A2 Psychology Exam Preparation

Attachment

Exam style questions and Mark Schemes

Beechen Cliff School

For your information;

This booklet contains exam questions from specimen papers and past papers from both the new specification and the old one for AS and A2. Several may be very similar, I just wanted to provide you with all of the questions I have available. Mark schemes are in question order at the back of this booklet.

Exam questions from the old spec are slightly different in phrasing and mark scheme but are still useful practice and preparation.

Old spec questions have RED boxes around them.

AS questions have BLUE boxes around them.
Name **three** stages in the development of attachments identified by Schaffer.

1

2

3

[3 marks]

Read the item and then answer the question that follows.

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

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

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

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

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

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

[3 marks]

Max

Jessica

William

Briefly evaluate learning theory as an explanation of attachment.

[4 marks]

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

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

[4 marks]

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

1  Infants form multiple, rather than monotropic, attachments.
2  Infants form monotropic, rather than multiple, attachments.
3  Contact comfort is essential to an infant’s psychological health.
4  Through imprinting, newborns attach to the first moving object that they see

[4 marks]

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

[4 marks]

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

[16 marks]
Two researchers wanted to investigate the influence of early attachment on later relationships. They asked 20 teenagers aged 14-16 to write an essay on the importance of family and friends. Ten of the teenagers had been raised by their mother and father. The other ten had spent the first five years of their lives in care (and were then adopted).

The researchers used content analysis to analyse the teenagers’ essays. The researchers devised a set of categories to do this, two of which were ‘references to love’ and ‘references to fear of rejection’.

The results of the investigation for references to love and references to fear of rejection are shown in Table 1 below:

<table>
<thead>
<tr>
<th></th>
<th>Total number of references to love</th>
<th>Total number of references to fear of rejection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-care group</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>Care group</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

1. Explain Bowlby’s monotropic theory. Refer to the data in Table 1 in your answer. [6 marks]

2. Briefly evaluate Bowlby’s monotropic theory. In your answer, refer to multiple attachments and the role of the father. [6 marks]
09. 1 In van Ijzendoorn's cross-cultural investigations of attachment, which one of the following countries was found to have the highest percentage of anxious-avoidant children? Shade one box only.

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

[1 mark]

09. 2 In van Ijzendoorn's cross-cultural investigations of attachment, which one of the following countries was found to have the highest percentage of anxious-resistant children? Shade one box only.

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

[1 mark]

09. 3 In van Ijzendoorn's cross-cultural investigations of attachment, which one of the following attachment types was found to be most common in all of the countries investigated? Shade one box only.

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

[1 mark]

09. 4 In van Ijzendoorn's cross-cultural investigations of attachment, which one of the following statements is correct? Shade one box only.

A. Cross-cultural studies of attachment only investigate the variation between cultures and not the variation within cultures

B. There was no difference in the variation within cultures compared to the variation between cultures

C. The variation between cultures was greater than the variation within cultures

D. The variation within cultures was greater than the variation between cultures

[1 mark]
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**. [4 marks]

Read the item and then answer the question that follows.

Studies of attachment often involve observation of interactions between mother and baby pairs like Tasneem and Aisha. Researchers sometimes write down everything that happens as it takes place, including their own interpretation of the events.

Explain how such observational research might be refined through the use of behavioural categories. [4 marks]

Read the item and then answer the question that follows.

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

Discuss Bowlby’s maternal deprivation theory. Refer to the experience of Joe as part of your discussion. [12 marks]
1 0 Outline the procedure used in one study of animal attachment. [4 marks]  

1 1 Briefly discuss one limitation of using animals to study attachment in humans. [4 marks]  

1 2 One theory about how and why babies form attachments is Bowlby’s monotropic theory. Outline and evaluate Bowlby’s monotropic theory of attachment [8 marks]  

1 1 Using an example of an attachment research study, explain what is meant by ‘institutionalisation’. [4 marks]  

1 3 Use your knowledge of psychological theory and evidence to discuss the influence of early attachment on later relationships. [12 marks]  

0 9 Below are five evaluative statements about the Romanian orphan research. Which two statements are correct?  
Shade two boxes only.  
The Romanian orphan research is …  

A limited because it involves only a few case studies.  
B good because it involves comparison with control groups.  
C scientific because it shows a cause and effect relationship.  
D ethically questionable because it involves separation.  
E useful because it shows long-term effects, not just short-term effects. [2 marks]
Researcher A found that young animals seemed to attach for comfort rather than for food.

Researcher B found that mobile newborn animals would follow the first large moving object that they saw.

10.1 Give the name of Researcher A and state the type of animal studied by this researcher.

[2 marks]

10.2 Give the name of Researcher B and state the type of animal studied by this researcher.

[2 marks]

11 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.

[6 marks]

12 Discuss the Strange Situation as a way of assessing type of attachment.

[12 marks]
6. What is meant by the term ‘attachment’?

