



**EXAM PAPERS PRACTICE**

# **Psychology**

**Attachment Mark Scheme**

## 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

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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**

Level	Marks	Description
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
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.

**9**

**AO3 = 4**

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.

**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****1 = E****2 = A****3 = C****4 = D**

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.



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.

16

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.

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
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- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

**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.

**17**

(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.

18

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.



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

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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

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

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**EXAM PAPERS PRACTICE**

**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.



**21****AO3 = 4**

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.

**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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- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

**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.

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.

**25**

**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.
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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.

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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. 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.

27

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.

28

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.

29

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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.

**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.

**30**

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.

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**

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>
<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.
<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.
<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.
<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.
<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]**

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.

**32**

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) **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.

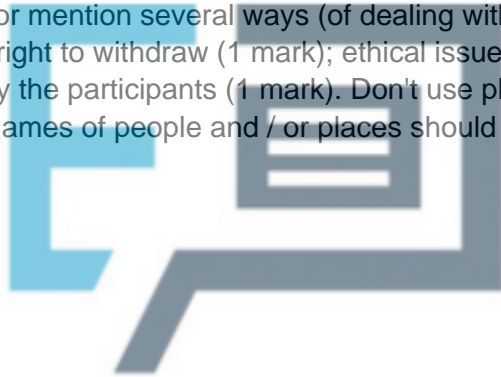
One mark each for identification of a relevant ethical issue.

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).



**EXAM PAPERS PRACTICE**

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.

34

(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).

35

(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.

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- 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.

37

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- 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.

**38**

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.

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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- 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 = 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.

39

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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:

- 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 = 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>
<p><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.</p>
<p><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.</p>
<p><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.</p>
<p><b>1 mark Rudimentary evaluation</b>  The use of material provides only a rudimentary evaluation.</p>
<p><b>0 marks</b>  No creditworthy material presented.</p>

**40**

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.

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.

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### 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.

42

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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.

43

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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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- 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.

EXAM PAPERS PRACTICE

<b>AO1</b> <b>Knowledge and understanding</b>	<b>AO2</b> <b>Application of knowledge and understanding</b>
<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.	<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.
<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.	<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.
<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.	<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.
<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.	<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.
<b>0 marks</b> No creditworthy material presented.	<b>0 marks</b> No creditworthy material presented.

44

(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.

45

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) **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.

46

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- 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).

**47****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).

**48****AO1 = 2**

1 mark for each correct tick.

0 marks if more than 2 boxes are ticked.

**49****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.

**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**

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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**

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.



**EXAM PAPERS PRACTICE**

<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>

**52****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.

**53**

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 Wolf & 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.

54

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

### 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.

55

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

### (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 is 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.

**56**

**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.

**57**

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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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- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

#### **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.

## Examiner reports

16

Answers to this question were variable. Most students did focus their answers on learning theory (the exceptions being those who described Bowlby) to a greater or lesser effect. Many were basic answers that mentioned the mother being associated with food but were not clear on how. The best answers related to why Max was likely to be attached to his mother, rather than his father and using the technical terms associated with classical and operant conditioning correctly. There were some impressive responses with classical conditioning and drive reduction theory competently applied to this example. Descriptions of Pavlov's dogs and Skinner's rats were not credited. For some students classical and operant conditioning became somewhat of a blur and terms appropriate to one technique were freely and incorrectly applied to the other technique.

17

- (a) In this part of the question students were asked to 'Describe one way...', yet descriptions of a way of investigating were sometimes very vague. Of the many students who chose to write about the Strange Situation, a good number failed to mention a stranger, the key element of the procedure. Although the study did not have to be identified by name, most were identifiable from the detail of the method. A small number of answers gained no credit because they consisted of little more than vague references to behaviours such as imitation, cuddling or motherese. A few students used animal studies despite the explicit instruction not to do so.
- (b) There were many well-applied three-mark answers to this part. Responses consisting of generic evaluation points without explicit application to the study were limited to one mark.

18

Most students were able to provide an adequate definition of the term attachment, but for some students it would be beneficial to practise writing definitions of key terms. For example, answers such as "When people get along with each other okay" is too generic.

