most research is observational so bias in observer interpretation – may be countered by using more than one observer.
- Practical issues e.g. need for fewer but shorter observation periods because of limited waking periods.
- Taking extra care in relation to ethics so as not to affect child/parent in any way e.g. protection from harm, confidentiality etc.

Level	Marks	Description
4	13 – 16	Knowledge of the effects of institutionalisation is accurate and generally well detailed. Discussion is thorough and effective. There is appropriate reference to studies of the Romanian orphans and clear links are made between these and the effects of institutionalisation. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	9 – 12	Knowledge of the effects of institutionalisation is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. There is appropriate reference to Romanian orphan studies although links to the effects are not always well explained. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5 – 8	Knowledge of the effects is present but may be vague or inaccurate in places. Focus is mainly on description. Any discussion is only partly effective. Reference to Romanian orphan research may be partial or absent. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 4	Knowledge of the effects is limited, for instance, may be 'listed' rather than explained. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

### AO1 Content

Knowledge of studies and/or theory into the effects of institutionalisation, including reference to the Romanian orphan studies

- Likely effects include: effects identified by Bowlby (1946): e.g. affectionless psychopathy, delinquency, low IQ.
- Effects identified in privation studies: e.g. Harlow's findings of delinquency, affectionless behaviour.
- ERA findings of quasi-autistic symptoms in Romanian orphans, impaired language and social skills; disinhibited attachment; attention seeking, clinginess; lower frequency of pretend play and reduced empathy (Kreppner et al 1999); more likely to be classified as disorganised attachment type (Zeanah et al 2005).
- The effects of levels of privation in institutions (Gunnar 2000).
- Credit links to theory – reactive attachment disorder; lack of internal working model.



### AO3 Discussion points

Discussion/analysis/use of evidence:

- Research enhanced understanding of negative effects – establishment of key workers in institutions.
- Evidence that adverse effects of institutionalisation can be overcome with adequate substitute care: e.g. Rutter (1998); Hodges and Tizard (1989).
- Importance of age of adoption and quality/stability of aftercare.
- Problems of generalising from Romanian studies as standards of care were particularly poor.
- Adoption vs control groups were not randomly assigned in ERA studies – more sociable children may have been selected.
- Other studies, e.g. Bucharest Early Intervention Project, did randomly allocate but ethical issues with this.
- Long-term effects on Romanian orphans are not yet clear.
- Early studies of institutionalisation were poorly controlled or effects extrapolated from animal studies.
- Credit use of evidence.

Credit other relevant evaluation points.

17

AO1 = 2

Attachment can be defined as an emotional relationship between two people in which each seeks closeness and feels more secure when in the presence of the attachment figure.

1 mark for a very brief or slightly muddled answer e.g. an emotional bond.

2nd mark for accurate elaboration e.g. an emotional bond between two people.

18

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- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

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**AO2 = 6**

Learning theory suggests attachment develops through classical and operant conditioning. According to classical conditioning food (UCS) produces pleasure (UCR). Max's mother was associated with the food and becomes a conditioned stimulus. According to operant conditioning food satisfied Max's hunger and made him feel comfortable again (drive reduction). Food was therefore a primary reinforcer. His mother was associated with food and became a secondary reinforcer. Max became attached to his mother because she was a source of reward. Social learning theory could also be credited.

The explanation must be directly linked to Max and his mother.

Answers which make no reference to Max and his mother maximum 3 marks.

Unrelated descriptions of classical or operant conditioning are not credit-worthy.

<b>AO2 Application of knowledge of the learning theory of attachment</b>
<b>6 marks Effective</b> The answer offers an effective explanation of Max's attachment according to learning theory. The selection and application of psychological knowledge is appropriate and effective.
<b>5 – 4 marks Reasonable</b> The answer offers a reasonable explanation of Max's attachment according to learning theory. The selection and application of psychological knowledge is mostly appropriate.
<b>3 – 2 marks Basic</b> The answer offers a basic explanation of Max's attachment according to learning theory. The selection and application of psychological knowledge is sometimes appropriate.
<b>1 marks Rudimentary</b> The answer offers a rudimentary explanation of Max's attachment according to learning theory. The selection and application of psychological knowledge is muddled and / or mostly inappropriate.
<b>0 Marks</b> No creditworthy material.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

### AO1

Candidates may refer to one study in reasonable detail, or more than one in less detail.

They may cover methodology, findings and / or conclusions.

Much of the research has used the strange situation. Van Ijzendoorn and Kroonenberg's meta-analysis found secure attachment was the most common in all cultures studied. The lowest % of secure attachment was shown in China, and the highest in Great Britain.

Avoidant attachment was more common in West Germany but rare in Israel and Japan.

Variation within cultures was 1.5 times greater than the variation between cultures.

Candidates may also refer to Takahashi who found high levels of resistant attachment in Japanese infants. Research relating to infants raised on Israeli Kibbutzim is also credit-worthy.

In the unlikely event that candidates refer to theories / models, answers should be marked on their merits.

**AO3**

Candidates may refer to ethical issues because the strange situation may have been stressful for the infant. The validity of research using the strange situation can be questioned.

Children who have been in day care may appear to be insecurely avoidant because they are used to being separated from their mother. The strange situation was developed in America and may have limitations in studying attachment types in different cultures. Candidates may refer to positive aspects of the strange situation such as replication of the controlled conditions.

The Van Ijzendoorn and Kroonenberg's meta-analysis can be criticised because of the limited number of studies in some countries. Also the problems of over-generalising from a limited sample could be relevant.

**20**

**Marks for this question: AO1 = 6, AO3 = 6**

<b>Level</b>	<b>Marks</b>	<b>Description</b>
4	10 – 12	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is effective. The answer is clear, coherent. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	7 – 9	Knowledge is evident. There are occasional inaccuracies. There is some effective discussion / evaluation / application. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Knowledge is present. Focus is mainly on description. Focus is mainly on description. Any discussion / evaluation / application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 3	Knowledge is limited. Discussion / evaluation / application 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.

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### **AO1**

Candidates may refer to one study in reasonable detail, or more than one in less detail. They may cover methodology, findings and / or conclusions.

Much of the research has used the strange situation. Van Ijzendoorn and Kroonenberg's meta-analysis found secure attachment was the most common in all cultures studied. The lowest % of secure attachment was shown in China, and the highest in Great Britain. Avoidant attachment was more common in West Germany but rare in Israel and Japan. Variation within cultures was 1.5 times greater than the variation between cultures. Candidates may also refer to Takahashi who found high levels of resistant attachment in Japanese infants. Research relating to infants raised on Israeli Kibbutzim is also credit-worthy.

