

Mark schemes

Q1.**[AO2 = 4]**

Level	Marks	Description
2	3-4	Application of the influence of Lenny's early experience on his later relationships is clear, effective and coherent. There is appropriate use of terminology.
1	1-2	Application of the influence of Lenny's early experience on his later relationships is limited. The answer lacks effectiveness and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- Bowlby's internal working model – Lenny's (lack of) early attachment has not provided an adequate template/blueprint for later relationships
- insecure attachments are associated with fear of intimacy/lack of commitment in adult romantic relationships which may explain Lenny's inability to 'settle down'
- maternal deprivation theory – disruption to the maternal bond in early life (critical period) leads to later emotional problems – Lenny's fear of commitment/intimacy
- use of evidence to support argument, eg Hazan and Shaver (Love Quiz).

Credit other relevant application.

No application to the stem, maximum of **one** mark.**[4]****Q2.****(a) [AO2 = 7]****1 mark** for Chi-Squared test.**PLUS**For **each** of the following bullet points award:**2 marks** for a clear and coherent reason linked to the investigation.**1 mark** for a limited/partial reason e.g. naming an accurate reason (e.g. nominal data/categorical data)**Possible content:**

- test of difference/association – analysing the difference in experience of bullying between teenagers who had a secure or insecure

attachment/the association between attachment type and experience of bullying. Test of correlation would not be creditworthy

- independent/unrelated design – each teenager cannot appear in more than one category ie secure/insecure; experience of bullying/no experience of bullying
- nominal/categorical – the data refers to the number of teenagers in each of the four categories.

Note: appropriate reason can be credited even if an incorrect test is named or no test is given.

Note: where more than three reasons are given, only the first three should be marked.

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(b) [AO1 = 3 AO2 = 2 AO3 = 3]

Level	Mark	Description
4	7-8	Knowledge of the influence of early attachment on childhood relationships is accurate with some detail. Application is effective. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5-6	Knowledge of the influence of early attachment on childhood relationships is evident but there are occasional inaccuracies/omissions. Application/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 influence of early attachment on childhood relationships is present. Focus is mainly on description. Any application/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 influence of early attachment on childhood relationships is very limited. Application/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 internal working model (IWM) – early attachment provides blueprint/prototype for later attachment; formation of mental representation/schema of first attachment relationship; affects later relationships during childhood
- attachment type associated with quality of peer relationships in

- childhood – studies of friendship patterns, bullying, etc
- knowledge of relevant studies, eg Myron-Wilson and Smith
- material on maternal deprivation is creditworthy if made relevant to the question.

Possible application:

- securely attached children are less likely to be involved in bullying than insecurely attached children or vice versa
- evidence, eg Myron-Wilson and Smith suggests that avoidant children are more likely to be victims of bullying, resistant children are more likely to be bullies themselves
- children who were securely attached have developed a positive template (IWM) for future and so are less likely to be involved in bullying
- children who formed an insecure attachment in childhood are more likely to have difficulty fitting in with peers and so may be more inclined to have experienced bullying.

Possible discussion:

- use of evidence in discussion. Research on adult relationships (e.g. Hazan & Shaver) is not creditworthy unless explicitly linked to childhood relationships
- discussion of theory, eg Bowlby's IWM and issue of determinism; negative implications of assumption that the relationship is cause and effect
- discussion of use of self-report techniques to assess quality of childhood/adult relationships – subjectivity, social desirability, etc – as well as retrospective assessment of early attachment patterns
- difficulty of measuring the IWM – hypothetical concept.

Accept other valid points.

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[15]

Q3.

[AO1 = 6 AO3 = 6]

Level	Mark	Description
4	10-12	Knowledge of research into the influence of early attachment on adult relationships 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 the influence of early attachment on adult relationships 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 the influence of early attachment on adult 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 research into the influence of early attachment on adult relationships 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.

Possible content:

- Bowlby's theory of the internal working model – primary attachment relationship as a template for later relationships; affects later (adult) relationships and own success as a parent
- Hazan and Shaver's research on types of adult relationships and the links with Ainsworth's secure, insecure-avoidant, insecure-resistant types
- adult attachment interview (Main et al) continuity between early attachment type and adult classification/behaviours
- research into relationships with own children when they become a parent, eg Bailey et al (2007), Harlow (1966).

Credit other relevant research.

Note that the emphasis must be on adult relationships, ie with partners and/or own children.

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 Main (1985), Hazan and Shaver (1987), Bailey et al (2007)
- counter-evidence, eg to suggest that children can recover from deprivation/privation and form effective adult relationships
- implications of findings re continuity, eg determinism
- practical implications, eg 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
- ethical issues, eg associated with use of adult attachment interview.

Credit other relevant discussion.