EXAM PAPERS PRACTICE

**19**

In terms of AO1 marks, this was often a case where less is more. Students who focussed on a few studies in accurate detail scored well. A number of students referred to six or more studies often failing to give the findings and / or conclusions. Sometimes the procedure of studies was very poorly described and in some cases the findings were very inaccurate. It was apparent that many students failed to understand the term meta-analysis in relation to Van Ijzendoorn and Kroonenberg's study as the research was often criticised for distressing children. To obtain a high AO1 score students needed to produce an accurate and reasonably detailed description and that reference to four or five studies which barely mentioned findings did not meet this requirement. Long descriptions of the original strange situation research, or the findings of Ainsworth's USA research, were usually not made relevant and in themselves were unlikely to gain much credit.

The AO2 response to this question was variable. The best responses focussed on evaluating the cross cultural nature of the research. For example, there may have been discussion of research developed in the USA having limited application elsewhere, with examples from research of the potential problems that may occur in Japanese or German studies as a result. A further evaluative point may refer to the value of using a meta-analysis based on the use of the same paradigm which makes comparison studies more reliable. Evaluation relating to the ethical issues in the research paradigm of the strange situation and the likelihood of demand characteristics, although creditworthy, are not such powerful points as those which specifically address the cross cultural nature of the research.

**20**

This question was answered very well overall, although some answers lacked detail and perhaps some students did not register that it was a six- mark question. Answers that focused on Ainsworth in Uganda or Tronik tended to lack sufficient detail for maximum marks. Some students spent more time trying to explain differences in attachment between cultures than outlining what those differences are. Many used Van Ijzendoorn and Kroonenberg's study and were able to describe it in detail. Some compared studies in Germany, Japan and the US in equal detail. This question, perhaps more than any other on the paper, divided students who had learned some studies and those who had not. Students who focused only on methodology usually did less well than those who also addressed findings and / or conclusions.

**22**

A competent response was produced by a good number of students. Attention was drawn to differences between the two types of insecure attachment, although some confused avoidant and resistant (eg right description for wrong type). Poor organisation of ideas sometimes cost marks for students who explained certain behaviour, eg separation and reunion behaviour of a child showing insecure-avoidant attachment, and then explained different behaviour, eg willingness to explore and response to stranger for an insecure-resistant infant. This failed to highlight difference and merely explained four pieces of behaviour.

**23**

Better marks were achieved by students who could develop an evaluation point. For example, students who suggested, 'it was good to place children in categories' needed to justify their comment. Students who suggested, 'it does not work if children go to day care' needed to explain this statement.

24

The standard of the answers was generally low for this question. Many students scored in the basic band for knowledge, understanding (AO1) and evaluation (AO2). The outline of research lacked accurate detail and some students muddled Hodges and Tizard's study with that of Rutter on Romanian orphanages. Where case studies were cited, the circumstances of early life were often reported at length and the effects of failure to form attachment were barely mentioned. Many used the case studies of Genie and the Czech twins but focused on the details (almost the minutia) of the children's lives, rarely linking them to 'the effects of the failure to form attachments'. The students seemed so intent on describing the children's lives, especially before 'discovery' that they forgot to answer the question. Often it was the right material not used effectively (eg Genie's experiences after she was found could be used as an evaluation on why it is difficult to assess the impact of privation before she was found, but few students did so).

Better answers often concentrated on Hodges and Tizard and / or Rutter. These answers did focus on both outlining and evaluating the effects of privation. There were a few good responses that used Harlow's research, but many made the mistake of concentrating on attachment substitute research (cloth mothers) rather than privation studies.

Where Bowlby's forty-four juvenile thieves study was reported, answers often switched to report on maternal deprivation, failing to make the case for privation.

Surprisingly, students who scored a low mark outlining relevant research sometimes scored a higher mark in evaluating the research. Evaluation, however, was sometimes formulaic and not explicit in respect of the studies being outlined. Some students still erroneously suggest that a case study carried out in USA is culturally biased (it may be culturally limited) and gender bias occurs because a case study is based only on a female or male.

25

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27

Most students focused on Bowlby's continuity hypothesis and the internal working model of attachments. The level of accuracy and detail was extremely varied, with some very impressive descriptions. Hazan & Shaver's work was popular, along with some of the longitudinal studies of attachment and adult relationships. Depressingly common was for the outline of a study to be followed by lengthy, rote-learned and often irrelevant / inaccurate methodological evaluation. Reference to another study (many answers referred only to one) would have been far more effective.

