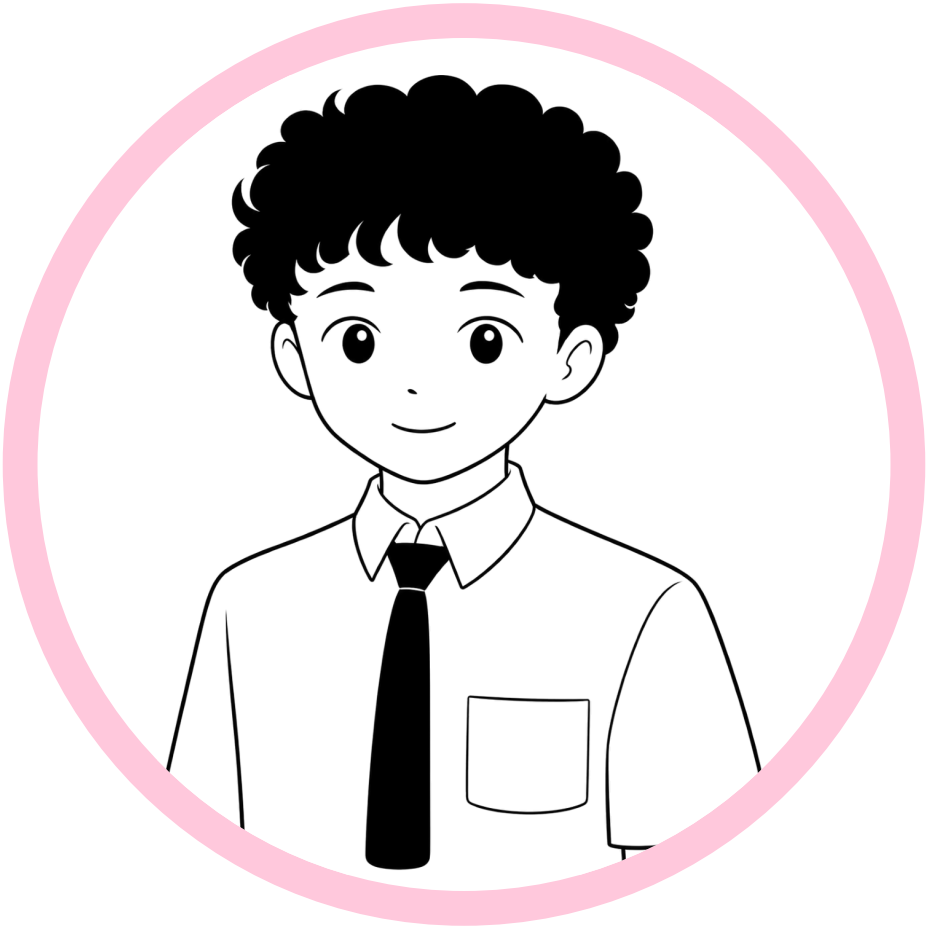
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.1.3 TYPES OF ATTACHMENT AND THE STRANGE SITUATION

SCORE	PERCENTAGE
/176	%

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Q1.

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

1 mark for each correctly identified attachment type:

- Bhavi = (Insecure) – Avoidant / Type A / Anxious-avoidant
- Ola = Secure / Type B
- Pippa = (Insecure)-Resistant / Type C / Insecure-ambivalent / Anxious-ambivalent.

3

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

1 mark for each correctly identified different reunion behaviour:

- Bhavi is not likely to approach mother / is likely to ignore / avoid her mother
- Ola is likely to greet her mother enthusiastically
- it Pippa is likely to seek and reject her mother / is likely to hold out arms but may resist contact.

Accept other appropriate behaviours.

3

[6]

Q2.

[AO1 = 6 AO3 = 6]

Level	Mark	Description
4	10-12	Knowledge of research into cultural variations in attachment is accurate and generally well detailed. Discussion is effective. Minor detail and / or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	7-9	Knowledge of research into cultural variations in attachment 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.
2	4-6	Limited knowledge of research into cultural variations in attachment 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 research into cultural variations in attachment 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

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		inappropriately used.
	0	No relevant content.

