

Explanations 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

Schaffer and Emerson found less than half of infants had a primary attachment to the person who usually fed them. Harlow's research suggested monkeys became attached to the soft surrogate mother rather than the one who fed it. Lorenz found goslings imprinted on the first moving object they saw.

Credit any relevant research findings.

Maximum 1 mark for identifying relevant research e.g. imprinting, Harlow's monkeys. Further marks for accurate outline of relevant research findings.

Q2.

[AO2 = 6]

Level	Marks	Description
3	5 – 6	Explanation of the concept of an internal working model is clear and appropriate. Application is mostly effective. Specialist terminology is mostly used effectively. There is clear focus on the question.
2	3 – 4	Explanation of the concept of an internal working model is apparent and mostly appropriate. Application is partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 2	There is some explanation of the concept of an internal working model. Application is limited, poorly focused or absent. The answer as a whole lacks clarity, has inaccuracies and is poorly organised. Specialist terminology is often used inappropriately.
	0	No relevant content.

Application possible points:

- Attachment to primary caregiver provides child with internal working model of relationships (Bowlby)
- Abi's secure childhood relationships would have ensured a positive internal working model

- The model represents/gives a mental view of relationship with primary figure and acts as a template for future relationships
- Continuity in quality/type of relationship across generations.
- Abi's understanding of relationships has been carried forward so she now has positive secure relationships with her two children
- Abi's children use their internal working model of the relationship they have with their mother to inform their interactions with other children – so they make friends easily and are confident
- Credit application of knowledge and research into the origin and/or consequence of the internal working model eg McCarthy 1999

Credit other relevant material.

Q3.

(a) [AO2 = 3]

One mark for knowledge of inter-rater (observer) reliability (this may be named or implicit in the application)

Plus

Up to two marks for applying knowledge of how reliability of the category system could be assessed in this study.

For example:

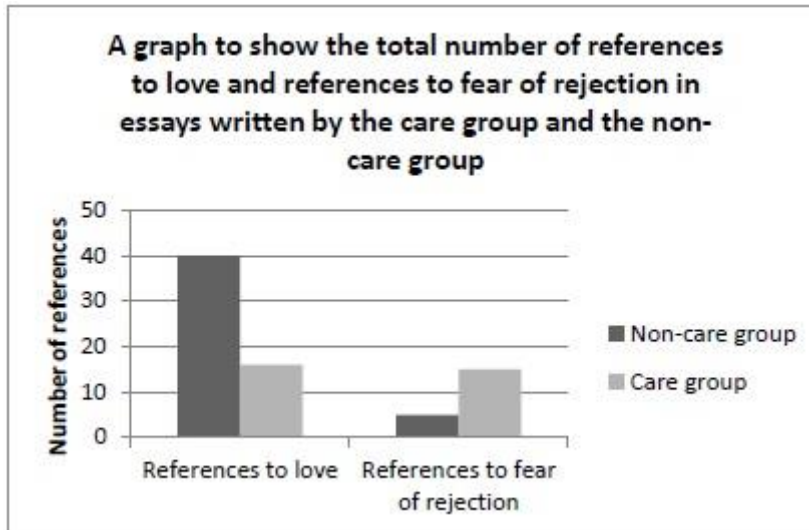
The consistency between the recordings of two researchers would be assessed by asking each researcher to categorise the essays independently for 'references to love'. The data would then be compared and if similar then the analysis is reliable.

Credit reference to the fact that the correlation coefficient between the researchers' data should exceed 0.8.

(b) [AO2 = 3]

Up to 3 marks for an accurate sketch of a bar chart to represent the data in the table

- **1 mark** for an appropriate title
- **1 mark** for correctly labelled axes
- **1 mark** for accurately plotted bars (4 in total)



(c) [AO2 = 3]

- **1 mark** for calculating the total number of references to love overall ($16+40 = 56$)
- **1 mark** for representing the total number of references to love in the care group as a fraction of the total number of references to love overall ($16/56$)
- **1 mark** for dividing both parts of the fraction by the lowest common denominator ($16/8 = 2$; $56/8 = 7$) to produce the correct answer ($2/7$)

(d) [AO3 = 3]

3 marks for clear explanation plus coherent elaboration

2 marks for explanation plus some elaboration

1 mark for vague/muddled explanation

Students may make a single, elaborated point or a number of points in less detail.