In the unlikely event that candidates refer to theories / models, answers should be marked on their merits.

### **AO3**

Candidates may refer to ethical issues because the strange situation may have been stressful for the infant. The validity of research using the strange situation can be questioned.

Children who have been in day care may appear to be insecurely avoidant because they are used to being separated from their mother. The strange situation was developed in America and may have limitations in studying attachment types in different cultures.

Candidates may refer to positive aspects of the strange situation such as replication of the controlled conditions.

The Van Ijzendoorn and Kroonenberg's meta-analysis can be criticised because of the limited number of studies in some countries. Also the problems of over-generalising from a limited sample could be relevant.

**21**

(a) **[AO1 = 3]**

Up to 3 marks for description of a valid way, one mark for each relevant detail. Full mark answers should refer to the method and DV / what was being measured (do not credit aims / conclusion). Likely answers include: studies of imitation, eg Melzoff and Moore (1977); studies of interactional synchrony, eg Condon and Sander, Murray and Trevarthen (1985); studies of skin-to-skin contact, eg Klaus and Kennell (1976); studies of sensitive responsiveness and the Strange Situation, eg Ainsworth et al (1978), De Wolff and van Ijzendoorn (1997).

More generic methodological answers which cannot be identified as a specific study (either by name or description) may gain a maximum of two marks.

No credit for animal studies.

(b) **[AO3 = 3]**

Up to 3 marks for evaluation of the way described in (a). Students who present an inappropriate study or no study in (a) may still gain marks for (b) where it becomes clear that a specific study / way of investigating caregiver-infant interaction is being evaluated. Students may choose to elaborate on one issue or may mention more than one issue in less detail. Evaluative points will vary according to the method described but likely issues, include: usefulness of controlled experimentation in researching social relationships eg artificiality v cause and effect; usefulness of combining data from several studies as in meta-analysis; inferences based on findings, eg studies of imitation and the issue of intentionality; short-term v long-term effects.

For full marks evaluative point(s) must be fully applied to the study of caregiver-infant interaction. One mark only for a totally generic yet valid response.

22

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**AO2 = 4**

Separation behaviour – insecure avoidant seem unconcerned when mother leaves, whereas insecure resistant show intense distress.

Reunion behaviour – insecure avoidant show little reaction when the mother comes back, whereas insecure resistant may cling to their mother, but show ambivalent behaviour towards her.

Other relevant differences are creditworthy.

Students may explain one difference in detail, or more than one in less detail.

<b>AO2 Explanation of difference</b>
<b>4 marks Effective explanation</b> Explanation accurate, reasonably detailed and demonstrates sound knowledge and understanding of how insecure avoidant is different from insecure resistant.
<b>3 marks Reasonable explanation</b> Explanation is generally accurate but less detailed demonstrates reasonable knowledge and understanding of how insecure avoidant is different from insecure resistant.
<b>1 mark Rudimentary explanation</b> Explanation demonstrates rudimentary knowledge of how insecure avoidant is different from insecure resistant.
<b>0 marks</b> No creditworthy material or only one attachment type is described.

**23**

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Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

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**AO3 = 4**

There are a number of ways in which the strange situation could be evaluated. Children may show characteristics of insecure attachment because they are used to being separated from their mother eg in day care.

The strange situation bases attachment on observation of the relationship between the infant and one caregiver, ignoring other possible attachment figures.

There may be ethical issues in putting children into a stressful situation, although the episodes can be cut short.

The procedure and categories were based on one culture, there may be limitations in using it in cultures where children are treated differently.

Students can point out the difficulties of generating attachment types from the strange situation. Disorganised attachment was added later.

Ecological validity would also be relevant.

The study was carried out in controlled conditions and might not be generalised to other situations. The child's behavior when observed may be atypical for various reasons.

Positive criticisms, eg control of room, timings etc would also be relevant.

Students may cover one of these in detail, or more than one in less detail.

<b>AO3 Knowledge and understanding of research methods</b>
<b>4 marks Effective evaluation</b> Sound analysis and effective use of material to evaluate use of the strange situation to investigate type of attachment
<b>3 marks Reasonable / evaluation</b> Reasonable analysis and use of material to evaluate use of the strange situation to investigate type of attachment.
<b>2 marks Basic / evaluation</b> Basic analysis and superficial evaluation of use of the strange situation to investigate type of attachment.
<b>1 mark Rudimentary / evaluation</b> Rudimentary, muddled analysis and or evaluation use of the strange situation to investigate type of attachment.
<b>0 marks</b> No creditworthy material.

**24**

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- AO2 application (of psychological knowledge)
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- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

### **AO1 = 6**

Students may refer to one study in reasonable detail, or more than one in less detail. They may cover methodology, findings and / or conclusions.

Much of the research has used the strange situation. Van Ijzendoorn and Kroonenberg's meta-analysis found secure attachment was the most common in all cultures studied. The lowest % of secure attachment was shown in China, and the highest in Great Britain. Avoidant attachment was more common in West Germany but rare in Israel and Japan. Variation within cultures was 1.5 times greater than the variation between cultures. Students may also refer to Takahashi who found high levels of resistant attachment in Japanese infants.

Students who report research where infants still attach to their mothers despite receiving care from others eg infants raised on Israeli Kibbutzim can receive full credit.

<b>AO1 Knowledge and understanding of one or more studies into cultural variations in attachment.</b>
<b>6 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one or more studies into cultural variations in attachment. There is appropriate selection of material to address the question.
<b>5 – 4 marks Less detailed but generally accurate</b> Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding of one or more studies into cultural variations in attachment. There is some evidence of selection of material to address the question.
<b>3 – 2 marks Basic</b> Basic answer that demonstrates some relevant knowledge and understanding of one or more studies into cultural variations in attachment but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
<b>1 mark Very brief and or flawed</b> Very brief or flawed answer that demonstrates very little knowledge of one or more studies into cultural variations in attachment. Selection of material is largely inappropriate.
<b>0 marks</b> No creditworthy material.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

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### AO1

Studies of institutional care such as Hodges and Tizard's longitudinal study of 65 British children from early life to adolescence. Rutter's study of Romanian orphans adopted by British families.

Czech twins, Genie or Bowlby's research. Other research such as Skodak & Skeels or Spitz & Wolf may also be cited to illustrate effects.