Possible content:

Students may refer to one study in reasonable detail, more than one in less detail and / or relevant theory. They may cover methodology and / or findings and/or conclusions but do not have to cover all aspects.

- Van Ijzendoorn and Kroonenberg's (1988) meta-analysis found secure attachment was the most common in all cultures studied. The lowest percent 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
- Takahashi (1990) who found high levels of resistant attachment in Japanese infants where mothers rarely leave infants in early childhood
- Grossman and Grossman (1991) found that German infants tended to be classified as insecurely rather than securely attached
- Tronick et al. (1992) studied the Efe tribe who live in extended family groups and found that even though infants were looked after by several different women they showed one primary attachment
- research relating to infants raised on Israeli Kibbutzim where infants who are classified as insecure tend to be resistant rather than avoidant, is also credit-worthy.

Credit other relevant studies. There is a wide range of relevant research into cultural variations and examiners should be mindful of this when considering answers.

Possible discussion points:

- students 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
- the validity of research using the strange situation can be questioned; students may refer to temperament or experiences such as childcare which may relate to the attachment type
- children who have been in day care may appear to be insecurely avoidant because they are used to being separated from their mother
- imposed etic; the strange situation was developed in America and may have limitations in studying attachment types in different cultures, especially where child-rearing patterns are different
- candidates may refer to ethical issues because the strange situation may have been stressful for the infant.

Credit other relevant discussion.

[12]

Q3.

[AO1 = 2]

Possible Content:

- High or extreme stranger anxiety
- High or extreme separation anxiety

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- Resist comfort from the caregiver on reunion
- Explore less
- More clingy.

Also credit examples of specific behaviours, e.g. pushing the caregiver away on reunion.

Note: If more than two distinct behaviours are given, **mark the first two**.

Q4.

[AO1 = 2]

A and **C**

Q5.

[AO1 = 3 AO3 = 5]

Level	Marks	Description
4	7 – 8	Knowledge of the findings of research into cultural variations in attachment is accurate with some detail. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and effective. Specialist terminology is used effectively.
3	5 – 6	Knowledge of the findings of research into cultural variations in attachment is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3 – 4	Limited knowledge of the findings of research into cultural variations in attachment 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 – 2	Knowledge of the findings of research into cultural variations in attachment 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.

AO1 – Possible content:

Knowledge of the findings of research into cultural variations in attachment:

- Van Ijzendoorn and Kroonenberg (1988) – credit knowledge of individual percentages and more general pattern of findings; more variation within countries than between countries
- Simonelli et al (2014) – lower rates of secure attachment and higher rates of

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insecure-avoidant in Italian study attributed to long working hours
- Kyoung (2005) – details of comparison between US and Korean children
- Sagi et al (1991) – high rates of insecure-resistant attachments in Israeli children.

Accept other relevant variations, including material on cultural variations in adult attachment.

AO3 – Possible evaluation/discussion points:
- meta-analyses include very large samples increasing validity of findings
- discussion of more variation within countries than between countries
- samples in studies may not represent the culture as a whole
- strange situation may be biased towards American/British culture
- more general methodological/ethical criticisms of the strange situation must be linked to the findings of research into cultural variations for credit.

Accept other relevant evaluation points.

Q6.

[AO1 = 6 AO3 = 6]

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

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

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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.

Q7.

[AO1 = 1]

B

Q8.

[AO1 = 1]

D

Q9.

[AO1 = 1]

D

Q10.

[AO1 = 1]

D

Q11.

[AO2 = 3]

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

Q12.

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

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

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

AO1

Candidates may refer to one study in reasonable detail, or more than one in less detail. They may cover methodology, findings and / or conclusions.
Much of the research has used the strange situation. Van Ijzendoorn and Kroonenberg's meta-analysis found secure attachment was the most common in all cultures studied. The lowest % of secure attachment was shown in China, and the highest in Great Britain. Avoidant attachment was more common in West Germany but rare in Israel and Japan. Variation within cultures was 1.5 times greater than the variation between cultures. Candidates may also refer to Takahashi who found high levels of resistant attachment in Japanese infants. Research relating to infants raised on Israeli Kibbutzim is also credit- worthy.
In the unlikely event that candidates refer to theories / models, answers should be marked on their merits.