Possible content

- The interviewer could have asked follow-up questions to gain greater insight into some of the points raised in the essay
- The interview would produce more detail/depth of information than the participant would have been able to reveal within the essay
- Interview data would have provided a further measure of reliability/validity of the original essay content
- The interviewer may have gained rapport with the participant so they have felt comfortable revealing more personal/sensitive information face-to-face

Accept other valid points.

(e) [AO1 = 4 AO2 = 2]

Level	Marks	Description
3	5 – 6	Knowledge of Bowlby's monotropic theory is clear and accurate. There is appropriate use of the data in the table and clear links made to Bowlby's theory. The answer is clear and coherent. Specialist terminology is used effectively.
2	3 – 4	Knowledge of Bowlby's monotropic theory is present though there may be some inaccuracy/lack of clarity. There is some attempt to use the data in Table 1 though the links to Bowlby's theory may not always be clear. There is some appropriate use of specialist terminology.
1	1 – 2	Knowledge of Bowlby's theory is briefly stated with little elaboration. The use of data in Table 1 in the context of Bowlby's theory may be inappropriate or absent. The answer may include inaccuracies and be poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

Knowledge of Bowlby's monotropic theory:

- Unique 'monotropic' relationship with mother-figure
- Notion of critical/sensitive period up to approx. 2 years
- Importance of internal working model for future relationships
- Social releasers to facilitate bond
- Reciprocal process

Accept other valid points.

Possible application:

- The care group made fewer references to love in their essays/more reference to fear of rejection which suggests their lack of monotropic bond may have affected the quality of their future relationships
- Failure to form internal working model in the care group
- Adopted at 5 so missed critical period for formation of bond

Q4.

[AO1 = 4 AO3 = 4]

Level	Marks	Description
4	7 – 8	Knowledge of Bowlby's monotropic theory of attachment is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused on formation of attachment. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	5 – 6	Knowledge of Bowlby's monotropic theory of attachment is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised, with focus on formation of attachment. Specialist terminology mostly used effectively.
2	3 – 4	Knowledge of Bowlby's monotropic theory of attachment is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy, organisation and focus in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Knowledge of Bowlby's monotropic theory of attachment is limited. Evaluation 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.

Possible outline:

- Infants have an innate drive to survive.
- Babies seek proximity to carer (mother) for safety.
- Sequence of development – non-focused, one or more, signalling, safe base behaviour.
- Monotropy – this attachment is to a single specific caregiver.
- Babies use signals – social releasers to attract the carer-reciprocity.
- There is a critical (sensitive) period for attachment to take place (approx. up to 2 years).

Possible evaluation points:

- Contrast with alternatives: eg learning theory states that attachment is based on reinforcement (cupboard love theory).
- Discussion in relation to continuity hypothesis.
- Use of evidence to support Bowlby's theory: eg animal evidence in favour of critical / sensitive period.
- Use of contradictory evidence: eg Schaffer and Emerson's findings re multiple attachments.
- Implications (including economic implications) of monotropy theory: eg role of fathers, mothers returning to employment, use of daycare etc.
- Role of the internal working model.

Credit other relevant information.

Q5.

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 = 4

Learning theory suggests attachment develops through classical and operant conditioning.

According to classical conditioning food (UCS) produces pleasure (UCR). The mother is associated with the pleasure and becomes a conditioned stimulus. According to operant conditioning food satisfies the infant's hunger and makes it feel comfortable again (drive reduction). Food is therefore a primary reinforcer. The mother is associated with food and becomes a secondary reinforcer. The infant becomes attached to the mother because she is a source of reward.

Candidates may refer to classical conditioning, operant conditioning or both. SLT may be credit-worthy if focused on attachment.

The explanation must be directly linked to attachment. Unrelated descriptions of classical or operant conditioning are not credit-worthy.

AO2 = 4

Evaluation of learning theory could include reference to research studies such as Schaffer and Emerson who found that less than half of infants had a primary attachment to the person who usually fed them. Responsiveness seemed to be the key to attachment. Harlow's research suggesting the importance of contact comfort rather than food could also be made relevant.

Alternative explanations, such as Bowlby's evolutionary theory, could gain credit as long as they are used as evaluation and not simply described. Commentary on implications could be credit-worthy.