Total for this question: 2 marks

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

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

Total for this question: 6 marks

8. Outline and evaluate research into cultural variations in attachment.

Total for this question: 12 marks

6. Learning theory suggests that attachments are learned through classical conditioning and operant conditioning.

6 (a) Outline how learning theory has been used to explain attachment in infants. [4 marks]

6 (b) The findings of some studies challenge the learning theory of attachment. Identify one or more such studies and explain why the findings challenge the learning theory of attachment. [4 marks]

7. At twelve months of age, Mark was observed in the Strange Situation. When his mother was present he explored the room but when she left he stopped exploring. He was slightly upset when his mother left the room but when she returned he was happy to see her. He was wary of a stranger who came into the room. Mark was found to have a secure attachment.

Explain two ways in which behaviour in the Strange Situation would be different for a child who shows insecure-resistant attachment rather than secure attachment. [2 + 2 marks]
A psychologist collected data on the percentages of three attachment types in three different countries, A, B and C. The results are shown in Table 2.

Table 2

<table>
<thead>
<tr>
<th>Country</th>
<th>Secure</th>
<th>Insecure-avoidant</th>
<th>Insecure-resistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>64</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>B</td>
<td>65</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>C</td>
<td>67</td>
<td>26</td>
<td>7</td>
</tr>
</tbody>
</table>

These results show that secure attachments are most common in all three countries. What do these results show about cultural variations in attachment?

[2 marks]

Sketch an appropriate bar chart to display the data for insecure attachment presented in Table 2. Correctly label your bar chart.

[3 marks]

Apart from an increase in aggression, describe one or more possible effects of institutional care. Refer to research in your answer.

[4 marks]
8 (a) What is meant by the term ‘secure attachment’? [2 marks]

8 (b) Explain one strength of using the ‘Strange Situation’ in attachment research. [2 marks]

8 (c) Describe how behaviour in the ‘Strange Situation’ would be different for a child who shows insecure-resistant attachment and a child who shows insecure-avoidant attachment. [4 marks]

8 (d) Describe findings from research into cultural variations in attachment. [4 marks]

10 Outline and evaluate Bowlby’s theory of attachment. [12 marks]

0 1 Describe one way in which psychologists have investigated caregiver-infant interaction in humans. Refer to a specific study in your answer. (3 marks)

0 2 Evaluate the way of investigating caregiver-infant interaction that you have described in your answer to 0 1. Do not refer to ethical issues in your answer. (3 marks)

0 4 Discuss the consequences of privation and/or deprivation. Refer to evidence in your answer. (12 marks)

0 2 Another approach to investigating social development is to study animals. Briefly describe one animal study of attachment. In your answer, you should describe the method used, and state what was concluded on the basis of the findings. (3 marks)

0 3 The work of Bowlby and Schaffer is important in the study of attachment. Explain one difference between Bowlby’s and Schaffer’s views on attachment. (2 marks)
03. In the context of attachment, briefly outline what is meant by ‘privation’ and ‘deprivation’. [2 marks]

04. Bowlby has been accused of confusing privation and deprivation.

Explain how Bowlby confused privation and deprivation. [2 marks]

05. Which one of the following statements about the Romanian orphan studies is true? Write A, B, C, or D in your answer book. [1 mark]

A. The researchers arranged for the orphans to be adopted in the UK.
B. Many of the orphans were returned to Romania at the end of the study.
C. The orphans’ progress was monitored for only 2 years.
D. Some of the orphans were less than 6 months old when they arrived in the UK.
06 Name three stages in the development of attachments identified by Schaffer. [3 marks]

Marks for this question: AO1 = 3

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

07 Name the attachment type demonstrated by each of the children in the conversation above by writing the attachment type next to the name below. [3 marks]

Marks for this question: AO2 = 3

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

08 Briefly evaluate learning theory as an explanation of attachment. [4 marks]

Marks for this question: AO3 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td>No relevant content.</td>
<td></td>
</tr>
</tbody>
</table>

Possible evaluation points:
- strengths: plausible and scientific as founded in established theory, i.e. likely that association between the provision of needs and the person providing those needs can lead to strong attachments; reinforcing 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, e.g. Bowlby's theory.

Credit other relevant evaluation points.

Methodological evaluation of evidence must be linked to the explanation to gain credit.
11 Discuss research into the influence of early attachment on adult relationships. [8 marks]

Marks for this question: AO1 = 4 and AO3 = 4

<table>
<thead>
<tr>
<th>Level</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>7–8</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>5–6</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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

Marks for this question: AO1 = 4
1 = E
2 = A
3 = C
4 = D

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

Marks for this question: AO3 = 4

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

Possible suggestions:
- Problem of context affecting behaviour – research should take place in natural setting eg 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 eg 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 eg protection from harm, confidentiality etc.
Discuss the effects of institutionalisation. Refer to the studies of Romanian orphans in your answer.

[16 marks]

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>13-16</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>9-12</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>5-8</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1-4</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td>No relevant content.</td>
<td></td>
</tr>
</tbody>
</table>

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); eg affectionless psychopathy, delinquency, low IQ
- Effects identified in privation studies: eg 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 (Zeana 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; eg Rutter (1996); 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, eg 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 discussion points.
Explain Bowlby’s monotropic theory. Refer to the data in Table 1 in your answer.