AO3

Candidates may refer to ethical issues because the strange situation may have been stressful for the infant. The validity of research using the strange situation can be questioned.
Children who have been in day care may appear to be insecurely avoidant because they are used to being separated from their mother. The strange situation was

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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.

Q13.

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

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

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

AO1

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

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attachment in Japanese infants. Research relating to infants raised on Israeli Kibbutzim is also credit- worthy.
In the unlikely event that candidates refer to theories / models, answers should be marked on their merits.

AO3

Candidates may refer to ethical issues because the strange situation may have been stressful for the infant. The validity of research using the strange situation can be questioned.
Children who have been in day care may appear to be insecurely avoidant because they are used to being separated from their mother. The strange situation was developed in America and may have limitations in studying attachment types in different cultures. Candidates may refer to positive aspects of the strange situation such as replication of the controlled conditions.
The Van Ijzendoorn and Kroonenberg's meta-analysis can be criticised because of the limited number of studies in some countries. Also the problems of over-generalising from a limited sample could be relevant.

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.

AO2 = 4

Separation behaviour – insecure avoidant seem unconcerned when mother leaves, whereas insecure resistant show intense distress.

Reunion behaviour – insecure avoidant show little reaction when the mother comes back, whereas insecure resistant may cling to their mother, but show ambivalent behaviour towards her.

Other relevant differences are creditworthy.

Students may explain one difference in detail, or more than one in less detail.

AO2 Explanation of difference
4 marks Effective explanation Explanation accurate, reasonably detailed and demonstrates sound knowledge and understanding of how insecure avoidant is different from insecure resistant.
3 marks Reasonable explanation Explanation is generally accurate but less detailed demonstrates reasonable knowledge

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and understanding of how insecure avoidant is different from insecure resistant.
1 mark Rudimentary explanation Explanation demonstrates rudimentary knowledge of how insecure avoidant is different from insecure resistant.
0 marks No creditworthy material or only one attachment type is described.

Q15.

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

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

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

AO3 = 4

There are a number of ways in which the strange situation could be evaluated.
Children may show characteristics of insecure attachment because they are used to being separated from their mother eg in day care.
The strange situation bases attachment on observation of the relationship between the infant and one caregiver, ignoring other possible attachment figures.

There may be ethical issues in putting children into a stressful situation, although the episodes can be cut short.
The procedure and categories were based on one culture, there may be limitations in using it in cultures where children are treated differently.
Students can point out the difficulties of generating attachment types from the strange situation. Disorganised attachment was added later.

Ecological validity would also be relevant.
The study was carried out in controlled conditions and might not be generalised to other situations. The child's behavior when observed may be atypical for various reasons.

Positive criticisms, eg control of room, timings etc would also be relevant.
Students may cover one of these in detail, or more than one in less detail.

AO3 Knowledge and understanding of research methods
4 marks Effective evaluation Sound analysis and effective use of material to evaluate use of the strange situation to investigate type of attachment

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3 marks Reasonable / evaluation Reasonable analysis and use of material to evaluate use of the strange situation to investigate type of attachment.
2 marks Basic / evaluation Basic analysis and superficial evaluation of use of the strange situation to investigate type of attachment.
1 mark Rudimentary / evaluation Rudimentary, muddled analysis and or evaluation use of the strange situation to investigate type of attachment.
0 marks No creditworthy material.

Q16.

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

Students may refer to one study in reasonable detail, or more than one in less detail. They may cover methodology, findings and / or conclusions.

Much of the research has used the strange situation. Van Ijzendoorn and Kroonenberg's meta-analysis found secure attachment was the most common in all cultures studied. The lowest % of secure attachment was shown in China, and the highest in Great Britain.
Avoidant attachment was more common in West Germany but rare in Israel and Japan. Variation within cultures was 1.5 times greater than the variation between cultures.
Students may also refer to Takahashi who found high levels of resistant attachment in Japanese infants.

Students who report research where infants still attach to their mothers despite receiving care from others eg infants raised on Israeli Kibbutzim can receive full credit.

