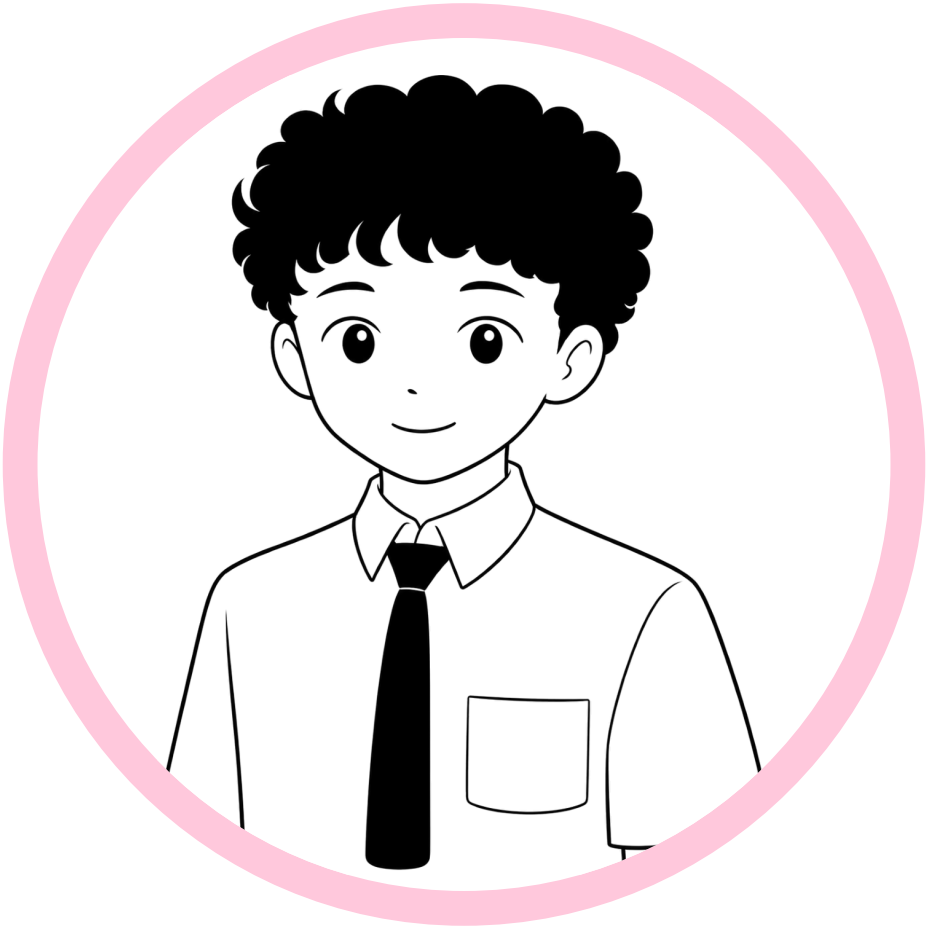
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.1.3 EXPLANATIONS OF ATTACHMENT

SCORE	PERCENTAGE
/112	%

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Q1.

[AO1 = 6 AO2 = 4 AO3 = 6]

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

Possible content:

Learning theory

- emphasises the importance of food in the formation of attachment / ‘cupboard love’/ drive reduction – children love those who feed them
- classical conditioning creates attachment – association of caregiver (NS) with food (UCS) causes conditioned response of pleasure
- operant conditioning strengthens attachment – crying is positively reinforced by caregiver; caregiver receives negative reinforcement when crying stops

Monotropic theory

- importance of primary attachment figure – bond with mother-figure is unique
- the more time spent with the mother-figure, the better – law of continuity; law of accumulated separation
- internal working model – first attachment is a blueprint for future relationships; child forms mental representation
- importance of critical period

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- the role of social releasers

Accept other valid points.

Possible application:

Learning theory
- the first mother's view is consistent with the principles of learning theory – her bond with her daughter is based on breastfeeding / food
- the husband's bond with Millie is not as strong as she has not formed an association with her father and pleasure

Monotropic theory
- the second mother's view is consistent with monotropic theory – that the bond with the mother (the 'mother's love') is unique and special
- she also suggests that the maternal bond is 'important for future development' which is consistent with Bowlby's view of the internal working model

Possible discussion points:

Learning theory
- plausible and scientific as founded in established theory
- reductionist – the focus on basic processes (S-R links, reinforcement) too simplistic to explain complex attachment behaviours
- use of evidence, e.g. Schaffer and Emerson - primary attachment figure not always the person who feeds the child
- environmentally deterministic such that early learning determines later attachment behaviours

Monotropic theory
- use of evidence, e.g. Schaffer and Emerson - multiple and not monotropic attachments are the norm
- the concept of monotropy is social sensitive – places pressure on mothers and underestimates the role of the father
- use of evidence, e.g. Bailey et al - concept of the internal working model
- studies of deprivation / privation may only be credited if explicitly linked to monotropic theory

Accept other valid points.