Animal research, such as that of Harlow's monkeys, is creditworthy as long as it refers to the effects of failure to form attachment.

Credit reference to effects on adult relationships

**AO3**

Students may evaluate research into effects in terms of methodology, eg strengths & weaknesses of case studies or longitudinal research. Commentary may refer to the fact that the effects may depend on a number of factors including age of the child and quality of later care. Practical implications such as how this research has influenced child care practice would also be relevant.

Students who refer to animal research may consider how far the findings can be generalised to humans.

**26**

**Marks for this question: AO1 = 6, AO3 = 6**

<b>Level</b>	<b>Marks</b>	<b>Description</b>
4	10 – 12	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is effective. The answer is clear, coherent. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	7 – 9	Knowledge is evident. There are occasional inaccuracies. There is some effective discussion / evaluation / application. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Knowledge is present. Focus is mainly on description. Focus is mainly on description. Any discussion / evaluation / application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 3	Knowledge is limited. Discussion / evaluation / application 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.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

### **AO1**

Studies of institutional care such as Hodges and Tizard's longitudinal study of 65 British children from early life to adolescence. Rutter's study of Romanian orphans adopted by British families. Czech twins, Genie or Bowlby's research. Other research such as Skodak & Skeels or Spitz & Wolf may also be cited to illustrate effects.

Animal research, such as that of Harlow's monkeys, is creditworthy as long as it refers to the effects of failure to form attachment.

Credit reference to effects on adult relationships

### **AO3**

Students may evaluate research into effects in terms of methodology, eg strengths & weaknesses of case studies or longitudinal research. Commentary may refer to the fact that the effects may depend on a number of factors including age of the child and quality of later care. Practical implications such as how this research has influenced child care practice would also be relevant.

Students who refer to animal research may consider how far the findings can be generalised to humans.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list

### AO1

Work on early attachment styles and their link to adult relationships eg Hazan & Shaver, Bowlby's internal working model and critical period. Note that 'adolescence' is acceptable as part of childhood.

### AO3

Findings discussed in the context of the question, eg whether they support or contradict the influence of childhood on adult relationships

Discussion may also refer to the complex nature and range of relationships that adults may have; the in/consistency of attachment styles over time or gender and cultural aspects.

The general implications of findings e.g. in relation to child rearing practices and later relationships.

Marks for this question: AO1 = 6, AO3 = 6

Level	Marks	Description
4	10 – 12	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is effective. The answer is clear, coherent. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	7 – 9	Knowledge is evident. There are occasional inaccuracies. There is some effective discussion / evaluation / application. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 3	Knowledge is limited. Discussion / evaluation / application 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.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

### AO1

Work on early attachment styles and their link to adult relationships eg Hazan & Shaver, Bowlby's internal working model and critical period. Note that 'adolescence' is acceptable as part of childhood.

### AO3

Findings discussed in the context of the question, eg whether they support or contradict the influence of childhood on adult relationships

Discussion may also refer to the complex nature and range of relationships that adults may have; the in/consistency of attachment styles over time or gender and cultural aspects.

The general implications of findings e.g. in relation to child rearing practices and later relationships.

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### **AO1 = 6**

Bowlby's theory of attachment suggests attachment is important for a child's survival. Attachment behaviours in both babies and their caregivers have evolved through natural selection. Infants are innately programmed to form an attachment. This is a biological process and takes place during a critical period. The role of social releasers, such as crying and smiling, is emphasised. The child's relationship with a PCG provides an internal working model which influences later relationships. This concept of monotropy suggests that there is one relationship which is more important than all the rest.

For top band, answers do not need to address all these points.

Answers which focus on MDH can be credited if the material is relevant to Bowlby's theory of attachment eg critical period.

<b>AO1 Knowledge and understanding</b>
<p><b>6 marks Accurate and reasonably detailed</b>  Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of Bowlby's explanation of attachment.  There is appropriate selection of material to address the question.</p>
<p><b>5 – 4 marks Less detailed but generally accurate</b>  Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding of Bowlby's explanation of attachment.  There is some evidence of selection of material to address the question.</p>
<p><b>3 – 2 marks Basic</b>  Basic answer that demonstrates some relevant knowledge and understanding of the Bowlby's explanation of attachment but lacks detail and may be muddled.  There is little evidence of selection of material to address the question.</p>
<p><b>1 mark Very brief / flawed or inappropriate</b>  Very brief or flawed answer demonstrating very little knowledge of Bowlby's explanation of attachment.  Selection of material is largely inappropriate.</p>
<p><b>0 marks</b>  No creditworthy material.</p>

**30**

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**AO2 = 4**

Candidates are likely to refer to episodes in the strange situation where there is a difference between the behaviour of insecure-avoidant and insecure-resistant infants, eg Separation behaviour – insecure avoidant (Megan) seem unconcerned when mother leaves, whereas insecure resistant (Rosie) show intense distress.

Reunion behaviour – insecure avoidant show little reaction when the mother comes back, whereas insecure resistant may cling to their mother, but show ambivalent behaviour towards her.

Candidates who select other episodes eg behaviour when mother is present or behaviour towards the stranger would need to make a clear difference between the infants' behaviour. Candidates may explain one difference in detail, or more than one in less detail.

<b>AO2 Application of knowledge and understanding</b>
<b>4 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of how Megan's behaviour would differ from Rosie's behaviour in the strange situation.
<b>3 marks Less detailed but generally accurate</b> Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding of how Megan's behaviour would differ from Rosie's behaviour in the strange situation.
<b>2 marks Basic</b> Basic answer that demonstrates some relevant knowledge and understanding of how Megan's behaviour would differ from Rosie's behaviour in the strange situation.
<b>1 mark Very brief and or flawed</b> Very brief or flawed answer that demonstrates very little knowledge of how Megan's behaviour would differ from Rosie's behaviour in the strange situation.
<b>0 marks</b> No creditworthy material.

**31**

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

## AO2 = 2

Candidates may refer to ethical issues because being left in an unfamiliar environment and being approached by a stranger may have been stressful for the infant.

Children who have been in day care may appear to be insecurely avoidant because they are used to being separated from their mother.

The Strange Situation was developed in America and may have limitations in studying attachment types in different cultures.

Credit any relevant limitation.

1 mark for a very brief or muddled answer eg it's stressful for the infant.

2 marks as above.

32

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- AO3 evaluation, analysis, interpretation.

### (a) AO3 = 3

Advantages of using a questionnaire in this study could include that data from the hundred adults could be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed; participants might be more willing to answer honestly because they would feel more anonymous; there might be a reduction in investigator effects because the researcher's reactions would not be visible. The advantage must be one that could be applied to this study.