AO1 Knowledge and understanding of one or more studies into cultural variations in attachment.
6 marks Accurate and reasonably detailed

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Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one or more studies into cultural variations in attachment. There is appropriate selection of material to address the question.
5 – 4 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding of one or more studies into cultural variations in attachment. There is some evidence of selection of material to address the question.
3 – 2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding of one or more studies into cultural variations in attachment but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief and or flawed Very brief or flawed answer that demonstrates very little knowledge of one or more studies into cultural variations in attachment. Selection of material is largely inappropriate.
0 marks No creditworthy material.

Q17.

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.

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

AO2 = 4

Candidates are likely to refer to episodes in the strange situation where there is a difference between the behaviour of insecure-avoidant and insecure-resistant infants, eg
Separation behaviour – insecure avoidant (Megan) seem unconcerned when mother leaves, whereas insecure resistant (Rosie) show intense distress.
Reunion behaviour – insecure avoidant show little reaction when the mother comes back, whereas insecure resistant may cling to their mother, but show ambivalent behaviour towards her.
Candidates who select other episodes eg behaviour when mother is present or behaviour towards the stranger would need to make a clear difference between the infants' behaviour.
Candidates may explain one difference in detail, or more than one in less detail.

AO2 Application of knowledge and understanding
4 marks Accurate and reasonably detailed

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Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of how Megan's behaviour would differ from Rosie's behaviour in the strange situation.
3 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding of how Megan's behaviour would differ from Rosie's behaviour in the strange situation.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding of how Megan's behaviour would differ from Rosie's behaviour in the strange situation.
1 mark Very brief and or flawed Very brief or flawed answer that demonstrates very little knowledge of how Megan's behaviour would differ from Rosie's behaviour in the strange situation.
0 marks No creditworthy material.

Q18.

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

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

AO2 = 2

Candidates may refer to ethical issues because being left in an unfamiliar environment and being approached by a stranger may have been stressful for the infant.
Children who have been in day care may appear to be insecurely avoidant because they are used to being separated from their mother.
The Strange Situation was developed in America and may have limitations in studying attachment types in different cultures.
Credit any relevant limitation.
1 mark for a very brief or muddled answer eg it's stressful for the infant.
2 marks as above.

Q19.

(a) **AO2 = 2**

Sam
Secure attachment / Type B = 1 mark
Insecure avoidant / Type A = 1 mark
Insecure resistant / insecure ambivalent / Type C = 0 marks.
Dan
Insecure resistant, resistant, insecure ambivalent / Type C = 1 mark
Secure attachment / Type B = 1 mark
Insecure avoidant / Type A = 0 marks.

(b) **AO2 = 2**

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If in (a) Sam is secure - approaches mother, is easily comforted / calmed / soothed, shows joy, greets warmly, happiness on reunion, enthusiastic on reunion (behaviour associated with secure attachment) = 1 mark.
Or
If in (a) Sam is insecure avoidant – ignores mother, does not seek comfort from mother when she returns (behaviour associated with insecure avoidant / attachment) = 1 mark.

If in (a) Dan is insecure resistant – may go to mother, but will not be comforted, may resist / reject contact or comfort (behaviour associated with insecure resistant / ambivalent attachment) =1 mark.
Or
If in (a) Dan is secure – approaches mother, is easily comforted / calmed / soothed, shows joy, greets warmly, happiness on reunion, enthusiastic on reunion (behaviour associated with secure attachment) = 1 mark.

0 marks should be awarded in (b) if the answer to (b) is inconsistent with (a).

Q20.

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

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

AO2 = 4

Limitations include:

Cultural differences eg Children in Germany are encouraged to be independent and may therefore appear to show insecure avoidant attachment while infants in Japan are rarely separated from their mothers and may therefore appear insecure resistant.

Effects of being in day care eg children who are used to being separated from their mother may show characteristics of insecure attachment.

Lack of ecological validity. The children are in an unfamiliar environment so may act differently.

AO2 Explanations of limitations
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge of one or more relevant limitations.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge of one or more

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limitations.
2 marks Basic Basic answer that demonstrates some relevant knowledge of one or more limitations, but lacks detail and may be muddled.
1 mark Very brief / flawed Very brief or flawed answer demonstrates some relevant knowledge of one or more limitations.
0 marks No creditworthy material.