[6 marks]

Marks for this question: \( AO1 = 4 \) and \( AO2 = 2 \)

<table>
<thead>
<tr>
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<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>Knowledge of Bowlby’s monotropic theory is clear and accurate. There is appropriate use of the data in Table 1 and clear links made to Bowlby’s theory. The answer is clear and coherent. Specialist terminology is used effectively.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Knowledge of Bowlby’s monotropic theory is present though there may be some inaccuracy/lack of clarity. There is some attempt to use the data in Table 1 though the links to Bowlby’s theory may not always be clear. There is some appropriate use of specialist terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Knowledge of Bowlby’s theory is briefly stated with little elaboration. The use of data in Table 1 in the context of Bowlby’s theory may be inappropriate or absent. The answer may include inaccuracies and be poorly organised. Specialist terminology is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content:
Knowledge of Bowlby’s monotropic theory:
- Unique ‘monotropic’ relationship with mother-figure
- Notion of critical/sensitive period up to approx. 2 years
- Importance of internal working model for future relationships
- Social releasers to facilitate bond
- Reciprocal process

Accept other valid points.

Possible application:
- The care group made fewer references to love in their essays/more reference to fear of rejection which suggests their lack of monotropic bond may have affected the quality of their future relationships
- Failure to form internal working model in the care group
- Adopted at 5 so missed critical period for formation of bond
15 Briefly evaluate Bowlby’s monotropic theory. In your answer, refer to multiple attachments and the role of the father.

[6 marks]

Marks for this question: AO3 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>Discussion of Bowlby’s monotropic theory is clear and accurate. There is appropriate reference to multiple attachments and the role of the father. The answer is clear and coherent. Specialist terminology is used effectively.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Discussion of Bowlby’s monotropic theory is present though there may be some inaccuracy/lack of clarity. There is some reference to multiple attachments and/or the role of the father. There is some appropriate use of specialist terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Discussion of Bowlby’s theory is brief with little elaboration. The reference to multiple attachments and/or the role of the father may be inappropriate or absent. The answer may include inaccuracies and be poorly organised. Specialist terminology is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content:
Discussion of Bowlby’s monotropic theory:
- Idea of monotropy not supported by research eg Schaffer and Emerson (1964) demonstrated importance of multiple attachments
- Credit reference to stages of attachment within this context
- Cross-cultural research supports forming of multiple bonds
- Bowlby underestimated the role of the father – saw father’s role as primarily economic
- Outdated sexist view – importance of equal responsibility for childcare in many families/father as primary caregiver

Accept other valid discussion points not related to multiple attachments or role of the father eg use of evidence to contradict/support internal working model, social releasers, etc.
09.1 In van Ijzendoorn’s cross-cultural investigations of attachment, which one of the following countries was found to have the highest percentage of anxious-avoidant children? Shade one box only.

[1 mark]

Marks for this question: AO1 = 1

B

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

[1 mark]

Marks for this question: AO1 = 1

D

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

[1 mark]

Marks for this question: AO1 = 1

D

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

[1 mark]

Marks for this question: AO1 = 1

D
10.1 With reference to Abdul’s conversation with his friend, outline two features of caregiver-infant interaction.

Marks for this question: 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../’
- reciprocity/imitation/sensitive responsiveness – ‘Tasneem smiles, Aisha smiles back...’

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

10.2 Explain how such observational research might be refined through the use of behavioural categories.

Marks for this question: AO3 = 4

Award 1 mark for any four points explained from the following points, to a maximum of 4 marks:
- behavioural categories allow observers to tally observations into pre-arranged groupings
- examples of behavioural categories appropriate in this situation might be .......
- using categories provides clear focus for the researcher
- categorisation enables proposal of a testable hypothesis
- categories allow for more objective/scientific data recording
- use of categories should result in greater reliability
- categories provide data that is easier to quantify/analyse
- contrast with method described in the stem (own interpretation is too subjective/opinion-based).

Credit other valid points.
Discuss Bowlby’s maternal deprivation theory. Refer to the experience of Joe as part of your discussion. [12 marks]

Marks for this question: AO1 = 6, AO2 = 2 and AO3 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10–12</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–3</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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/never 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.
10 Outline the procedure used in one study of animal attachment

Marks for this question: AO1 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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.

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

Marks for this question: AO3 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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.
Outline and evaluate Bowlby’s monotropic theory of attachment.

Marks for this question: AO1 = 4 and AO3 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>7-8</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>5-6</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>3-4</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1-2</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
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</tbody>
</table>

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
- Evolutionary explanation – security equals survival
- 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.
Using an example of an attachment research study, explain what is meant by 'institutionalisation'.