1 mark for a slightly muddled or very brief outline of an advantage. Further marks for accurate elaboration.

### (b) AO3 = 2

Qualitative is non-numerical and uses words to give a full description of what people think or feel.

1 mark for a very brief or slightly muddled answer eg qualitative data uses words.

2nd mark for accurate elaboration eg by comparison or by using an example.

(c) **AO3 = 2**

One mark for a question which would produce qualitative data but is not appropriate eg "How are you feeling?"

Two marks for an appropriate question eg "Tell me what it was like in the institution" (Full marks can be awarded if it is not in the form of a question)

0 marks for a question that would not produce qualitative data.

(d) **AO3 = 1 + 1 + 3**

There are no ethical issues named in the specification, so any potentially relevant issues should be credited.

Likely ethical issues include informed consent, right to withdraw, protection from harm, confidentiality, respect or the need for debriefing in this particular case.

Other issues such as deception (deliberate or by omission) can be credited as they could apply in this research.

One mark each for identification of a relevant ethical issue.

One mark for a brief mention of how the issue could be dealt with.

Two further marks for elaboration appropriate to this research.

There is a depth / breadth trade-off. Candidates may explain one way of dealing with the issue in some depth, or mention several ways (of dealing with one issue) more briefly.

Ethical issue one eg, right to withdraw (1 mark); ethical issue two eg confidentiality

(1 mark); Don't identify the participants (1 mark). Don't use photographs or names in

published research. Names of people and / or places should be changed (2 further marks).

**33**

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**[AO2 = 2]**

One mark for briefly noting a relevant reason, plus one mark for explanation / elaboration.

Likely answers: cannot ever show cause and effect because it is ethically impossible to manipulate the amount / quality of caregiver-infant interaction; extraneous factors such as home environment / substitute care / life events / culture / temperament may have a long term effect on attachment and cannot be controlled.

Note: valid reasons could overlap so care should be taken to award due credit and not automatically penalise candidates who might initially appear to be presenting two separate reasons.

**34**

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **AO3 = 4**

The independent variable is age at which the children started day care, or whether the children started day care before or after age 2.

1 mark for age.

2 marks where the IV is operationalised as above.

The dependent variable is aggression score as assessed by the researcher.

1 mark for aggression.

2 marks for aggression score, measure of aggression, level of aggression.

If either IV or DV is identified but not entirely clear – 1 mark.

(b) **AO3 = 2**

1 mark for pointing out the difference is small or the age of starting day care didn't make much difference to mean aggression score.

1 mark for stating the children who started day care before age 2 had a higher mean score than those who started after the age of 2.

1 mark for saying both groups mean score was approximately half the maximum.

Maximum 2 marks.

Eg "The mean aggression score was slightly higher for children who started day care before the age of 2." 2 marks

Candidates can gain 2 marks by two brief points or one point elaborated.

(c) **AO3 = 1**

1 mark for:      range  
                         semi-interquartile range  
                         interquartile range  
                         standard deviation or  
                         variance.

Do not credit: deviation or interquartile.

(d) **AO3 = 3**

0 marks if the candidate has not drawn a bar chart.

1 mark if the candidate has drawn a bar chart but the scale is clearly inappropriate and not correctly labelled.

2 marks if the candidate has drawn a correctly labelled bar chart but the scale is clearly inappropriate; or the candidate has drawn an appropriate bar chart but the labelling is incomplete eg vertical axis refers to mean score or aggression score rather than mean aggression score.

For full marks the bar chart should indicate a small difference. Both bars and the vertical axis should be correctly labelled.

(e) **AO3 = 2**

0 marks for a non-directional hypothesis or a correlational hypothesis.

1 mark if either variable is not operationalised eg day care makes children more aggressive or the answer is slightly muddled.

2 marks for eg Children who start day care before age 2 have higher aggression scores than those who start day care after age 2, or Children who start day care at a younger age will be assessed as more aggressive than children who start day care at an older age.

Credit a directional hypothesis in the opposite direction.

**35**

(a) **AO2 = 2**

Sam

Secure attachment / Type B = 1 mark

Insecure avoidant / Type A = 1 mark

Insecure resistant / insecure ambivalent / Type C = 0 marks.

Dan

Insecure resistant, resistant, insecure ambivalent / Type C = 1 mark

Secure attachment / Type B = 1 mark

Insecure avoidant / Type A = 0 marks.

(b) **AO2 = 2**

If in (a) Sam is secure - approaches mother, is easily comforted / calmed / soothed, shows joy, greets warmly, happiness on reunion, enthusiastic on reunion (behaviour associated with secure attachment) = 1 mark.

Or

If in (a) Sam is insecure avoidant – ignores mother, does not seek comfort from mother when she returns (behaviour associated with insecure avoidant / attachment) = 1 mark.

If in (a) Dan is insecure resistant – may go to mother, but will not be comforted, may resist / reject contact or comfort (behaviour associated with insecure resistant / ambivalent attachment) = 1 mark.

Or

If in (a) Dan is secure – approaches mother, is easily comforted / calmed / soothed, shows joy, greets warmly, happiness on reunion, enthusiastic on reunion (behaviour associated with secure attachment) = 1 mark.

0 marks should be awarded in (b) if the answer to (b) is inconsistent with (a).

**36**

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**AO2 = 4**

Limitations include:

Cultural differences eg Children in Germany are encouraged to be independent and may therefore appear to show insecure avoidant attachment while infants in Japan are rarely separated from their mothers and may therefore appear insecure resistant.

Effects of being in day care eg children who are used to being separated from their mother may show characteristics of insecure attachment.

Lack of ecological validity. The children are in an unfamiliar environment so may act differently.

<b>AO2 Explanations of limitations</b>
<b>4 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed answer that demonstrates sound knowledge of one or more relevant limitations.
<b>3 marks Less detailed but generally accurate</b> Less detailed but generally accurate answer that demonstrates relevant knowledge of one or more limitations.
<b>2 marks Basic</b> Basic answer that demonstrates some relevant knowledge of one or more limitations, but lacks detail and may be muddled.
<b>1 mark Very brief / flawed</b> Very brief or flawed answer demonstrates some relevant knowledge of one or more limitations.
<b>0 marks</b> No creditworthy material.

**37**

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**AO1 = 4**

Bowlby's theory of attachment suggests attachment is important for survival. Infants are innately programmed to form an attachment. This is a biological process and takes place during a critical period. The role of social releasers is emphasised. The child's relationship with a PCG provides an internal working model which influences later relationships.