Q21.

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

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

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

AO1

Marks for description of Ainsworth's work (research and / or theory). Credit knowledge of: The Strange Situation as a method – stage sequence, controlled observation; Ainsworth's category system of three types (secure, anxious avoidant, anxious resistant / ambivalent); characteristics of each type; Ainsworth's conclusions that type of attachment is related to sensitive responsiveness. Any other relevant

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descriptive material.

AO3

Marks for evaluation of Ainsworth's work and use of work of another researcher as part of the evaluation. Likely content: discussion of reliability; replication (De Woolf & van Ijzendoorn (1988); other cross-cultural research eg Takahaski (1990), Miyake (1985)); validity of dependent variables; need to consider other variables not just parental sensitivity eg temperament (Belsky 1984, Kagan 1984); Fraley & Spieker's (2003) alternative two dimensional system; Main & Solomon's 4th type (1990); alternative ways of measuring attachment eg AAI (1985); Attachment Q-sort (1995).
Credit use of relevant evidence.
Credit ethical issues only as part of reasoned argument.

Q22.

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

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

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

AO1

Marks for description of Ainsworth's work (research and / or theory). Credit knowledge of: The Strange Situation as a method – stage sequence, controlled observation; Ainsworth's category system of three types (secure, anxious avoidant, anxious resistant / ambivalent); characteristics of each type; Ainsworth's conclusions that type of attachment is related to sensitive responsiveness. Any other relevant

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descriptive material.

AO3

Marks for evaluation of Ainsworth's work and use of work of another researcher as part of the evaluation. Likely content: discussion of reliability; replication (De Woolf & van Ijzendoorn (1988); other cross-cultural research eg Takahaski (1990), Miyake (1985)); validity of dependent variables; need to consider other variables not just parental sensitivity eg temperament (Belsky 1984, Kagan 1984); Fraley & Spieker's (2003) alternative two dimensional system; Main & Solomon's 4th type (1990); alternative ways of measuring attachment eg AAI (1985); Attachment Q-sort (1995).
Credit use of relevant evidence.
Credit ethical issues only as part of reasoned argument.

Q23.

(a) **AO2 = 3**

Ben is likely to be insecurely attached. Anya is showing characteristics of insensitive mothering because she is responding to her own needs rather than those of Ben.

0 marks Secure attachment.
1 mark Insecure attachment (Credit avoidant, resistant, ambivalent or disorganised. Credit Type A, C or D).

Further marks for brief reference to Anya's behaviour (1 mark) 2nd mark for accurate elaboration of Anya's behaviour as above.

(b) **AO2 = 3**

The psychologist would observe Ben's behaviour with his mother, when she leaves the room, when a stranger enters room, when the stranger plays with child, when child is alone and when mother returns.

1 mark for a very brief outline eg just naming observation of Ben's behaviour.
Two further marks for elaboration.

Q24.

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

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

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

AO1 = 4

Candidates may refer to what one research study has shown in reasonable detail, or more

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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 percentage 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.

AO1 Knowledge and understanding
4 marks Accurate and reasonably detailed knowledge of what research has shown Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of research into cultural variations in attachment. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate knowledge of what research has shown Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding of research into cultural variations in attachment. There is some evidence of selection of material to address the question.
2 marks Basic knowledge of what research has shown Basic answer that demonstrates some relevant knowledge and understanding of research into cultural variations in 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 knowledge of what research has shown Very brief or flawed answer demonstrating very little knowledge of research into cultural variations in attachment. Selection and presentation of information is largely inappropriate.
0 marks No creditworthy material.

Q25.

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

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AO1 = 5

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In the Strange Situation about 100 middle-class American infants and their mothers took part.
The infant's behaviour was observed during a set of pre-determined activities. These included introducing mother and child to the room, child playing with toys, stranger entering, mother leaving, stranger interacting with child, mother returning, child left on own, stranger returning and mother returning.
Findings are not required but reference to what the observers recorded (eg infants' willingness to explore or reunion behaviour) would be credit-worthy so credit categorisation as relevant to how it is studied.
Reference to other studies of attachment by Ainsworth are also credit-worthy eg in the Ganda project she observed babies in Uganda aged fifteen weeks to two years over a nine-month period. She also interviewed their mothers. In the Baltimore study she used observations and interviews.
For 5 marks candidates answers need to be reasonably detailed. It is likely this would include some reference to observation of mothers and their infants, mothers leaving their infants and presence of a stranger.

