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# ATTACHMENT – THE SYLLABUS

## EARLY ATTACHMENT IN INFANTS
- Animal studies of attachment: Lorenz and Harlow
- Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father

## EXPLANATIONS OF ATTACHMENT & ATTACHMENT TYPE
- Explanations of attachment: learning theory and Bowlby’s monotropic theory. The concepts of a critical period and an internal working model
- Ainsworth’s ‘Strange Situation’. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn

## DEPRIVATION & INSTITUTIONALISATION
- Bowlby’s theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation

## EFFECTS OF ATTACHMENT ON LATER RELATIONSHIPS
- The influence of early attachment on childhood and adult relationships, including the role of an internal working model
ATTACHMENT – QUESTIONS + ANSWERS
EARLY ATTACHMENT IN INFANTS
• Animal studies of attachment: Lorenz and Harlow

Researcher A found that young animals seemed to attach for comfort rather than food. Researcher B found that mobile newborn animals would follow the first large moving object that they saw.

Give the name of Researcher A and state the type of animal studied by this researcher. (2)
Give the name of Researcher B and state the type of animal studied by this researcher. (2)
(Total 4 marks)
Harlow, rhesus monkeys. Line 39.
Lorenz, geese. Line 9.

Outline the procedure used in one study of animal attachment. (Total 4 marks)
Either lines 9-15 (Lorenz) or 39-44 (Harlow).

Outline what animal studies have shown about attachment. (Total 4 marks)
Summarise findings/conclusions of Lorenz (lines 17-27) and Harlow (lines 46-53).
Answer.
“Lorenz found that geese imprint on the 1st moving object they see after hatching and form a strong infant-mother bond with this object. Imprinting must occur within a critical period of 32 hours after hatching or it will not occur. He believed imprinting to be a permanent, irreversible instinct aimed at maximising survival chances of offspring.
Harlow found that isolated infant rhesus monkeys attached to an artificial mother who provided ‘contact comfort’ rather than food, implying that contact comfort is the basis for attachment. Failure to attach to a real mother caused long-term maladjustment.”

Outline the procedures and findings used in Harlow’s study of attachment in monkeys. (Total 4 marks)
Lines 39-53.

Outline the procedures and findings used in Lorenz’s study of attachment in geese. (Total 4 marks)
Lines 9-22.
Briefly discuss one limitation of using animals to study attachment in humans. 
(Total 4 marks) 
_Lines 54-59._

Evaluate Harlow’s study in attachment in monkeys. 
(Total 4 marks) 
_Lines 54-64._

Discuss animal studies of attachment. 
(Total 16 marks) 
_Lines 9-64._

Discuss the usefulness of animal studies for investigating attachment. 
(Total 16 marks) 
_Same as above: lines 9-64._
ATTACHMENT – QUESTIONS + ANSWERS
EARLY ATTACHMENT IN INFANTS

• Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father

Explain what is meant by interactional synchrony in the context of care-giver-infant interactions.
(Total 2 marks)

Lines 73-74.

Explain what is meant by reciprocity in the context of care-giver-infant interactions.
(Total 2 marks)

Lines 66-68.

Outline one study of infant-care-giver interactions.
(Total 4 marks)

Lines 75-84.

Read the item and then answer the question that follows.

Proud father Abdul was talking to his friend, as they were both watching Abdul’s wife, Tasneem, interacting with their baby daughter, Aisha.

‘It’s amazing really’, said Abdul. ‘Tasneem smiles, Aisha smiles back. Tasneem moves her head, Aisha moves hers, perfectly in time with each other.’

‘Yes’, agreed the friend. ‘It’s almost as if they are one person.’

With reference to Abdul’s conversation with his friend, outline two features of caregiver-infant interaction

(Total 4 marks)

Lines 66-68 + 73-74.

Answer.

“Aisha is engaging in reciprocity. From birth onward, human infants engage in rhythmic turn-taking interactions with carers. For example, ‘Tasneem smiles, Aisha smiles back’. The baby is reciprocating or mirroring her mother’s movements. Meltzoff described a form of reciprocity called interactional synchrony. From 2-3 weeks old, infants imitate specific facial and hand gestures exhibited by their carers. This is case with Aisha who mirrors her mother’s movements ‘almost as if they are one person’.”

(a) Describe one way in which psychologists have investigated caregiver-infant interaction in humans. Refer to a specific study in your answer. (3)
(b) Evaluate the way of investigating caregiver-infant interaction that you have described in your answer to part (a). Do not refer to ethical issues in your answer. (3)
(Total 6 marks)

Some researchers believe that caregiver–infant interactions influence the development of attachment. Explain one reason why it is difficult to draw conclusions about the role of caregiver–infant interactions in the development of attachment.
(Total 2 marks)

Briefly evaluate research into caregiver-infant interaction.
(Total 4 marks)

Briefly discuss how researchers might address difficulties encountered when trying to investigate caregiver-infant interaction.
(Total 4 marks)

Discuss infant-caregiver interactions. Refer to reciprocity and interactional synchrony in your answer.
(Total 16 marks)

What is meant by the term 'attachment'?
(Total 2 marks)
Explain what is meant by the term multiple attachments.
(Total 2 marks)

Lines 130-132+125-127.

Answer.
“A baby will usually form attachments beyond the primary attachment figure at 7+ months: e.g.,
father, siblings, grandparents, etc. They will show separation anxiety and happiness on reunion with
these attachment figures.