<b>AO1 Knowledge and understanding</b>
<b>4 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed outline that demonstrates sound knowledge and understanding. There is appropriate selection of material to address the question.
<b>3 marks Less detailed but generally accurate</b> Less detailed but generally accurate outline that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
<b>2 marks Basic</b> Basic outline that demonstrates some relevant knowledge and understanding, but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
<b>1 mark Very brief / flawed</b> Very brief or flawed description that demonstrates very little knowledge. Selection of information is largely inappropriate.
<b>0 marks</b> No creditworthy material presented.

**AO2 = 4**

Evaluation of Bowlby's explanation could relate to criticism of the critical period and monotropy. Candidates might refer to imprinting and the problems of generalising from birds to humans. However, positive references to the importance of Bowlby's work would be equally relevant.

<b>AO2 Application of knowledge and understanding</b>
<b>4 marks Effective evaluation</b> Effective use of material to address the question and provide informed evaluation. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth.
<b>3 marks Reasonable evaluation</b> Material is not always used effectively but produces a reasonable evaluation. A range of issues and/or evidence in limited depth, or a narrower range in greater depth.
<b>2 marks Basic evaluation</b> The use of material provides only a basic evaluation. Superficial consideration of a restricted range of issues and/or evidence.
<b>1 mark Rudimentary evaluation</b> The use of material provides only a rudimentary evaluation.
<b>0 marks</b> No creditworthy material presented.

38

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(a) **[AO3 = 2]**

Independent groups / unrelated – 1 mark.  
Where different people / children / groups take part in each condition – 1 mark.  
Where name repeated, other or no design can still gain outline mark.

(b) **[AO3 = 1]**

DV – (number of) temper outbursts.

(c) **[AO1 = 3]**

Award up to 3 marks for an outline of an appropriate study. The most likely studies are: Belsky (1988) more than 20 hours nursery care per week and attachment insecurity; Bowlby (1946) 44 thieves study; Quinton and Rutter (1976) hospital separations. Accept other valid studies.

Award marks as follows: credit detail of method and results and conclusion. If method / results is very detailed then 2 marks can be awarded for either aspect.

Exclude studies where focus in clearly privation eg, Harlow, Koluchova, Genie, Romanian orphans, Goldfarb.



(d) [AO2 = 2]

Award 1 mark for giving a very brief or general limitation. For second mark there must be some expansion ie why / how it limits the conclusions that can be drawn from the study. Points will depend on study used in answer to (c) eg Bowlby – possible researcher bias; retrospective data; inability to show cause and effect; poor validity. Credit in respect of (c) even if the answer to (c) is an inappropriate study.

39

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

**AO1**

Marks for description of Ainsworth's work (research and / or theory). Credit knowledge of: The Strange Situation as a method – stage sequence, controlled observation; Ainsworth's category system of three types (secure, anxious avoidant, anxious resistant / ambivalent); characteristics of each type; Ainsworth's conclusions that type of attachment is related to sensitive responsiveness. Any other relevant descriptive material.

**AO3**

Marks for evaluation of Ainsworth's work and use of work of another researcher as part of the evaluation. Likely content: discussion of reliability; replication (De Woolf & van Ijzendoorn (1988); other cross-cultural research eg Takahaski (1990), Miyake (1985)); validity of dependent variables; need to consider other variables not just parental sensitivity eg temperament (Belsky 1984, Kagan 1984); Fraley & Spieker's (2003) alternative two dimensional system; Main & Solomon's 4<sup>th</sup> type (1990); alternative ways of measuring attachment eg AAI (1985); Attachment Q-sort (1995). Credit use of relevant evidence. Credit ethical issues only as part of reasoned argument.

**40**

**Marks for this question: AO1 = 6, AO3 = 6**

Level	Marks	Description
4	10 – 12	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is effective. The answer is clear, coherent. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	7 – 9	Knowledge is evident. There are occasional inaccuracies. There is some effective discussion / evaluation / application. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 3	Knowledge is limited. Discussion / evaluation / application 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.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

### AO1

Marks for description of Ainsworth's work (research and / or theory). Credit knowledge of: The Strange Situation as a method – stage sequence, controlled observation; Ainsworth's category system of three types (secure, anxious avoidant, anxious resistant / ambivalent); characteristics of each type; Ainsworth's conclusions that type of attachment is related to sensitive responsiveness. Any other relevant descriptive material.

### AO3

Marks for evaluation of Ainsworth's work and use of work of another researcher as part of the evaluation. Likely content: discussion of reliability; replication (De Woolf & van Ijzendoorn (1988); other cross-cultural research eg Takahashi (1990), Miyake (1985) ); validity of dependent variables; need to consider other variables not just parental sensitivity eg temperament (Belsky 1984, Kagan 1984); Fraley & Spieker's (2003) alternative two dimensional system; Main & Solomon's 4<sup>th</sup> type (1990); alternative ways of measuring attachment eg AAI (1985); Attachment Q-sort (1995). Credit use of relevant evidence. Credit ethical issues only as part of reasoned argument.

41

(a) **AO2 = 3**

Ben is likely to be insecurely attached. Anya is showing characteristics of insensitive mothering because she is responding to her own needs rather than those of Ben.

0 marks Secure attachment.

1 mark Insecure attachment (Credit avoidant, resistant, ambivalent or disorganised. Credit Type A, C or D).

Further marks for brief reference to Anya's behaviour (1 mark) 2nd mark for accurate elaboration of Anya's behaviour as above.

(b) **AO2 = 3**

The psychologist would observe Ben's behaviour with his mother, when she leaves the room, when a stranger enters room, when the stranger plays with child, when child is alone and when mother returns.

1 mark for a very brief outline eg just naming observation of Ben's behaviour.

Two further marks for elaboration.

42

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**AO1 = 4**

Candidates may refer to what one research study has shown in reasonable detail, or more than one in less detail.

Much of the research has used the Strange Situation. Van Ijzendoorn and Kroonenberg’s meta-analysis found secure attachment was the most common in all cultures studied. The lowest percentage of secure attachment was shown in China, and the highest in Great Britain. Avoidant attachment was more common in West Germany but rare in Israel and Japan. Variation within cultures was 1.5 times greater than the variation between cultures. Candidates may also refer to Takahashi who found high levels of resistant attachment in Japanese infants. Research relating to infants raised on Israeli Kibbutzim is also credit-worthy.