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

Q26.

AO3 = 4

There are a number of ways in which the Strange Situation could be criticised for lacking validity.
Candidates may refer to lack of population validity. The original study used American infants. The study tells us about how this particular group behaves and cannot be generalised to the wider population.
Ecological validity would also be relevant. The study was carried out in controlled conditions and might not be generalised to other situations.
Candidates may refer to one type of validity in detail, or more than one in less detail.
Any criticism which relates to validity should be credited.
Answers which name different types of validity will receive credit, but this is not required

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for full marks.
1 mark for brief or muddled reference eg the Strange Situation doesn't really measure attachment.
Further marks for elaboration.

Q27.

AO1 = 2

Candidates may refer to different types of insecure attachment, but this is not necessary. Answers may focus on the infants' exploration behaviour, behaviour towards a stranger or behaviour when re-united with their mother.

Eg

- Insecurely attached infants ignore their mother (1 mark)
- Doesn't pay much attention to their mother when she returns to them (1 mark)
- Avoidant (1 mark)
- Resistant (1 mark)
- Ambivalent (1 mark).

Characteristics which could relate to insecure attachment should be credited even if they are contradictory. Eg cries a lot when left, 1 mark; doesn't cry when left, 1 mark.

Q28.

AO1 = 4

Candidates may refer to one research study in reasonable detail, or more than one in less detail.
Answers should focus on what the research has shown.
Van Ijzendoorn and Kroonenberg found secure attachments were the most common in all cultures studied. The lowest % of secure attachments was shown in China, and the highest in Great Britain. Avoidant attachment was more common in West Germany but rare in Israel and Japan. Variation within cultures was 1.5 times greater than the variation between cultures.
Candidates may also refer to Takahashi who found high levels of resistant attachment in Japanese infants or to research relating to infants raised on Israeli kibbutzim. Reference to individualistic or collectivist cultures could also be relevant.
Accept any relevant research.
1 mark for brief reference to what research has shown eg secure attachment is most common in all cultures.
Further marks for elaboration.

Q29.

AO1 = 2

The correct answers are B and C.
One mark for each correct answer.
If more than 2 boxes are ticked, 0 marks.

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Q30.

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

AO3 = 3

Candidates are likely to mention that the child was placed in a strange situation. Relevant techniques include observation of the child's behaviour under controlled conditions, recording the child's movements when mother and stranger are present.
One mark for a very brief outline, eg just naming observation.
Two further marks for elaboration.
Other work by Ainsworth into types of attachment is credit-worthy.

Q31.

AO3 = 3

Infants would be too young to respond to demand characteristics.

1 mark for a brief reference to mothers changing their behaviour or the cues in the investigation which lead to the change. 2 further marks for elaboration.

For example, the mothers' behaviour may change (1 mark). The mothers try to guess what the psychologist is looking at (1 mark), so they may be more attentive to their babies than when they are not taking part in this research (1 mark).

Q32.

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

Answers must focus on a difference. Candidates who simply describe secure or insecure attachment can gain a maximum of 1 mark. Candidates who do not explicitly compare behaviour of securely attached and insecurely attached infants can gain a maximum of 2 marks.

Candidates may refer to different types of insecure attachment, but this is not necessary for full marks.
Answers may focus on the infants' exploration behaviour, behaviour towards a stranger or behaviour when re-united with their mother.
Candidates may focus on one difference in detail, or more than one more briefly.

For example, securely attached infants stopped exploring the room when their mother left (1 mark) but insecurely attached infants didn't react to her leaving (2 marks).
For further marks candidates could elaborate on this difference, or refer to a second difference in similar detail.

Q33.

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
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(a) **AO2 = 2 + 2**

Exploration – securely attached infants explored the unfamiliar environment, but returned to the mother at regular intervals. Avoidant insecure infants did not orientate towards the mother when exploring the room.