[4 marks]

Marks for this question: AO1 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>Explanation of institutionalisation is clear and has some detail. The example of a research study is relevant and is used effectively to explain the term. The answer is generally coherent with effective use of terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Explanation of institutionalisation is present but lacks detail. The example of a research study is either inappropriate or not used effectively to explain the term. The answer as a whole is not clearly expressed. Terminology is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Content:
- Institutionalisation – living arrangements outside the family/family home
- Results in child adopting rules and norms of the institution that can impair functioning
- Leading to loss of personal identity, deindividuation etc.
- Types of institutions relevant to attachment: eg children’s homes, hostels, hospitals etc.
- Relevant examples of research studies include: Bowlby’s study of 44 juvenile thieves; Goldfarb’s study of children brought up in homes; ERA Romanian orphan studies

Credit other relevant information/research studies.
13 Use your knowledge of psychological theory and evidence to discuss the influence of early attachment on later relationships. [12 marks]

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10–12</td>
<td>Knowledge of psychological theory and evidence in relation to the influence of early attachment on later relationships is accurate and generally well detailed. Discussion is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion is sometimes lacking.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>Knowledge of psychological theory and evidence in relation to the influence of early attachment on later relationships is evident. There are occasional inaccuracies. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>Knowledge of psychological theory and evidence in relation to the influence of early attachment on later relationships is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.</td>
</tr>
<tr>
<td>1</td>
<td>1–3</td>
<td>Knowledge of psychological theory and evidence in relation to the influence of early attachment on later relationships 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 is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content:
- Bowlby’s theory of the internal working model – primary attachment relationship as a template for later relationships
- Hazan and Shaver’s types of adult relationships and the links with Ainsworth’s secure, insecure-avoidant, insecure-resistant types
- Relationships in later childhood – stages of friendship: eg Selman’s

Possible discussion points:
- Evidence to support or challenge Bowlby’s internal working model
- Evidence to support/contradict continuity of attachment type from childhood into adulthood and across generations: eg Fonagy, Steele and Steele 1991, Main 1985, Hazan and Shaver 1987
- Implications of findings re continuity: eg determinism
- Practical implications: eg bullying in childhood, relationship stability in adulthood
- Issue of cause and effect – research that shows a link cannot establish causality
- Validity of measures of attachment – where used to discuss influence of early attachments on later relationships
- Qualitative differences between early attachments and later relationships: eg unilateral v reciprocal, sex differences

Credit other relevant information.
Question 9

Below are five evaluative statements about the Romanian Orphan research. Which two statements are correct?

Shade two boxes only. [2 marks]

The Romanian orphan research is …

Marks for this question: AO3 = 2

1 mark – B good because it involves comparison with control groups.
1 mark – E useful because it shows long-term effects not just short-term.

Question 10.1

Give the name of Researcher A and state the type of animal studied by this researcher. [2 marks]

Marks for this question: AO1 = 2

1 mark – Harlow
1 mark – (rhesus) monkeys

Question 10.2

Give the name of Researcher B and state the type of animal studied by this researcher. [2 marks]

Marks for this question: AO1 = 2

1 mark – Lorenz
1 mark – geese/goslings

Note although most answers will refer to geese, credit references to other birds studies by Lorenz e.g. ducklings, pigeons, jackdaws, doves. Gulton studied chicks, chickens.

Credit also ‘precocial.’

Credit also ‘birds.’
Question 11

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.

[6 marks]

Marks for this question: AO2 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
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<td>No relevant content.</td>
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</tbody>
</table>

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.
Question 12

Discuss the Strange Situation as a way of assessing type of attachment. [12 marks]

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10–12</td>
<td>Knowledge of the Strange Situation as a way of assessing attachment type is accurate and generally well detailed. Discussion is effective. The answer is clear and coherent. Minor detail and/or expansion is sometimes lacking. Specialist terminology is used effectively.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>Knowledge of the Strange Situation as a way of assessing attachment type is evident but there are occasional inaccuracies/omissions. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>Limited knowledge of the Strange Situation as a way of assessing attachment type is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.</td>
</tr>
<tr>
<td>1</td>
<td>1–3</td>
<td>Knowledge of the Strange Situation as a way of assessing attachment type is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Content:
- Observation in a controlled environment.
- Series of 3-minute episodes – mother and baby; stranger enters; mother leaves; mother returns etc.
- Recording of child’s response in the different stages eg proximity-seeking, accepting comfort from stranger, response to being re-united.
- Analysis of observations leads to measuring infant’s type of attachment as either securely attached, insecure-avoidant, insecure-resistant.

Possible discussion points:
- Strange Situation research can be replicated (high level of control, standardised procedure) and has been carried out successfully in many different cultures.
- Cultural relativity - the same method may not be appropriate for all cultures because of differences in child-rearing practices (eg van Ijzendoorn and Kroonenberg found percentages are different in other cultures eg more insecure-avoidant in Germany).
- Validity of some measures can be questioned – eg proximity-seeking may be a measure of insecurity rather than security.
- Variables measured did not take consideration of factors such as temperament and wider family influences.
- Focus on the mother as primary attachment figure.
- Credit use of evidence as part of discussion.
- Accept ethical discussion with justification/explanation.

Credit other relevant material including any references to procedure as used in replications and variations of the Ainsworth procedure.
Question 6

AO1 = 2
Knowledge of attachment

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.

Question 7

AO2 = 6
Application of knowledge of the learning theory of attachment

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.

