

1

Read the item and then answer the question that follows.

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

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

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

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

(Total 4 marks)

2

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

1. _____

2. _____

3. _____

(Total 3 marks)

3

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

(Total 4 marks)

4

Abi had a happy, secure childhood with parents who loved her very much. She now has two children of her own and loves them very much too. The two children make friends easily and are confident and trusting.

Referring to Abi and her family, explain what psychologists have discovered about the internal working model.

(Total 6 marks)

5

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

Extra space

(Total 4 marks)

6

Anca is an orphan who has recently been adopted by a British couple. Before being adopted, Anca lived in an institution with lots of other children in very poor conditions. Her new parents are understandably concerned about how Anca’s early experiences may affect her in the future.

Use your knowledge of the effects of institutionalisation to advise Anca’s new parents about what to expect.

(Total 5 marks)

7

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

(Total 8 marks)

8

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

- (a) Name and outline the experimental design in this study. (2)
- (b) Identify the dependent variable in this study. (1)
- (c) The psychologist wanted to find out whether being deprived of a mother's care had negative consequences for a young child.
Outline **one other** study in which the effects of deprivation were investigated. (3)
- (d) Explain **one** limitation of the study that you have outlined in your answer to **part (c)**. (2)
- (Total 8 marks)

Mark schemes

1

[AO2 = 4]

1 mark for each outline:

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

Plus

1 mark each for application of feature to stem:

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

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

2

[AO1 = 3]

Discriminate (1)

Multiple (1)

Pre-attachment (1)

3

[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.

4**[AO2 = 6]**

Level	Marks	Description
3	5 – 6	Explanation of the concept of an internal working model is clear and appropriate. Application is mostly effective. Specialist terminology is mostly used effectively. There is clear focus on the question.
2	3 – 4	Explanation of the concept of an internal working model is apparent and mostly appropriate. Application is partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 2	There is some explanation of the concept of an internal working model. Application is limited, poorly focused or absent. The answer as a whole lacks clarity, has inaccuracies and is poorly organised. Specialist terminology is often used inappropriately.
	0	No relevant content.

Application possible points:

- Attachment to primary caregiver provides child with internal working model of relationships (Bowlby)
- Abi's secure childhood relationships would have ensured a positive internal working model
- The model represents/gives a mental view of relationship with primary figure and acts as a template for future relationships
- Continuity in quality/type of relationship across generations.
- Abi's understanding of relationships has been carried forward so she now has positive secure relationships with her two children
- Abi's children use their internal working model of the relationship they have with their mother to inform their interactions with other children – so they make friends easily and are confident
- Credit application of knowledge and research into the origin and/or consequence of the internal working model eg McCarthy 1999

Credit other relevant material.

5

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.

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.

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

Level	Marks	Description
3	4 – 5	The advice about what Anca's parents should expect is clear and appropriate and demonstrates knowledge of effects of institutionalisation. The answer is generally coherent with appropriate use of terminology.
2	2 – 3	The advice about what Anca's parents should expect is evident but lacks clarity. Some evidence of relevant knowledge of effects of institutionalisation. Terminology is used appropriately on occasions.
1	1	Very brief or muddled advice and/or limited knowledge of the effects of institutionalisation.
	0	No relevant content.

Possible effects/application:

- delayed intellectual development/low IQ/problems with concentration – Anca may struggle more at school than other children/may not learn new behaviours, concepts as quickly
- disinhibited attachment – Anca may not know what counts as 'appropriate' behaviour towards strangers
- emotional development – Anca may experience more temper tantrums, etc.
- lack of internal working model – Anca may have difficulty interacting with peers, forming close relationships, etc
- quasi-autism – Anca may have a problem understanding the meaning of social contexts, may display obsessional behaviour, etc.
- credit the idea that Anca may have been adopted before the age of 6 months and therefore any effects may not be as severe/long term had she been adopted later
- credit the suggestion that effects may be reversed with sensitive parenting.

Credit other valid effects/applications.

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.

8

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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.