

Types of Attachment – Mark Scheme

Q1.

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.

Q2.

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.

Q3.

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 for full marks.

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

Further marks for elaboration.

Q4.

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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:

- 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

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 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.

Q5.

[AO2 = 3]

Max = Securely attached / type B (1)

Jessica = Insecure / Anxious-resistant / ambivalent / type C (1)

William = Insecure / Anxious-avoidant / type A (1)

Q6.

(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**

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).

Q7.

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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 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.

Q8.

[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 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.

Q9.

[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 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.

Q10.

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.

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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

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.

Q11.

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.

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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.

A03

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.