<table>
<thead>
<tr>
<th>AO2</th>
<th>Application of knowledge of the learning theory of attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 marks <strong>Effective</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>5 - 4 marks <strong>Reasonable</strong></td>
<td></td>
</tr>
<tr>
<td>The answer offers a reasonable explanation of Max’s attachment according to learning theory. The selection and application of psychological knowledge is mostly appropriate.</td>
<td></td>
</tr>
<tr>
<td>3 - 2 marks <strong>Basic</strong></td>
<td></td>
</tr>
<tr>
<td>The answer offers a basic explanation of Max’s attachment according to learning theory. The selection and application of psychological knowledge is sometimes appropriate.</td>
<td></td>
</tr>
<tr>
<td>1 marks <strong>Rudimentary</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>0 Marks</td>
<td></td>
</tr>
<tr>
<td>No creditworthy material</td>
<td></td>
</tr>
</tbody>
</table>
**Question 8**

**AO1 = 6 marks**
Outline of research into cultural variations in attachment.

**AO2 = 6 marks**
Evaluation of research into cultural variations in attachment.

**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.**

**AO2 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.**

<table>
<thead>
<tr>
<th>AO1 Knowledge and understanding</th>
<th>AO2 Evaluation/Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 marks</strong> Accurate and reasonably detailed&lt;br&gt;Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of research into cross cultural variations in attachment. There is appropriate selection of material to address the question.</td>
<td><strong>6 marks</strong> Effective evaluation&lt;br&gt;Effective use of material to address the question and provide informed evaluation. 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.</td>
</tr>
<tr>
<td><strong>5 - 4 marks</strong> Less detailed but generally accurate&lt;br&gt;Less detailed but generally accurate description that demonstrates relevant knowledge and understanding of research into cross cultural variations in attachment. There is some evidence of selection of material to address the question.</td>
<td><strong>5 - 4 marks</strong> Reasonable evaluation&lt;br&gt;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. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.</td>
</tr>
<tr>
<td><strong>3 - 2 marks</strong> Basic&lt;br&gt;Basic description that demonstrates some relevant knowledge and understanding of research into cross cultural variations in attachment, but lacks detail and may be muddled. There is little evidence of selection of material to address the question.</td>
<td><strong>3 - 2 marks</strong> Basic evaluation&lt;br&gt;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. Expression of ideas lacks clarity; some specialist terms used; errors of grammar, punctuation and spelling detract from clarity.</td>
</tr>
<tr>
<td><strong>1 mark</strong> Very brief/flawed&lt;br&gt;Very brief or flawed description that demonstrates very little knowledge or understanding of research into cross cultural variations in attachment. Selection of information is largely or wholly inappropriate.</td>
<td><strong>1 mark</strong> Rudimentary evaluation&lt;br&gt;The use of material provides only a rudimentary evaluation. Use of research evidence is just discernible or absent. Expression of ideas poor; few specialist terms used; errors of grammar, punctuation and spelling often obscure the meaning.</td>
</tr>
<tr>
<td><strong>0 marks</strong> No creditworthy material presented.</td>
<td><strong>0 marks</strong> No creditworthy material presented.</td>
</tr>
</tbody>
</table>
AO1 = 4 marks  Knowledge of learning theory explanation of attachment

The question states "Learning theory suggests attachment develops through classical and operant conditioning.", so this should not receive credit if presented as an answer.

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

<table>
<thead>
<tr>
<th>AO1</th>
<th>Knowledge of learning theory explanation of attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 marks</td>
<td>Accurate and reasonably detailed</td>
</tr>
<tr>
<td></td>
<td>Accurate and reasonably detailed description of the theory that demonstrates sound knowledge and understanding.</td>
</tr>
<tr>
<td>3 marks</td>
<td>Less detailed but generally accurate</td>
</tr>
<tr>
<td></td>
<td>Less detailed but generally accurate description of the theory that demonstrates relevant knowledge and understanding.</td>
</tr>
<tr>
<td>2 marks</td>
<td>Basic</td>
</tr>
<tr>
<td></td>
<td>Basic description that demonstrates some relevant knowledge and understanding of the theory but lacks detail and may be muddled.</td>
</tr>
<tr>
<td>1 mark</td>
<td>Very brief/flawed</td>
</tr>
<tr>
<td></td>
<td>Very brief or flawed description that demonstrates very little knowledge or understanding of the theory.</td>
</tr>
<tr>
<td>0 marks</td>
<td>No creditworthy material presented.</td>
</tr>
</tbody>
</table>
Question 06 b

AO2 = 4 marks Application of knowledge

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 simply identifying relevant research eg Harlow’s monkeys or imprinting. Further marks for accurate explanation of why the findings challenge learning theory.

<table>
<thead>
<tr>
<th>AO2</th>
<th>Application of knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 marks Effective</td>
<td>The selection and application of psychological knowledge of research findings that challenge the learning theory of attachment is appropriate and effective.</td>
</tr>
<tr>
<td>3 marks Reasonable</td>
<td>The selection and application of psychological knowledge of research findings that challenge the learning theory of attachment is mostly appropriate.</td>
</tr>
<tr>
<td>2 marks Basic</td>
<td>The selection and application of psychological knowledge of research findings that challenge the learning theory of attachment is sometimes appropriate.</td>
</tr>
<tr>
<td>1 marks Rudimentary</td>
<td>The selection and application of psychological knowledge of research findings that challenge the learning theory of attachment is muddled and/or mostly inappropriate.</td>
</tr>
<tr>
<td>0 Marks</td>
<td>No creditworthy material</td>
</tr>
</tbody>
</table>

Question 07

AO2 = 4 marks Outline of differences

Candidates are most likely to outline differences relating to the following stages in the strange situation:
- Exploration – resistant are fussy and less likely to explore
- Separation behaviour – resistant will cry and are much more distressed.
- Stranger anxiety – resistant will show more stranger anxiety.
- Reunion behaviour – resistant infants are harder to soothe. They may show ambivalent behaviour towards the mother.