Some students were distracted by the idea of attachment styles and presented outlines and evaluation of Ainsworth's pioneering work with the 'Strange Situation', with little or no reference to adult relationships. More encouragingly, some answers made imaginative and effective use of studies from the privation / deprivation area.

28

Most students were able to identify an appropriate limitation of the use of the Strange Situation in attachment research.

29

Students who addressed the requirement of the question, to identify how behaviour would differ between the named attachment types, scored well. Examiners had to decide whether contrasts had been made in order to credit an answer. Some answers had the behaviours the wrong way round (ie for separation behaviour Megan showing intense distress, Rosie being unconcerned).

30

This was a straightforward question and many students showed sound knowledge and understanding. The few that did not do well tended to focus on Bowlby's maternal deprivation hypothesis or showed confusion with learning theory.

31

This was a popular choice and some very capable responses were seen. Answers to this question varied enormously and were often very long; there were many rambling and vague allusions to possible confounding variables but relatively few succinct answers based on the problems of establishing cause and effect.

32

- (a) Students who scored well often focussed on the anonymity of questionnaires, the lack of investigator effects or the time advantage where questionnaires could be simultaneously completed. Whether students gained full marks depended on how effectively they were able to explain the advantage they had identified. Better answers compared questionnaires to interviews, or referred to the relatively large number of adults in this study. Some students referred to the advantages of analysing data from questionnaires which was not the focus of the question.
- (b) Most responses explained the term qualitative data appropriately. A few students described quantitative data; given that the word quantitative can be so easily aligned with number, it is surprising that students get muddled about these terms.
- (c) Most responses were appropriate, although a number of questions provided would have produced numerical data (eg how long ?x2, how many ?x2) or categorical answers (usually yes / no responses).
- (d) Although most students had no difficulty in identifying two ethical issues, many students were less successful in providing suitable suggestions for how one of these issues could be dealt with. Some students just re-stated the ethical issue. Other students filled up the answer space by explaining how both ethical issues could be dealt with, leaving the examiner to decide which was the more credit-worthy answer.

33

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34

- (a) Some students lost marks by incorrectly identifying Sam as being resistant or Dan as being avoidant. A number failed to distinguish between insecure-avoidant and insecure-resistant types of attachment.
- (b) This question was generally answered well, although there were sometimes inconsistencies between answers in (a) and (b).

35

- (a) Many responses were appropriate with candidates being able to choose insecure attachment and then explain this in the context of the stem material. Some candidates failed to apply their answer to the stem material.
- (b) Many responses were appropriate and applied the Strange Situation methodology to the stem material. Some less effective responses described the Strange Situation sequence without indicating in some way that observation was required. Some candidates wrote far more than is required for 3 marks.

36

- (a) Attention was drawn to the requirement for the variables to be operationalised in this answer. Some responses met this requirement effectively, other responses were more vague. Inevitably there were some who mixed up the IV and DV.
- (b) Although almost all students recognised that the mean score for aggression was higher in those who started day care before the age of two than after the age of two, fewer students pointed to the magnitude of the difference being small.
- (c) There was a wide range of incorrect answers to this question. Clearly a number of students did not recognise the term "dispersion".
- (d) Most students were able to draw a bar chart. Those who drew separated bars to represent those who started day care before or after the age of two created a better visual impact than those who chose to join the two bars. Students who did not score full marks usually failed to label the axes fully eg labelled the 'y' axis as mean score, rather than mean aggression score.
- (e) In a majority of responses, hypotheses were both appropriate and directional. Some students failed to operationalise part of the hypothesis and so did not score full marks. A few responses were written in the form of a correlational hypothesis, which was not appropriate.

37

The majority of answers described Ainsworth's procedure well – both generally accurate and detailed. Better answers identified such things as the observation methodology, the participants, the context and the sequence of the pre-determined activities. Weaker answers just identified the sequence of activities, sometimes in a jumbled arrangement. A few misunderstood the focus of the question and concentrated on describing the types of attachment. Whilst some of this was credit-worthy most was not.

38

In general, this question was not well answered. Many responses failed to outline learning theory as an explanation of attachment at anything beyond the most basic level. Descriptions of Pavlov's and Skinner's work with no reference to attachment did not in themselves gain credit as the question required candidates to outline learning theory as an explanation of attachment. A number of responses mistakenly referred to Bowlby's learning theory or made incorrect statements such as 'Learning theory proposes the ability to make attachments is innate'. Although candidates could potentially gain credit by using Harlow's (1959) study as a criticism of the learning theory of attachment, many candidates who used this study did not attempt to explain its critical role.