<b>AO1 Knowledge and understanding</b>
<p><b>4 marks Accurate and reasonably detailed knowledge of what research has shown</b></p> <p>Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of research into cultural variations in attachment. There is appropriate selection of material to address the question.</p>
<p><b>3 marks Less detailed but generally accurate knowledge of what research has shown</b></p> <p>Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding of research into cultural variations in attachment. There is some evidence of selection of material to address the question.</p>
<p><b>2 marks Basic knowledge of what research has shown</b></p> <p>Basic answer that demonstrates some relevant knowledge and understanding of research into cultural variations in attachment but lacks detail and may be muddled. There is little evidence of selection of material to address the question.</p>
<p><b>1 mark Very brief / flawed knowledge of what research has shown</b></p> <p>Very brief or flawed answer demonstrating very little knowledge of research into cultural variations in attachment. Selection and presentation of information is largely inappropriate.</p>
<p><b>0 marks</b></p> <p>No creditworthy material.</p>

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#### **AO1 = 4**

Learning theory suggests attachment develops through classical and operant conditioning.

According to classical conditioning food (UCS) produces pleasure (UCR). The mother is associated with the pleasure and becomes a conditioned stimulus. According to operant conditioning food satisfies the infant's hunger and makes it feel comfortable again (drive reduction). Food is therefore a primary reinforcer. The mother is associated with food and becomes a secondary reinforcer. The infant becomes attached to the mother because she is a source of reward.

Candidates may refer to classical conditioning, operant conditioning or both. SLT may be credit-worthy if focused on attachment.

The explanation must be directly linked to attachment. Unrelated descriptions of classical or operant conditioning are not credit-worthy.

#### **AO2 = 4**

Evaluation of learning theory could include reference to research studies such as Schaffer and Emerson who found that less than half of infants had a primary attachment to the person who usually fed them. Responsiveness seemed to be the key to attachment. Harlow's research suggesting the importance of contact comfort rather than food could also be made relevant. Alternative explanations, such as Bowlby's evolutionary theory, could gain credit as long as they are used as evaluation and not simply described. Commentary on implications could be credit-worthy.

<b>AO1</b> <b>Knowledge and understanding</b>	<b>AO2</b> <b>Application of knowledge and understanding</b>
<b>4 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed description of the theory that demonstrates sound knowledge and understanding. There is appropriate selection of material to address the question.	<b>4 marks Effective evaluation</b> Effective use of material to address the question and provide informed evaluation. Effective use of research evidence. Broad range of issues and / or evidence in reasonable depth, or a narrower range in greater depth.
<b>3 marks Less detailed but generally accurate</b> Less detailed but generally accurate description of the theory that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.	<b>3 marks Reasonable evaluation</b> Material is not always used effectively but produces a reasonable evaluation. Reasonable use of research evidence. A range of issues and / or evidence in limited depth, or a narrower range in greater depth.
<b>2 marks Basic</b> Basic description that demonstrates some relevant knowledge and understanding of the theory but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	<b>2 marks Basic evaluation</b> The use of material provides only a basic evaluation. Basic use of research evidence. Superficial consideration of a restricted range of issues and / or evidence.
<b>1 mark Very brief / flawed</b> Very brief or flawed description that demonstrates very little knowledge or understanding of the theory. Selection of information is largely inappropriate.	<b>1 mark Rudimentary evaluation</b> The use of material provides only a rudimentary evaluation. Use of research evidence is just discernible or absent.
<b>0 marks</b> No creditworthy material presented.	<b>0 marks</b> No creditworthy material presented.

44

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- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

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## AO1 = 5

In the Strange Situation about 100 middle-class American infants and their mothers took part. The infant's behaviour was observed during a set of pre-determined activities. These included introducing mother and child to the room, child playing with toys, stranger entering, mother leaving, stranger interacting with child, mother returning, child left on own, stranger returning and mother returning.

Findings are not required but reference to what the observers recorded (eg infants' willingness to explore or reunion behaviour) would be credit-worthy so credit categorisation as relevant to how it is studied.

Reference to other studies of attachment by Ainsworth are also credit-worthy eg in the Ganda project she observed babies in Uganda aged fifteen weeks to two years over a nine-month period. She also interviewed their mothers. In the Baltimore study she used observations and interviews.

For 5 marks candidates answers need to be reasonably detailed. It is likely this would include some reference to observation of mothers and their infants, mothers leaving their infants and presence of a stranger.

<b>AO1 Knowledge and understanding</b>
<b>5 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of how Ainsworth studied types of attachment. There is appropriate selection of material to address the question.
<b>4 – 3 marks Less detailed but generally accurate</b> Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding of how Ainsworth studied types of attachment. There is some evidence of selection of material to address the question.
<b>2 marks Basic</b> Basic answer that demonstrates some relevant knowledge and understanding of how Ainsworth studied types of attachment. but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
<b>1 mark Very brief / flawed</b> Very brief or flawed answer demonstrating very little knowledge of how Ainsworth studied types of attachment. Selection and presentation of information is largely inappropriate.
<b>0 marks</b> No creditworthy material.

**45****AO3 = 4**

There are a number of ways in which the Strange Situation could be criticised for lacking validity. Candidates may refer to lack of population validity. The original study used American infants. The study tells us about how this particular group behaves and cannot be generalised to the wider population.

Ecological validity would also be relevant. The study was carried out in controlled conditions and might not be generalised to other situations.

Candidates may refer to one type of validity in detail, or more than one in less detail.

Any criticism which relates to validity should be credited.

Answers which name different types of validity will receive credit, but this is not required for full marks.

1 mark for brief or muddled reference eg the Strange Situation doesn't really measure attachment.

Further marks for elaboration.

**46**

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**AO2 = 4**

Schaffer and Emerson found less than half of infants had a primary attachment to the person who usually fed them. Harlow's research suggested monkeys became attached to the soft surrogate mother rather than the one who fed it. Lorenz found goslings imprinted on the first moving object they saw.

Credit any relevant research findings.

Maximum 1 mark for identifying relevant research eg imprinting, Harlow's monkeys.

Further marks for accurate outline of relevant research findings.



**47****AO1 = 2**

Candidates may refer to different types of insecure attachment, but this is not necessary. Answers may focus on the infants' exploration behaviour, behaviour towards a stranger or behaviour when re-united with their mother.

Eg

- Insecurely attached infants ignore their mother (1 mark)
- Doesn't pay much attention to their mother when she returns to them (1 mark)
- Avoidant (1 mark)
- Resistant (1 mark)
- Ambivalent (1 mark).