For each difference 1 mark for a very brief or slightly muddled outline of the difference. Second mark for accurate elaboration. If candidates cover 3 differences credit the best 2.
Question 08 a

AO3 = 2 marks  Knowledge and understanding of research methods

Ways that insecure attachments vary, eg:
- country A has the lowest % of insecure avoidant
- country C: the lowest % of insecure resistant
- B and C have a higher percentage of insecure avoidant than A.
Award 1 mark for each accurate point.

Question 08 b

AO3 = 3 marks  Knowledge and understanding of research methods

0 marks if the candidate has not drawn a bar chart.
1 mark for drawing a bar chart using an appropriate scale.
Up to 2 marks for accurate and complete labelling. For 2 marks both bars and the vertical axis should be clearly labelled.
If candidate has included secure attachment or partially included insecure attachment maximum 2 marks (1 mark for appropriate scale and 1 mark for accurate complete labelling).

[Bar charts showing distribution of insecure attachments by country]
Question 09 d

AO1 = 4 marks  Knowledge of the effects of institutional care

Hodges & Tizard (1989) found negative social effects such as attention seeking behaviour and problems with peer relationships in both adopted and restored children. Rutter’s longitudinal study of Romanian orphans showed negative effects on social and cognitive development, especially for children who had spent the longest time in an institution. Robertson and Robertson’s study of the effects of short term residential care would be relevant, e.g. PDD. Answers based on the possible effects of failure to form attachments during a critical/sensitive period could be credited. Credit reference to a lack of negative consequences of early institutional care. It is unlikely that candidates would be able to make case studies such as Genie relevant to institutional care. The effects of day care or animal research are not credit-worthy.

<table>
<thead>
<tr>
<th>AO1</th>
<th>Knowledge of the effects of institutional care</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 marks</td>
<td>Accurate and reasonably detailed</td>
</tr>
<tr>
<td></td>
<td>Accurate and reasonably detailed answer that demonstrates sound knowledge of one or more effects of institutional care. There is reference to relevant research.</td>
</tr>
<tr>
<td>3 marks</td>
<td>Less detailed but generally accurate</td>
</tr>
<tr>
<td></td>
<td>Generally accurate but less detailed answer that demonstrates relevant knowledge of one or more effects of institutional care.</td>
</tr>
<tr>
<td>2 marks</td>
<td>Basic</td>
</tr>
<tr>
<td></td>
<td>Basic answer that demonstrates some relevant knowledge of one or more effects of institutional care, but lacks detail and may be muddled.</td>
</tr>
<tr>
<td>1 mark</td>
<td>Very brief and/or flawed</td>
</tr>
<tr>
<td></td>
<td>Very brief or flawed answer that demonstrates very little knowledge of one or more effects of institutional care.</td>
</tr>
<tr>
<td>0 marks</td>
<td>No creditworthy material.</td>
</tr>
</tbody>
</table>

Question 8 (a)

What is meant by the term ‘secure attachment’?  [2 marks]

AO1 = 2 marks  Knowledge of secure attachment

Secure attachment is the optimal form of attachment between an infant and caregiver. It is associated with sensitive caregiving and related to healthy emotional development. Students may describe behaviours displayed by infants in the strange situation e.g. willing to explore, some stranger anxiety and positive reunion behaviour.

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

2nd mark for accurate elaboration e.g. a strong emotional bond between an infant and caregiver.
Question 8 (b)

Explain one strength of using the ‘Strange Situation’ in attachment research. [2 marks]

AO2 = 2 marks One strength of using the strange situation in attachment research

The strange situation uses standardised procedures; therefore attachment styles can be reliably compared between different children and across different cultures. It also means that studies can be reliably replicated. Credit any appropriate strength.
1 mark for a very brief or slightly muddled answer e.g. it can be used to compare attachment in different cultures.
2nd mark for accurate elaboration e.g. it can be used to compare attachment in different cultures because it uses standardised procedures.
Question 8 (c)

Describe how behaviour in the 'Strange Situation' would be different for a child who shows insecure-resistant attachment and a child who shows insecure-avoidant attachment.

[4 marks]

AO2 = 4 marks Description of difference

- Separation behaviour e.g. insecure-avoidant show little concern when mother leaves, whereas insecure-resistant show intense distress.
- Reunion behaviour e.g. insecure avoidant show little reaction when the mother comes back, whereas insecure resistant may cling to their mother, but show ambivalent behaviour towards her.
- Reaction to stranger e.g. insecure-avoidant reject comfort by stranger or show no concern at presence of stranger, whereas insecure resistant show distress in the presence of stranger.
- Exploration behaviour e.g. insecure-avoidant explore more than insecure resistant.