Separation behaviour – securely attached infants were subdued when mother left. Insecure avoidant seemed unconcerned, but insecure resistant showed intense distress.

Stranger anxiety – when a stranger appears a securely attached infant will move closer to the mother and be wary of a stranger. They clearly prefer their mother to a stranger. Insecurely attached avoidant infants are unconcerned about a stranger being there and show little preference for the mother over a stranger. They often avoid both.

Reunion behaviour – securely attached infants greet the mother positively when she returns and make physical contact with her. Insecure resistant infants may cling to their mother, but show ambivalent behaviour towards her. Insecure avoidant children show little reaction when the mother comes back.

In each case, one mark for a very brief outline of a difference in behaviour, eg securely attached infants show more pleasure when their mother returns than insecurely attached infants. One further mark for elaboration of the difference as above. Candidates must refer to a difference between secure and insecure attachment. They need not distinguish between different types of insecure attachment.

(b) **AO2 = 2**

Answers may refer to caregiver sensitivity. The association between mothers' behaviour and infants' attachment type suggests the mothers' behaviour may be important. Ainsworth suggested secure attachments were the result of mothers being sensitive to the child's needs while insecure attachment was associated with insensitive mothering.
Alternatively candidates may refer to the temperament hypothesis which suggests some infants form secure attachments because they are innately more friendly than other infants. Cultural differences, or experience of day care would also be relevant.

An alternative way of interpreting the question is acceptable. Candidates may refer to disorganised attachments or explanations in terms of problems with categorisation.

Credit any relevant explanation.
One mark for identifying either caregiver sensitivity or innate temperament. Second mark for some elaboration, eg children show different types of attachment because of their mother's behaviour towards them (1 mark). Secure attachment is associated with sensitive mothers and insecure attachment with insensitive mothering (2 marks).

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Q1.

In part (a) The term "identify" merely requires naming the attachment type and so lengthy descriptions were not needed. Most students could correctly identify Bhavi as being (insecure) Avoidant or Type A. It was Ola and Pippa who were often muddled. Students were less successful in identifying Ola as Secure or Type B and Pippa as (insecure) resistant or Type C. In part (b) It was important for students to focus on the behaviour shown by each child. Some students were unable to capture this aspect of the question. Bhavi would ignore her mother or be "not bothered" by her return. Ola would show joy, happiness, greet her mother enthusiastically. Pippa would show ambivalence by going to greet her mother and then reject her as well.

Q2.

This was a challenging question, which showed good discrimination. The meta-analysis by Van Ijzendoorn and Kroonenberg was the most common study used, with some students showing excellent, accurate and detailed knowledge of their results. At the other end were those students with very muddled knowledge of the findings. If students are to use such findings effectively, they do need to be clear which country had greater percentages of different types of attachment. Other studies were also used effectively either as knowledge or as discussion. These included research by Takahashi; Simonella; Grossman and Grossman among others. While knowledge was often very well detailed, the discussion was not as effective. For example, while many students knew that West Germany had the highest levels of avoidant attachment, few could explain why this appeared to be the case. The same was true for the high levels of resistant attachment in Japan. Students seemed unaware that it was the quality of the measuring tool that was important in the labelling of attachment type. Better discussion focused on the issue of an imposed etic; the limited number of studies in some countries; the validity of using the strange situation. Lengthy descriptions of the strange situation itself were of little relevance and did not add much to the answer. Ainsworth’s research was not looking at cultural variations, but was the tool used in the meta-analysis.

Q3.

Credit was only given to the first two infant behaviours and many students wasted time by describing more. To gain credit there had to be some kind of qualifier, eg “high separation anxiety” or “extreme stranger anxiety”. Without such qualifiers, the behaviour could apply to other types of attachment.

Q4.

This was a multiple choice question where the answers were A and C. Most students achieved full marks on this question.

Q5.