For marks in levels 3 and 4 there should be a reasonable but not necessarily perfect balance between learning theory and monotropic theory.

[16]

Q2.

[AO1 = 4 AO3 = 4]

Level	Marks	Description
4	7 – 8	Knowledge of the learning theory of attachment is accurate with some detail. Evaluation is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	5 – 6	Knowledge of the learning theory of attachment is evident

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		but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used effectively.
2	3 – 4	Limited knowledge of the learning theory of attachment is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasion. Knowledge at Level 4 can be awarded 4 marks.
1	1 – 2	Knowledge of the learning theory of attachment is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Idea of 'cupboard love' – children learn to become attached to their caregiver because they give them food
- Secondary drive/drive reduction in relation to feeding and attachment
- Learning can be due to associations (classical conditioning) – outline of how this process works in attachment
- Learning can be due to patterns of reinforcement (operant conditioning) – outline of how this process works in attachment
- Dolland and Miller (1950) – Infants learn to associate the caregiver with the feeling of pleasure when they are fed (classical conditioning) and infants are reinforced in the behaviours that will produce these desirable responses from others (e.g. being fed when they cry - operant conditioning).

Possible evaluation points:

- Evidence that underpins theory
- Evidence to refute theory: e.g. Schaffer and Emerson – more than half of the infants were not attached to the person primarily involved in their physical care; Harlow – rhesus monkeys attach for comfort not food
- Other factors may act as reinforcers and not food – attentiveness and responsiveness (Ainsworth)
- Comparison with alternative explanations, e.g. Bowlby

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

Do not have to include both classical conditioning and operant conditioning for full content marks.
Credit other relevant points.

Q3.

[AO2 = 6]

Level	Marks	Description

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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.

Q4.

[AO1 = 4 AO3 = 4]

Level	Marks	Description
4	7 – 8	Knowledge of Bowlby's monotropic theory of attachment is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused on formation of attachment. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	5 – 6	Knowledge of Bowlby's monotropic theory of attachment is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised, with focus on formation of attachment.

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		Specialist terminology mostly used effectively.
2	3 – 4	Knowledge of Bowlby's monotropic theory of attachment is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy, organisation and focus in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Knowledge of Bowlby's monotropic theory of attachment is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology, either absent or inappropriately used.
	0	No relevant content.

Possible outline:

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

Possible evaluation points:

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

Credit other relevant information.

Q5.

[AO3 = 4]

Level	Marks	Description
2	3 – 4	Evaluation is relevant, well explained and focused on attachment, rather than generic criticism of learning theory. The answer is generally coherent with effective use of specialist terminology.
1	1 – 2	Evaluation is relevant although there is limited explanation and / or limited focus on attachment. Specialist terminology is not always used appropriately. Award one mark for answers consisting of a single point

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		briefly stated or muddled.
	0	No relevant content.

Possible evaluation points:

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

Credit other relevant evaluation points.

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

Q6.

(a) **[AO2 = 3]**

One mark for knowledge of inter-rater (observer) reliability (this may be named or implicit in the application)

Plus

Up to two marks for applying knowledge of how reliability of the category system could be assessed in this study.

For example:

The consistency between the recordings of two researchers would be assessed by asking each researcher to categorise the essays independently for 'references to love'. The data would then be compared and if similar then the analysis is reliable.

Credit reference to the fact that the correlation coefficient between the researchers' data should exceed 0.8.

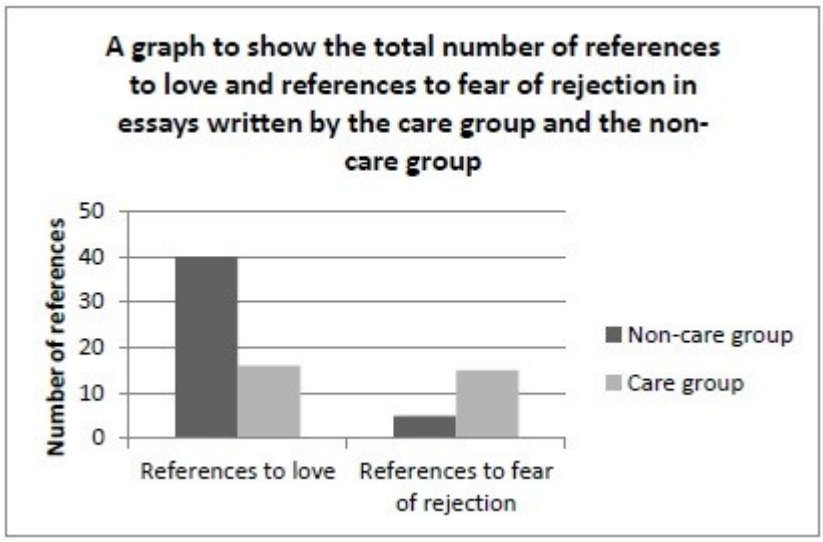
(b) **[AO2 = 3]**

Up to 3 marks for an accurate sketch of a bar chart to represent the data in the table

