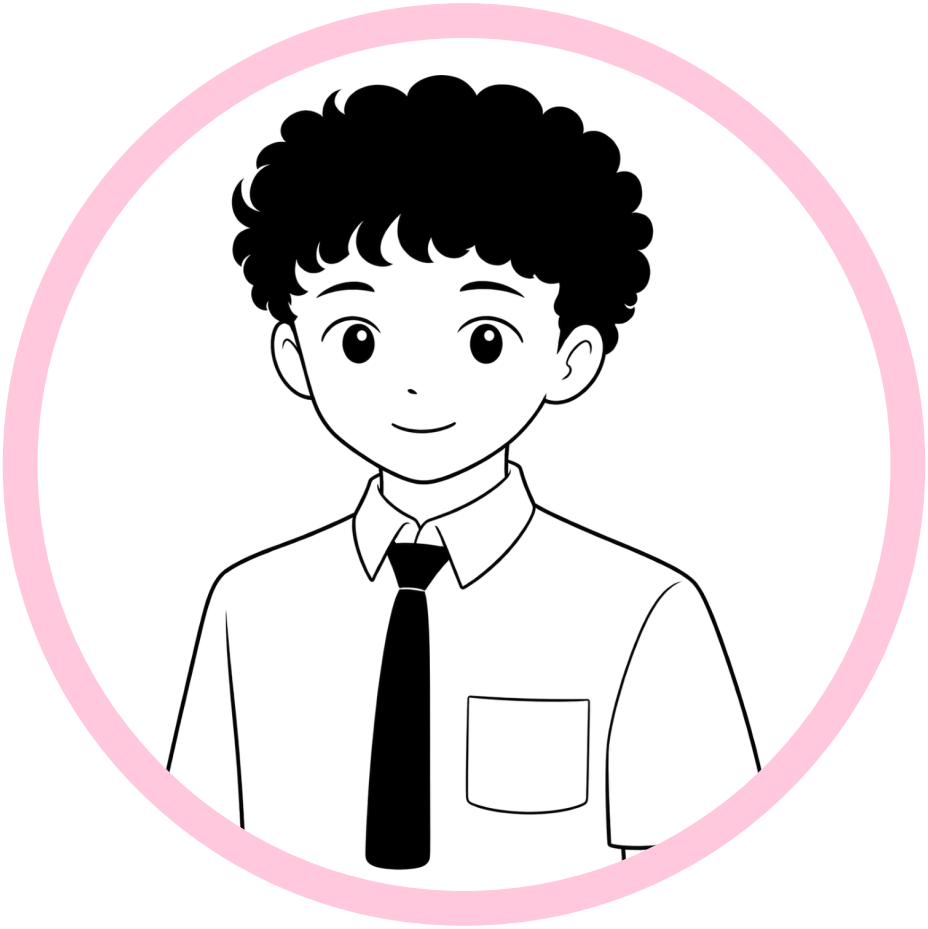
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.1.3 INFLUENCE OF EARLY ATTACHMENT ON LATER RELATIONSHIPS

SCORE	PERCENTAGE
/48	%

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Q1.

[AO1 = 6 AO3 = 6]

Level	Marks	Description
4	10 – 12	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.
3	7 – 9	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.
2	4 – 6	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.
1	1 – 3	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.
	0	No relevant content.

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

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- 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.

Q2.

[AO1 = 4 AO3 = 4]

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

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

AO1 Content:

- Bowlby’s internal working model – early attachment provides blueprint / prototype for later (adult) attachment; formation of mental representation / schema of first attachment relationship; affects later relationships and own success as a parent
- adult attachment interview (Main et al) continuity between early attachment

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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.

Q3.

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

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.

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	0	No relevant content.

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

AO1

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

AO3

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

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

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

Q4.

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

Level	Marks	Description
4	10 – 12	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is effective. The answer is clear, coherent. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	7 – 9	Knowledge is evident. There are occasional inaccuracies. There is some effective discussion / evaluation / application. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 3	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

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AO1

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

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

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

Q3.

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

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

Q4.

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