Students may describe one difference in detail, or more than one in less detail. In the unlikely event of a student describing differences in the parents' behaviour, the answer should be marked on its merits.

AO2 Description of difference

| 4 marks - Effective description | Description accurate, reasonably detailed and demonstrates sound knowledge and understanding of how insecure-avoidant behaviour is different from insecure-resistant behaviour. |
| 3 marks - Reasonable description | Description is generally accurate but less detailed and demonstrates reasonable knowledge and understanding of how insecure-avoidant behaviour is different from insecure-resistant behaviour. |
| 2 marks - Basic description | Description demonstrates basic knowledge of how insecure-avoidant behaviour is different from insecure-resistant behaviour. |
| 1 mark - Rudimentary description | Description demonstrates rudimentary knowledge of how insecure-avoidant behaviour is different from insecure-resistant behaviour. |
| 0 Marks - No creditworthy difference | |
Question 8 (d)

Describe findings from research into cultural variations in attachment. [4 marks]

AO1 = 4 marks Description of relevant findings

Students may refer to findings from one research study in reasonable detail, or more than one in less detail. Much of the research has used the strange situation. Van Ijzendoorn and Kroonenberg’s meta-analysis found secure attachment was the most common in all cultures studied. The lowest % 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. Research relating to infants raised on Israeli Kibbutzim is also credit-worthy.

<table>
<thead>
<tr>
<th>AO1 Knowledge of findings of research into cultural variations in attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 marks - Accurate and reasonably detailed</td>
</tr>
<tr>
<td>Accurate and reasonably detailed answer that demonstrates sound knowledge of findings of research into cultural variations in attachment.</td>
</tr>
<tr>
<td>There is appropriate selection of material to address the question</td>
</tr>
<tr>
<td>3 marks - Less detailed but generally accurate</td>
</tr>
<tr>
<td>Generally accurate but less detailed answer that demonstrates relevant knowledge of findings of research into cultural variations in attachment.</td>
</tr>
<tr>
<td>There is some evidence of selection of material to address the question</td>
</tr>
<tr>
<td>2 marks - Basic</td>
</tr>
<tr>
<td>Basic answer that demonstrates some relevant knowledge of findings of research into cultural variations in attachment.</td>
</tr>
<tr>
<td>There is little evidence of selection of material to address the question</td>
</tr>
<tr>
<td>1 mark - Very brief and/or flawed</td>
</tr>
<tr>
<td>Very brief or flawed answer that demonstrates very little knowledge of findings of research into cultural variations in attachment.</td>
</tr>
<tr>
<td>Selection of material is largely inappropriate</td>
</tr>
<tr>
<td>0 marks - No creditworthy findings</td>
</tr>
</tbody>
</table>
Question 10
Outline and evaluate Bowlby’s theory of attachment. [12 marks]

AO1 = 6 marks  Outline of Bowlby’s theory of attachment
AO2 = 6 marks  Evaluation of Bowlby’s theory of attachment

AO1
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.

AO2
Evaluation of Bowlby’s explanation could relate to criticisms of the critical period (later changed to sensitive period) and monotropy (e.g. Schaffer & Emerson’s research on multiple attachments). Students might refer to imprinting and the problems of generalising from birds to humans. Positive references to the influential nature of Bowlby’s work would be relevant, e.g. Hazan & Shaver’s support for the continuity hypothesis. Practical applications in the care of young children e.g. a decline in institutional care is also creditworthy.

<table>
<thead>
<tr>
<th>AO1 - Knowledge and understanding</th>
<th>AO2 - Evaluation/Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 marks  Accurate and reasonably detailed Answer that demonstrates sound knowledge and understanding of Bowlby’s theory of attachment. There is appropriate selection of material to address the question.</td>
<td>6 marks  Effective Evaluation/Commentary Commentary/evaluation demonstrates sound analysis and effective use of a range of material to evaluate Bowlby’s theory. Broad range of issues and/or evidence in reasonable depth, or a narrow range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.</td>
</tr>
<tr>
<td>5-4 marks  Less detailed but generally accurate Answer that demonstrates relevant knowledge and understanding of Bowlby’s theory of attachment. There is some evidence of selection of material to address the question.</td>
<td>5-4 marks  Reasonable evaluation Commentary/evaluation demonstrates reasonable analysis and use of material to evaluate Bowlby’s theory. 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.</td>
</tr>
<tr>
<td>3-2 marks  Basic Answer that demonstrates some relevant knowledge and understanding of Bowlby’s theory of attachment, but lacks detail and may be muddled. There is little evidence of selection of material to address the question.</td>
<td>3-2 marks  Basic evaluation Commentary/evaluation demonstrates basic analysis and superficial evaluation of Bowlby’s theory. 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.</td>
</tr>
<tr>
<td>1 mark  Very brief and/or flawed Very brief or flawed description that demonstrates very little knowledge of Bowlby’s theory of attachment. Selection of information is largely inappropriate.</td>
<td>1 mark  Rudimentary evaluation Commentary/evaluation demonstrates rudimentary, muddled analysis and/or evaluation of Bowlby’s theory. Expression of ideas poor; few specialist terms used; errors of grammar, punctuation and spelling often obscure the meaning.</td>
</tr>
<tr>
<td>0 marks  No creditworthy material</td>
<td>0 marks  No creditworthy material</td>
</tr>
</tbody>
</table>
Question 01

[AO1 = 3]

AO1 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.