- **1 mark** for an appropriate title
- **1 mark** for correctly labelled axes

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- **1 mark** for accurately plotted bars (4 in total)



(c) **[AO2 = 3]**

- **1 mark** for calculating the total number of references to love overall (16+40 = 56)
- **1 mark** for representing the total number of references to love in the care group as a fraction of the total number of references to love overall (16/56)
- **1 mark** for dividing both parts of the fraction by the lowest common denominator (16/8 = 2; 56/8 = 7) to produce the correct answer (2/7)

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

3 marks for clear explanation plus coherent elaboration

2 marks for explanation plus some elaboration

1 mark for vague/muddled explanation

Students may make a single, elaborated point or a number of points in less detail.

Possible content

- The interviewer could have asked follow-up questions to gain greater insight into some of the points raised in the essay
- The interview would produce more detail/depth of information than the participant would have been able to reveal within the essay
- Interview data would have provided a further measure of reliability/validity of the original essay content
- The interviewer may have gained rapport with the participant so they have felt comfortable revealing more personal/sensitive information face-to-face

Accept other valid points.

(e) **[AO1 = 4 AO2 = 2]**

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Level	Marks	Description
3	5 – 6	Knowledge of Bowlby's monotropic theory is clear and accurate. There is appropriate use of the data in the table and clear links made to Bowlby's theory. The answer is clear and coherent. Specialist terminology is used effectively.
2	3 – 4	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.
1	1 – 2	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.
	0	No relevant content.

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

Q7.

[AO3 = 6]

Level	Marks	Description
3	5 – 6	Discussion of Bowlby's monotropic theory is clear and

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		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.
2	3 – 4	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.
1	1 – 2	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.
	0	No relevant content.

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.

Q8.

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.

AO2 = 6

Learning theory suggests attachment develops through classical and operant conditioning. According to classical conditioning food (UCS) produces pleasure (UCR). Max's mother was associated with the food and becomes a conditioned stimulus. According to operant conditioning food satisfied Max's hunger and made him feel comfortable again (drive reduction). Food was therefore a primary reinforcer. His mother was associated with food and became a secondary reinforcer. Max became attached to his mother because she was a source of reward. Social learning theory could also be credited.
The explanation must be directly linked to Max and his mother.
Answers which make no reference to Max and his mother maximum 3 marks.
Unrelated descriptions of classical or operant conditioning are not credit-worthy.

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

Q9.

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

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

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

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

AO1 = 6

Bowlby's theory of attachment suggests attachment is important for a child's survival. Attachment behaviours in both babies and their caregivers have evolved through natural selection. Infants are innately programmed to form an attachment. This is a biological process and takes place during a critical period. The role of social releasers, such as crying and smiling, is emphasised. The child's relationship with a PCG provides an internal working model which influences later relationships. This concept of monotropy suggests that there is one relationship which is more important than all the rest.
For top band, answers do not need to address all these points.
Answers which focus on MDH can be credited if the material is relevant to Bowlby's theory of attachment eg critical period.

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

Q10.

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

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

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

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

AO1 = 4

Bowlby's theory of attachment suggests attachment is important for survival. Infants are

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

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

AO2 = 4

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

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

Q11.

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

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

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

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

AO1 = 4

Learning theory suggests attachment develops through classical and operant conditioning.

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

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

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

AO2 = 4

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

AO1 **Knowledge and understanding**	**AO2** **Application of knowledge and understanding**
4 marks Accurate and reasonably detailed Accurate and reasonably detailed description of the theory that demonstrates sound knowledge and understanding. There is appropriate selection of material to address the question.	**4 marks Effective evaluation** Effective use of material to address the question and provide informed evaluation. Effective use of research evidence. Broad range of issues and / or evidence in reasonable depth, or a narrower range in greater depth.

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3 marks Less detailed but generally accurate Less detailed but generally accurate description of the theory that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.	**3 marks Reasonable evaluation** 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.
2 marks Basic Basic description that demonstrates some relevant knowledge and understanding of the theory but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	**2 marks Basic evaluation** 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.
1 mark Very brief / flawed Very brief or flawed description that demonstrates very little knowledge or understanding of the theory. Selection of information is largely inappropriate.	**1 mark Rudimentary evaluation** The use of material provides only a rudimentary evaluation. Use of research evidence is just discernible or absent.
0 marks No creditworthy material presented.	**0 marks** No creditworthy material presented.