39

Considering the straightforward nature of this question, it was not well answered overall. There were some repetitive and over-long descriptions of evolutionary theory, Darwin's work and survival of the fittest. This was often at the expense of the key characteristics of Bowlby's explanation of attachment. Some students muddled attachment and maternal deprivation, even though the latter is not required on the specification. Bowlby was falsely attributed with ethological studies on various species of bird, in addition to studies on monkeys. Evaluation of Bowlby's explanation was often muddled. Reporting of Lorenz's and Harlow's work was often poor and students failed to say whether these studies supported Bowlby's theory or not. Schaffer and Emerson's study was often cited but the implications for Bowlby's theory were not accurately explained. A number of students treated this 8 mark question as if it were a 12 mark question and went well beyond the detail needed for full marks. It was perfectly possible to gain full marks in the space provided.

40

Most candidates scored two marks here, but a few responses were so limited and vague (eg sad, not sociable) it was not possible to credit them. It would be in the candidates' interest to try to clearly express what they wish to say.

42

It was pleasing to find candidates who did exactly what the question asked and identified differences between the behaviour of securely attached and insecurely attached infants. A number of candidates ignored the requirement of identifying differences and simply listed characteristics of the children.

43

Many candidates were well prepared for this question and gained high marks. Some candidates wrote in depth about one explanation of attachment, while others wrote in slightly less detail about more than one explanation. Either approach was acceptable for full marks. Some candidates appear to have difficulty in understanding the learning theory of attachment and there were relatively few accurate, detailed accounts of this approach. There is considerable confusion about the difference between operant and classical conditioning and many candidates wrote long, unnecessary accounts of Pavlov's work with dogs and Skinner's work with rats with no attempt to relate it to the development of attachment. Candidates who concentrated mainly on Bowlby's theory sometimes got side-tracked into essays on maternal deprivation and rather lost the focus on attachment theory. Some candidates managed to achieve the right balance between "outline" and "evaluate" and wrote well-structured and effective essays. Weaker answers often contained limited or ineffective evaluation. For example, it often consisted of nothing more than a description of studies by Harlow and / or Lorenz with no real attempt to link them to theories of attachment. A few candidates produced irrelevant answers on the stages of attachment or studies of privation.

44

- (a) This was a straightforward question and many candidates gained full marks. Some candidates inappropriately used their knowledge of cross-cultural research to write about different parenting styles in various countries instead of simply reading the table as the question required. It would be worth pointing out to candidates that when a question says, "Outline what the table shows", that is exactly what is required.
- (b) Most candidates were able to identify a criticism although they often failed to explain the criticism for full marks. Some candidates ignored the requirement to 'explain one criticism' and, instead, identified two or three criticisms without elaborating any of them. Other common errors were explaining a criticism of the strange situation with no reference to cultural variations, or explaining a criticism of investigations of cultural variation with no reference to the strange situation.

45

- (a) Many candidates did not understand behavioural categories. Even those candidates who answered the rest of this question well struggled with part (a). Many candidates suggested broad behaviours, eg reunion behaviour, which could not be operationalised.
- (b) The requirement to explain how the researcher might record the boy's behaviour was often ignored. Better answers described how behaviour categories could be recorded in a tally chart.
- (c) Most candidates appeared to have some idea of why pilot studies are useful. However, a surprising number seemed to think that pilot studies are used to 'give you the idea for the main study'. Answers sometimes did not contain sufficient explanation to gain the second mark.

46

- (a) Most candidates were well prepared for this question and had a good understanding of the different attachment types and their reactions in the Strange Situation. The main reason why some candidates gained no marks for this part of the question was that they had not read the question carefully enough and did not compare the behaviour of securely and insecurely attached infants on their chosen categories. Some candidates wasted time by describing the behaviours for all four categories. Some answers were very brief, eg 'securely attached children are happy to explore and insecurely attached children are not'. While candidates are not given the space to write huge amounts of detail, for full marks, it is reasonable to expect them also to refer to the mother as a safe base when talking about exploration behaviour.
- (b) There were a variety of acceptable answers to this question. Some candidates gave good answers referring to the importance of the mother's behaviour in determining attachment type while others focused on the temperament of the child. A perfectly acceptable alternative interpretation of the question was to explain why some children exhibit characteristics of both secure and insecure attachment behaviours. A good way of addressing this was to explain the problems of categorisation or to refer to disorganised attachments.