Question 02

[AO3 = 3]

AO3 Up to 3 marks for evaluation of the way described in 01. Students who present an inappropriate study or no study in 01 may still gain marks for 02 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.
Question 04

[AO1 = 4, AO2 = 8]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1
Up to 4 marks for knowledge of the consequences of privation and/or deprivation and for knowledge of relevant research. Likely consequences include: effects identified by Bowlby (1946), eg affectionless psychopathy, delinquency, low IQ; effects identified in privation studies, eg Harlow’s findings of delinquency, affectionless behaviour, ERA findings of quasi-autistic symptoms in Romanian orphans, impaired language and social skills (Genie - Curtiss, 1977); short-term deprivation consequences identified by Robertson (1952) – sequence of anger, despair, detachment. Award 1 mark only for a list of consequences.
Credit description of relevant evidence up to 2 marks.

AO2
Up to 8 marks for discussion/analysis/evaluation of the consequences described. Likely issues include: the way some researchers confused privation and deprivation; contradictory findings; issue of whether or not the effects are reversible and the possibility of reversibility, eg later work by Suomi and Harlow (1972) – monkey therapists, Koluchova (1976) - favourable outcomes after years of privation; problem of inferring cause and effect, eg Rutter’s findings (1970, 1981) – deprivation per se is not the cause of delinquency and that stress may be a more important determinant of negative outcomes; the question of a critical period, eg late adoption research by Tizard and Hodges (1989); criticisms of inferences on the basis of early research, eg problems with Bowlby’s study of juvenile thieves. Credit evaluation of studies where used to discuss consequences.
Credit use of relevant evidence.

Maximum 8 marks if no evidence presented

Mark Bands

10 - 12 marks Very good answers
Answer is clearly focused on the question and shows sound knowledge and understanding of the consequences of privation and/or deprivation. Discussion is full and includes thoughtful analysis. References to evidence are accurate. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.
7 - 9 marks  **Good answers**  
Answer shows knowledge and understanding of the consequences of privation and/or deprivation. Discussion is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding. References to research are relevant but are perhaps not linked so clearly to the discussion as for the top band. 
The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks  **Average to weak answers**  
Answer shows some knowledge and understanding of the consequences of privation and/or deprivation. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The student expresses basic ideas reasonably well but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

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1 - 3 marks  **Poor answers**  
Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks  **No relevant content**
Question 02

Another approach to investigating social development is to study animals. Briefly describe one animal study of attachment. In your answer, you should describe the method used, and state what was concluded on the basis of the findings. [3 marks]

AO1 = 3 marks

Up to three marks for knowledge of one study of animal attachment. Award one mark for method, one mark for conclusion based on findings and third mark for either elaboration of method, or for further relating findings to conclusion (not just results).

To award both method marks for Harlow, there must be some reference to time as the DV.

Credit should be awarded for any valid study of attachment (including imprinting research) in animals. Likely studies include: Harlow (1958, 1959); Lorenz (1935); Sluckin (1961); Bateson (1964); Suomi and Harlow (1972).

Question 03

The work of Bowlby and Schaffer is important in the study of attachment. Explain one difference between Bowlby’s and Schaffer’s views on attachment. [2 marks]

AO2 = 2 marks

Up to two marks for explanation of a relevant difference between the views of Bowlby and Schaffer. Award one mark for a brief explanation, plus a further mark for some elaboration of the difference. Most candidates will focus on Bowlby’s monotropy theory, as contrasted with Schaffer’s suggestion that most young children are capable of, and indeed benefit from, multiple attachments/role of father – differing views on.

An appropriate elaboration might involve some comment on how multiple attachments with different people might serve different functions for the child.

Credit other relevant differences.

03 In the context of attachment, briefly outline what is meant by ‘privation’ and ‘deprivation’. [2 marks]

[AO1 = 2]

1 mark: Privation – never having had an attachment relationship/secure relationship/bond
1 mark: Deprivation – having had an attachment relationship/secure relationship/bond then having lost it
04 Bowlby has been accused of confusing privation and deprivation. Explain how Bowlby confused privation and deprivation. [2 marks]

[AO2 = 2]

2 marks for a clear, coherent explanation related to Bowlby's theory.
1 mark for an explanation that is muddled/vague/lacks detail

Possible explanations:
- He did not differentiate between privation and deprivation - later researchers made this distinction.
- In Bowlby's 44 thieves study many had experienced privation rather than deprivation.
- His use of inappropriate evidence eg Goldfarb 1943, Spitz and Wolf 1946. These studies involved privation yet Bowlby used them as evidence for the effects of maternal deprivation.

05 Which one of the following statements about the Romanian orphan studies is true? Write A, B, C, or D in your answer book. [1 mark]

[AO1 = 1]

D