Characteristics which could relate to insecure attachment should be credited even if they are contradictory. Eg cries a lot when left, 1 mark; doesn't cry when left, 1 mark.

**48****AO1 = 4**

Candidates may refer to one research study in reasonable detail, or more than one in less detail. Answers should focus on what the research has shown.

Van Ijzendoorn and Kroonenberg found secure attachments were the most common in all cultures studied. The lowest % of secure attachments was shown in China, and the highest in Great Britain. Avoidant attachment was more common in West Germany but rare in Israel and Japan. Variation within cultures was 1.5 times greater than the variation between cultures. Candidates may also refer to Takahashi who found high levels of resistant attachment in Japanese infants or to research relating to infants raised on Israeli kibbutzim. Reference to individualistic or collectivist cultures could also be relevant.

Accept any relevant research.

1 mark for brief reference to what research has shown eg secure attachment is most common in all cultures.

Further marks for elaboration.

**49**

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**AO1 = 6**

**AO2 = 6**

Candidates may refer to research studies in this question. Any relevant research can be credited, but it must relate to the effects of institutional care. Koluchova's study of the twins and Curtis's study of Genie are not relevant.

Hodges and Tizard studied 65 children brought up in a children's home until they were around four years old. Almost all of the adopted children and some of the restored children formed close attachments to their parents, but they had difficulties with peer relationships and were more attention seeking than controls.

Rutter studied Romanian children who had been placed in institutions before being adopted by UK families. Children who spent longer in the institutions were more likely to show long-term effects.

Other research such as Spitz, Goldfarb, Robertson or Freud and Dann would also be relevant. Candidates might refer to Bowlby's work such as maternal deprivation hypothesis or the internal working model but this would need to relate to the effects of institutionalisation. Such research could be credited as AO1 or AO2, according to how it is used by the candidate.

Commentary may include reference to the quality of care provided in the institution, or the effect such research has had on child care practice. Evaluation may refer to methodology. There is lack of control in all of the research as naturally occurring situations are used. Some children may have been placed in an institution because they had some pre-existing problems.

<b>AO1 Knowledge and understanding</b>	<b>AO2 Application of knowledge and understanding</b>
<p><b>6 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed description that demonstrates sound knowledge and understanding. There is appropriate selection of material to address the question. Presentation of information is clear and coherent.</p>	<p><b>6 marks Effective evaluation</b> Effective use of material to address the question and provide informed commentary. Effective evaluation of research. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.</p>
<p><b>5 – 4 marks Less detailed but generally accurate</b> Less detailed but generally accurate description that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question. Information is presented in an appropriate form.</p>	<p><b>5 – 4 marks Reasonable evaluation</b> Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.</p>
<p><b>3 – 2 marks Basic</b> Basic description that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question. Information is not presented in an appropriate form.</p>	<p><b>3 – 2 marks Basic evaluation</b> The use of material provides only a basic commentary. Basic evaluation or research. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.</p>
<p><b>1 mark Very brief/flawed</b> Very brief or flawed description that demonstrates very little knowledge or understanding of research. Selection and presentation of information is largely or wholly inappropriate.</p>	<p><b>1 mark Rudimentary evaluation</b> The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.</p>
<p><b>0 marks</b> No creditworthy material presented.</p>	<p><b>0 marks No creditworthy material presented.</b></p>

50

AO1 = 2

The correct answers are B and C.  
One mark for each correct answer.  
If more than 2 boxes are ticked, 0 marks.

51

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

**AO3 = 3**

Candidates are likely to mention that the child was placed in a strange situation. Relevant techniques include observation of the child's behaviour under controlled conditions, recording the child's movements when mother and stranger are present.

One mark for a very brief outline, eg just naming observation.

Two further marks for elaboration.

Other work by Ainsworth into types of attachment is credit-worthy.

52

**AO1 = 2**

Attachment is a strong, enduring, emotional and reciprocal bond between two people, especially an infant and caregiver.

1 mark for a brief definition, eg an emotional bond.

1 further mark for some elaboration as above.

53

**AO1 = 2**

1 mark for each correct tick.

0 marks if more than 2 boxes are ticked.

54

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **AO2 = 4**

As Luca was in a poor quality orphanage for four years cognitive impairment is likely. Answers could also refer to Bowlby's MDH and possible consequences such as affectionless psychopathy and problems with later relationships. Reactive attachment disorder and physical effects would also be relevant.

1 mark or 2 marks for identification of possible negative effect(s), eg Luca may have problems forming relationships. [1 mark for identifying one negative effect, 2 marks for identifying two or more.]

Up to 2 additional marks for some elaboration of two or more effects or a more detailed elaboration of one effect.

(b) **AO3 = 4**

Strengths

Rich data, high ecological validity, investigates a situation which could not be set up for ethical reasons.

Limitations

Selection from large amounts of data may lead to observer bias.

Findings from one individual can't be generalised to others.

1 mark each for identification of a strength / limitation. Second mark for some elaboration.

For example, an advantage of a case study is that it provides lots of detail (1 mark). This gives great depth and understanding of this single individual (2 marks).

**55**

**AO3 = 3**

Infants would be too young to respond to demand characteristics.

1 mark for a brief reference to mothers changing their behaviour or the cues in the investigation which lead to the change. 2 further marks for elaboration.

For example, the mothers' behaviour may change (1 mark). The mothers try to guess what the psychologist is looking at (1 mark), so they may be more attentive to their babies than when they are not taking part in this research (1 mark).

**56**

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

**AO2 = 4**

Answers must focus on a difference. Candidates who simply describe secure or insecure attachment can gain a maximum of 1 mark. Candidates who do not explicitly compare behaviour of securely attached and insecurely attached infants can gain a maximum of 2 marks.

Candidates may refer to different types of insecure attachment, but this is not necessary for full marks.

Answers may focus on the infants' exploration behaviour, behaviour towards a stranger or behaviour when re-united with their mother.

Candidates may focus on one difference in detail, or more than one more briefly.

For example, securely attached infants stopped exploring the room when their mother left (1 mark) but insecurely attached infants didn't react to her leaving (2 marks).

For further marks candidates could elaborate on this difference, or refer to a second difference in similar detail.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **AO2 = 2 + 2**

Exploration – securely attached infants explored the unfamiliar environment, but returned to the mother at regular intervals. Avoidant insecure infants did not orientate towards the mother when exploring the room.