Overall this question was not done well. The question required discussion of the findings of research into cultural variations, so extensive descriptions of the methodology of the strange situation were not creditworthy. There was great variability in the accuracy of the description of the findings of relevant studies, in particular of Van Ijzendoorn and Kroonenberg’s metareview. Confusion between the insecure types of attachment was quite common, and discussion tended to be generic. Although better answers showed understanding of the strengths and weaknesses of metareviews, weaker students clearly

failed to understand that key studies were in fact metareviews and not single pieces of research. Much of the evaluation was methodological and could be effective, for example cultural specificity of the strange situation. Other creditworthy points, such as greater variation in attachment patterns within countries as opposed to between them, were also relatively common. However, many students focused on methodological evaluation of the strange situation (eg ethics) without making it relevant to cultural variations in attachment so earned little credit.

Q6.

This question elicited some extremely detailed descriptions of the Strange Situation although, oddly, even extensive descriptions often omitted to refer to the method as controlled. Students were divided as to whether Ainsworth used a one-way or a two-way mirror. That said, descriptions were generally quite successful although there was often confusion between avoidant and resistant types. The majority of discussions were pre-prepared 'Describe and evaluate the Strange Situation' answers, whilst more successful answers explicitly addressed the matter of the appropriateness or usefulness of the procedure for measuring type of attachment. It was quite common to see discussions where students would offer cross-cultural findings of similar/different percentages of Ainsworth's three types, but would fail to make the point that such findings supported the validity of the Strange Situation, or otherwise. Many answers included lengthy discussions of the findings where it would have been much more productive to concentrate on the method. Very rarely did students compare the Strange Situation with other ways of measuring type of attachment. The least successful discussions tended to consist of completely generic points about ethics and lack of ecological validity.

Q12.

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

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

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Q14.

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

Q15.

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

Q16.

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

Q17.

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

distress, Rosie being unconcerned).

Q18.

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

Q19.

(a) Some students lost marks by incorrectly identifying Sam as being resistant or Dan as being avoidant. A number failed to distinguish between insecure-avoidant and insecure-resistant types of attachment.

(b) This question was generally answered well, although there were sometimes inconsistencies between answers in (a) and (b).

Q20.

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

Q21.

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

Q23.

(a) Many responses were appropriate with candidates being able to choose insecure attachment and then explain this in the context of the stem material. Some candidates failed to apply their answer to the stem material.

(b) Many responses were appropriate and applied the Strange Situation methodology to the stem material. Some less effective responses described the Strange Situation sequence without indicating in some way that observation was required. Some candidates wrote far more than is required for 3 marks.

Q24.

Candidates who scored well in this question could provide some reasonable detail about what identifiable research has shown. Some responses were very muddled where the candidate had failed to learn even a small amount of information and report it accurately. Vague answers about collectivist and individualistic cultures were difficult to credit. Others that gained little credit tended to be too general and focused on upbringing rather than attachment (Japanese mothers rarely leave their children etc).

Q25.

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

Q26.

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

Q27.

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

Q28.

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

Q29.

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

Q30.

Most candidates knew something about Ainsworth's studies of attachment. Answers varied in how well they focused on procedural aspects of Ainsworth's work. Describing the attachment behaviour of infants on its own, would not gain credit in this question.

Q31.

This question was usually well done by candidates who understood the term 'demand

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characteristics'. Some candidates clearly did not know what the term meant.

Q32.

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

Q33.

(a) Most candidates were well prepared for this question and had a good understanding of the different attachment types and their reactions in the Strange Situation. The main reason why some candidates gained no marks for this part of the question was that they had not read the question carefully enough and did not compare the behaviour of securely and insecurely attached infants on their chosen categories. Some candidates wasted time by describing the behaviours for all four categories. Some answers were very brief, eg 'securely attached children are happy to explore and insecurely attached children are not'. While candidates are not given the space to write huge amounts of detail, for full marks, it is reasonable to expect them also to refer to the mother as a safe base when talking about exploration behaviour.

(b) There were a variety of acceptable answers to this question. Some candidates gave good answers referring to the importance of the mother's behaviour in determining attachment type while others focused on the temperament of the child. A perfectly acceptable alternative interpretation of the question was to explain why some children exhibit characteristics of both secure and insecure attachment behaviours. A good way of addressing this was to explain the problems of categorisation or to refer to disorganised attachments.

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