47

This question was usually well done by candidates who understood the term 'demand characteristics'. Some candidates clearly did not know what the term meant.

48

Most candidates followed the instruction to tick two boxes. Those who changed their mind were awarded marks as long as they made it clear which two boxes they had intended to tick. A few ticked all four boxes and received no credit.

49

This question was answered very well.

50

Most candidates scored two marks. Some answers were detailed and thorough, indicating candidates had a clear understanding of the concept. A few candidates seemed to find it difficult to write a definition, or just referred to Ainsworth's work on attachment without attempting a definition of the term. Credit could not be given where candidates wrote 'attachment is a bond between things.'

51

Some candidates managed to select appropriate studies and then describe and evaluate them effectively. Hodges and Tizard or Rutter's Romanian orphans were often used to good effect, especially when candidates were aware of the difference in quality of care. However, many candidates confused institutional care with day care. Other answers became side-tracked by discussing Bowlby's maternal deprivation hypothesis without using this material in the context of effects of institutional care. Another common pitfall was to write copiously about privation eg Genie or the Koluchova twins, again without making it relevant to institutional care.

The Robertsons' study of 'John' was credit-worthy and was most effectively used where candidates wrote about the initial disruption of attachment which can occur in an institutional setting. Perhaps it was unjust of some candidates to say that the Robertsons, in their study, wilfully neglected to end John's distress. The Robertsons were explicit that they were not in a position to influence John's care. They were aware of his distress and they certainly did not cause him distress in order to make their film.

52

Again, there were some very good answers. It was not necessary to remember exact percentages of securely and insecurely attached children in the various studies and some excellent full-mark answers contained no such figures. What distinguished good answers was a clear understanding of the pattern of results in such studies ie that secure attachment was the most common type in all the countries and that it was in the proportion of the different types of insecurely attached infants that the differences occurred. Another good point was to include the fact that there was often more variation within cultures than between them. Weaker answers showed real confusion about the effects of individualistic versus collectivist cultures. Some candidates did not address cultural variations but simply described studies eg of kibbutzim in Israel without making them relevant to attachment.

53

Some splendid answers to this question were seen, with thorough, detailed descriptions and well-argued evaluations at the top of the range. Sadly there were also some very limited evaluations, with assertions that were completely unsupported or unexplained. For example, it was often stated that Ainsworth's Strange Situation research was 'unreliable'. Quite frequently there was inappropriate justification based on supposition, for example, 'because Ainsworth worked alone she fitted the observations to her theory'.

54

Nearly all candidates identified relevant research in their answers but often the focus was not on the findings. For example, the most common research used here was Harlow's work and all candidates mentioned some procedure. The majority went on to describe findings but for some this was limited to a sentence and for a few, absent. A small number described the learning theory rather than findings which challenged it.

55

Some students failed to gain full marks for part (a) because they omitted to outline the experimental design. The dependent variable was often incorrectly identified or, in some cases, students merely copied the last line of the stem. Confusion between privation and deprivation was apparent in the less successful answers to part (c), the Harlow study forming the basis for most of the incorrect answers. Students who used an inappropriate study in part (c) could nevertheless gain marks in part (d) so were not doubly penalised. Unfortunately, explanations in part (d) were often incomplete with many limitations only briefly stated.

56

This was a question which discriminated between candidates. Some excellent answers discussed the nature of external validity, ecological or population validity in the context of Ainsworth's studies. Some weaker answers wrote lengthy responses describing cross cultural variations on the Ainsworth paradigm but there was often no clear link to validity. A few candidates muddled validity with reliability, for example discussing the difficulty of re-testing the same children or the potential lack of reliability in an observation study.

57

Most responses focused on relevant limitations of the strange situations. Cultural differences and lack of ecological validity were popular points which were expanded. Where students chose to write about cultural differences and did not know the findings of a cross-cultural study very well, their responses could be quite muddled. Often ethical issues were offered, despite the question stating 'apart from ethical issues, explain one or more limitations'. There were some good answers which showed an understanding of the methodology used.

EXAM PAPERS PRACTICE