Q12.

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

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

AO2 = 4

Schaffer and Emerson found less than half of infants had a primary attachment to the person who usually fed them. Harlow's research suggested monkeys became attached to the soft surrogate mother rather than the one who fed it. Lorenz found goslings imprinted on the first moving object they saw.
Credit any relevant research findings.
Maximum 1 mark for identifying relevant research eg imprinting, Harlow's monkeys.
Further marks for accurate outline of relevant research findings.

Q13.

AO1 = 2

1 mark for each correct tick.
0 marks if more than 2 boxes are ticked.

Q14.

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

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

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

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

AO1 = 6

AO2 = 6

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

Explanations must be explicitly linked to attachment. General descriptions of classical or operant conditioning are not credit-worthy unless they are explicitly linked to attachment. Learning theory of attachment suggests attachment develops through classical and operant conditioning processes. According to classical conditioning food (UCS) produces pleasure (UCR). The mother becomes associated with the pleasure and becomes a conditioned stimulus. According to operant conditioning food satisfies the infant's hunger and makes it feel comfortable again (drive reduction). Food is therefore a primary reinforcer. The mother is associated with food and becomes a secondary reinforcer. The infant becomes attached to the mother because she is a source of reward.

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

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

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

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

AO1 **Knowledge and understanding**	**AO2** **Application of knowledge and understanding**
6 marks Accurate and reasonably detailed	**6 marks Effective evaluation** Effective use of material to address the

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

Q1.

This was the best answered of the 16 mark questions, with many students showing excellent understanding of learning theory and monotropic theory, and able to apply their knowledge to the scenario. Particularly impressive was the general understanding of the role of classical and operant conditioning in learning theory of attachment. Less impressive answers often had good understanding of learning theory, but presented very general accounts of Bowlby 's work without a specific focus on monotropic theory. Findings of studies were an effective route to evaluation for both learning theory and monotropic theory, although some students became too bogged down in methodological issues for studies to be fully effective. Use of phrases from the conversation in the stem material was usually appropriate, with answers able to link phrases to specific aspects of learning theory and monotropic theory. Occasionally students neglected to refer to the conversation, and a few were able only to cover one theory, usually monotropic theory, as they presumably had not covered learning theory.

Q2.

There were some extremely good answers demonstrating accurate and detailed knowledge of both classical and operant conditioning, clearly linked to attachment. For some students, while their understanding of conditioning was good, they did not make any links with attachment and therefore did not receive credit. Students struggled with evaluation of a theory, but successful answers cited studies that contradict the learning theory. Harlow's studies demonstrated that comfort was more important than food, and Schaffer and Emerson showed that over half of the infants they studied were not attached to the person who fed them. Alternative explanations were also used as effective evaluation.

Q3.

This question often presented difficulties. Largely ineffective responses were those that included scant, if any, psychological content and consisted mostly of reiterations of the stem and vague anecdotal suggestions about past experience or growing up in a happy family. Other unsuccessful answers focussed solely on type of attachment. Many answers indicated a common misunderstanding that people either have an internal working model and so can experience healthy relationships with others, or they do not have an internal working model so cannot experience healthy relationships. There were some better responses that showed understanding and application of the internal working model as a mental construct or schema, along with an appreciation of how the model arises out of the initial attachment and how it serves as a template for future relationships.

Q8.

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

Q9.

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

Q10.

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

Q11.

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

Q12.

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

Q13.

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

Q14.

Many candidates were well prepared for this question and gained high marks. Some candidates wrote in depth about one explanation of attachment, while others wrote in slightly less detail about more than one explanation. Either approach was acceptable for full marks. Some candidates appear to have difficulty in understanding the learning theory of attachment and there were relatively few accurate, detailed accounts of this approach. There is considerable confusion about the difference between operant and classical conditioning and many candidates wrote long, unnecessary accounts of Pavlov's work

with dogs and Skinner's work with rats with no attempt to relate it to the development of attachment. Candidates who concentrated mainly on Bowlby's theory sometimes got side-tracked into essays on maternal deprivation and rather lost the focus on attachment theory. Some candidates managed to achieve the right balance between "outline" and "evaluate" and wrote well-structured and effective essays. Weaker answers often contained limited or ineffective evaluation. For example, it often consisted of nothing more than a description of studies by Harlow and / or Lorenz with no real attempt to link them to theories of attachment. A few candidates produced irrelevant answers on the stages of attachment or studies of privation.