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
4 marks Accurate and reasonably detailed Accurate and reasonably detailed description of the theory that demonstrates sound	4 marks Effective evaluation Effective use of material to address the question and provide informed evaluation.

<p>knowledge and understanding. There is appropriate selection of material to address the question.</p>	<p>Effective use of research evidence. Broad range of issues and / or evidence in reasonable depth, or a narrower range in greater depth.</p>
<p>3 marks Less detailed but generally accurate Less detailed but generally accurate description of the theory that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.</p>	<p>3 marks Reasonable evaluation Material is not always used effectively but produces a reasonable evaluation. Reasonable use of research evidence. A range of issues and / or evidence in limited depth, or a narrower range in greater depth.</p>
<p>2 marks Basic Basic description that demonstrates some relevant knowledge and understanding of the theory but lacks detail and may be muddled. There is little evidence of selection of material to address the question.</p>	<p>2 marks Basic evaluation The use of material provides only a basic evaluation. Basic use of research evidence. Superficial consideration of a restricted range of issues and / or evidence.</p>
<p>1 mark Very brief / flawed Very brief or flawed description that demonstrates very little knowledge or understanding of the theory. Selection of information is largely inappropriate.</p>	<p>1 mark Rudimentary evaluation The use of material provides only a rudimentary evaluation. Use of research evidence is just discernible or absent.</p>
<p>0 marks No creditworthy material presented.</p>	<p>0 marks No creditworthy material presented.</p>

Q6.

[AO1 = 6 AO2 = 4 AO3 = 6]

Level	Mark	Description
4	13-16	Knowledge of learning theory and monotropic theory is accurate and generally well detailed. 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	9-12	Knowledge of learning theory and monotropic theory is evident but there are occasional inaccuracies / omissions. Application and / or discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5-8	Limited knowledge of learning theory and monotropic theory is present. Focus is mainly on description. Any discussion and / or application is of limited effectiveness. The answer lacks clarity, accuracy and

		organisation in places. Specialist terminology is used inappropriately on occasions. OR one theory only at Level 3 / 4.
1	1-4	Knowledge of learning theory and monotropic theory is very limited. Discussion and / or 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. OR one theory only at Level 2.
	0	No relevant content.

Possible content:

Learning theory

- emphasises the importance of food in the formation of attachment / 'cupboard love' / drive reduction – children love those who feed them
- classical conditioning creates attachment – association of caregiver (NS) with food (UCS) causes conditioned response of pleasure
- operant conditioning strengthens attachment – crying is positively reinforced by caregiver; caregiver receives negative reinforcement when crying stops

Monotropic theory

- importance of primary attachment figure – bond with mother-figure is unique
- the more time spent with the mother-figure, the better – law of continuity; law of accumulated separation
- internal working model – first attachment is a blueprint for future relationships; child forms mental representation
- importance of critical period
- the role of social releasers

Accept other valid points.

Possible application:

Learning theory

- the first mother's view is consistent with the principles of learning theory – her bond with her daughter is based on breastfeeding / food
- the husband's bond with Millie is not as strong as she has not formed an association with her father and pleasure

Monotropic theory

- the second mother's view is consistent with monotropic theory – that the bond with the mother (the 'mother's love') is unique and special
- she also suggests that the maternal bond is 'important for future development' which is consistent with Bowlby's view of the internal working model

Possible discussion points:

Learning theory

- plausible and scientific as founded in established theory
- reductionist – the focus on basic processes (S-R links, reinforcement) too simplistic to explain complex attachment behaviours
- use of evidence, e.g. Schaffer and Emerson - primary attachment figure not always

- the person who feeds the child
- environmentally deterministic such that early learning determines later attachment behaviours

Monotropic theory

- use of evidence, e.g. Schaffer and Emerson - multiple and not monotropic attachments are the norm
- the concept of monotropy is social sensitive – places pressure on mothers and underestimates the role of the father
- use of evidence, e.g. Bailey et al - concept of the internal working model
- studies of deprivation / privation may only be credited if explicitly linked to monotropic theory

Accept other valid points.

For marks in levels 3 and 4 there should be a reasonable but not necessarily perfect balance between learning theory and monotropic theory.

[16]