Separation behaviour – securely attached infants were subdued when mother left. Insecure avoidant seemed unconcerned, but insecure resistant showed intense distress.

Stranger anxiety – when a stranger appears a securely attached infant will move closer to the mother and be wary of a stranger. They clearly prefer their mother to a stranger. Insecurely attached avoidant infants are unconcerned about a stranger being there and show little preference for the mother over a stranger. They often avoid both.

Reunion behaviour – securely attached infants greet the mother positively when she returns and make physical contact with her. Insecure resistant infants may cling to their mother, but show ambivalent behaviour towards her. Insecure avoidant children show little reaction when the mother comes back.

In each case, one mark for a very brief outline of a difference in behaviour, eg securely attached infants show more pleasure when their mother returns than insecurely attached infants. One further mark for elaboration of the difference as above. Candidates must refer to a difference between secure and insecure attachment. They need not distinguish between different types of insecure attachment.

(b) **AO2 = 2**

Answers may refer to caregiver sensitivity. The association between mothers' behaviour and infants' attachment type suggests the mothers' behaviour may be important. Ainsworth suggested secure attachments were the result of mothers being sensitive to the child's needs while insecure attachment was associated with insensitive mothering. Alternatively candidates may refer to the temperament hypothesis which suggests some infants form secure attachments because they are innately more friendly than other infants. Cultural differences, or experience of day care would also be relevant.

An alternative way of interpreting the question is acceptable. Candidates may refer to disorganised attachments or explanations in terms of problems with categorisation.

Credit any relevant explanation.

One mark for identifying either caregiver sensitivity or innate temperament. Second mark for some elaboration, eg children show different types of attachment because of their mother's behaviour towards them (1 mark). Secure attachment is associated with sensitive mothers and insecure attachment with insensitive mothering (2 marks).

58

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **AO3 = 2**

Behaviour must be operationalised. Suitable behavioural categories could include crying, clinging to mother, smiling, playing independently etc.

One mark for each suitable behavioural category.

(b) **AO3 = 2**

Candidates may refer to time sampling, CCTV and later analysis or ticking a box when the behaviour is shown. Unstructured observation could also be relevant.

One mark for a brief explanation. This could include demonstrating some understanding of the use of behavioural categories, eg draw a table and tick boxes. A further mark for elaboration, eg drawing the table and / or indicating when the boxes would be ticked.

(c) **AO3 = 2**

One reason for the psychologist carrying out a pilot study would be to check cameras were positioned appropriately. Another would be to check the suitability of the behavioural categories. Alternative relevant reasons should be credited.

One mark for a brief reason eg to check equipment. A further mark for elaboration as above.

59

(a) **AO3 = 3**

Candidates may point out that the % of secure attachment in all three countries is very similar, but that insecure attachments vary. Country one has the lowest % of insecure-avoidant but the highest of insecure resistant. Country three has the lowest % of insecure-resistant but the highest of insecure-avoidant.

One mark for a brief outline of one point. Two further marks for accurate elaboration of one point in detail or more than one point more briefly.

(b) **AO3 = 3**

Candidates may refer to limitations of the strange situation as a way of identifying attachment type. Alternatively they may focus on the differences in number of studies in each country.

They could also criticise the use of meta analysis.

One mark for a brief outline of a relevant criticism. Two further marks for elaboration.

For example, the findings for country two come from 18 different studies. We can't be sure that all of the studies were carried out in the same way (second mark). It is possible that the 'Strange Situation' or ways of categorising types of attachment were different in the different studies (third mark).

If candidates give more than one criticism, the best should be credited.

**60**

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

**AO1 = 6**

**AO2 = 6**

It is likely that candidates will refer to learning theory and / or Bowlby's evolutionary perspective as these are named in the specification. However, other explanations such as Freud's theory or social learning theory are equally acceptable.

Explanations must be explicitly linked to attachment. General descriptions of classical or operant conditioning are not credit-worthy unless they are explicitly linked to attachment.

Learning theory of attachment suggests attachment develops through classical and operant conditioning processes. According to classical conditioning food (UCS) produces pleasure (UCR). The mother becomes associated with the pleasure and becomes a conditioned stimulus. According to operant conditioning food satisfies the infant's hunger and makes it feel comfortable again (drive reduction). Food is therefore a primary reinforcer. The mother is associated with food and becomes a secondary reinforcer. The infant becomes attached to the mother because she is a source of reward.



Bowlby's theory of attachment suggests attachment is important for survival. Infants are innately programmed to form an attachment. This is a biological process and takes place during a critical period. The role of social releasers is emphasised. The child's relationship with a PCG provides an internal working model which influences later relationships.

Evaluation of learning theory could include reference to research studies such as Shaffer and Emerson who found that less than half of infants had a primary attachment to the person who usually fed them. Responsiveness appeared to be the key to attachment. Harlow's research suggesting the importance of contact comfort rather than food could also be made relevant.

Evaluation of Bowlby's explanation could relate to criticism of the critical period and monotropy. Candidates might refer to imprinting and the problems of generalising from birds to humans. However, positive references to the importance of Bowlby's work would be equally relevant.

Genuine comparison / contrast between different explanations could also be credited as evaluation.

<b>AO1</b> <b>Knowledge and understanding</b>	<b>AO2</b> <b>Application of knowledge and understanding</b>
<p><b>6 marks Accurate and reasonably detailed</b>            Accurate and reasonably detailed description that demonstrates sound knowledge and understanding. There is appropriate selection of material to address the question. Presentation of information is clear and coherent.</p>	<p><b>6 marks Effective evaluation</b>            Effective use of material to address the question and provide informed commentary. Effective evaluation of research. Broad range of issues and / or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.</p>
<p><b>5 – 4 marks Less detailed but generally accurate</b>            Less detailed but generally accurate description that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question. Information is presented in an appropriate form.</p>	<p><b>5 – 4 marks Reasonable evaluation</b>            Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.</p>
<p><b>3 – 2 marks Basic</b>            Basic description that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question. Information is not presented in an appropriate form.</p>	<p><b>3 – 2 marks Basic evaluation</b>            The use of material provides only a basic commentary. Basic evaluation of research. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.</p>
<p><b>1 mark Very brief / flawed</b>            Very brief or flawed description that demonstrates very little knowledge or understanding of research. Selection and presentation of information is largely inappropriate.</p>	<p><b>1 mark Rudimentary evaluation</b>            The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.</p>
<p><b>0 marks</b>            No creditworthy material presented.</p>	<p><b>0 marks</b>            No creditworthy material presented.</p>