

## Early Attachment - Mark Scheme

**Q1.**

**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**

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.