Below are stages of attachment as identified by Schaffer and Emerson.
A. Infants show a preference for certain people but accept care from anyone.
B. Infants show a preference for people over objects.
C. Infants show extreme anxiety when separated from certain special people.
Identify the
(i) First stage of development (1)
(ii) Final stage of development (1)
(Total 2 marks)
(i) B. Lines 118-121.
(ii) A. Lines 130-134.

Name three stages in the development of attachments identified by Schaffer.
(Total 3 marks)
3 from lines 118, 122, 125, 130. Just name them.

Outline the role of the father in the development of attachment.
(Total 6 marks)
Lines 150-171.
ATTACHMENT – QUESTIONS + ANSWERS
EXPLANATIONS OF ATTACHMENT

- Explanations of attachment: learning theory and Bowlby’s monotropic theory. The concepts of a critical period and an internal working model

Tick two of the boxes below to indicate which of the following statements relate to Learning theory explanations of attachment.

A  Attachment takes place during a critical period or not at all.
B  Infants become attached to the person who feeds them.
C  Infants are innately programmed to form an attachment.
D  Attachments are based on the principles of classical and operant conditioning.

(Total 2 marks)
B + D.
Lines 177-180 + 176-189.

Briefly evaluate learning theory as an explanation of attachment.
(Total 4 marks)
Lines 190-206.

When Max was born, his mother gave up work to stay at home and look after him. Max’s father works long hours and does not have much to do with the day-to-day care of his son. Max is now nine months old and he seems to have a very close bond with his mother.

Use learning theory to explain how Max became attached to his mother rather than to his father.
(Total 6 marks)
Lines 173-189.
Link each point from syllabus notes to Max: e.g. his mother spends the most time with him and presumably feeds and comforts him whereas his father is rarely there so Max has little chance to receive positive or negative reinforcement from him.
Outline and evaluate learning theory as an explanation of attachment.
(Total 8 marks)
*Lines 173-208.*

Learning theory provides one explanation of attachment. It suggests that attachment will be between an infant and the person who feeds it. However, the findings of some research studies do not support this explanation.

Outline research findings that challenge the learning theory of attachment.
(Total 4 marks)
*Lines 191-206.*

Tick two of the boxes below to indicate which of the following statements relate to Bowlby’s evolutionary theory of attachment.

A Attachment takes place during a critical period or not at all.

B Infants become attached to the person who feeds them.

C Infants are innately programmed to form an attachment.

D Attachments are based on the principles of classical and operant conditioning.

(Total 2 marks)
*A + C.*
*Lines 214-215 + 210-212.*
Tick the two statements below that relate to Bowlby’s theory of attachment.

| A. The theory suggests that babies form attachments to the person who feeds them. |   |
| B. The theory suggests that attachment has an evolutionary basis. |   |
| C. The theory is based on classical and operant conditioning. |   |
| D. The theory suggests that early attachments are important for forming later healthy relationships. |   |
| E. The theory suggests attachment is based on reinforcements. |   |

(Total 2 marks)

B + D

Lines 210-213 + 221-226.

Explain what is meant by the critical period.

(Total 3 marks)

Lines 214-217.

Explain what is meant by the internal working model.

(Total 3 marks)

Lines 221-225.

Outline Bowlby’s theory of attachment.

(Total 6 marks)

Lines 209-226.

Outline and evaluate Bowlby’s explanation of attachment.

(Total 8 marks)

Lines 210-253.

One theory about how and why babies form attachments is Bowlby’s monotropic theory. Outline and evaluate Bowlby’s monotropic theory of attachment.

(Total 8 marks)

Lines 210-253.

Same as above.
Psychologists have put forward different explanations of attachment, such as learning theory and Bowlby’s theory.
Outline and evaluate one or more explanations of attachment.
(Total 16 marks)

Do both and summarise as below.

Lines 173-186 + 190-206 (Learning Theory); 210-222 + 227-247 (Bowlby).
ATTACHMENT – QUESTIONS + ANSWERS
ATTACHMENT TYPE

- Ainsworth’s ‘Strange Situation’. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn

Outline how Ainsworth studied types of attachment.
(Total 3 marks)
Lines 264-272.

Give one or more aims of the ‘Strange Situation’ developed by Mary Ainsworth.
(Total 2 marks)
Lines 261-262 + add “… and to see how infants responded in a ‘strange situation’ in terms of exploration, stranger anxiety, separation anxiety and reunion behaviour”.

Mary Ainsworth studied insecure and secure attachments in infants by using the ‘Strange Situation’. Describe how Ainsworth studied types of attachment.
(Total 5 marks)
Lines 264-272 + table + 273-274.

Which two of the following are associated with an insecure-resistant attachment type?
Choose two from the options A, B, C, D and E.

A. Extreme stranger anxiety
B. Indifference when the mother leaves the room
C. Low willingness to explore the environment
D. Moderate levels of separation anxiety
E. Obvious joy when reunited with the mother

(Total 2 marks)
A + C.

Table below line 276, Insecure-Resistant column.
Ainsworth identified different types of attachment in children, including secure and insecure attachment.

Identify two characteristics of an insecurely attached child.

(Total 2 marks)

A confusing question asked by the exam board as it doesn’t specify which type of insecure attachment. Therefore, choose either Avoidant or Resistant from table below line 276 and pick any 2 characteristics. I suggest using Avoidant Insecure, and stranger anxiety and reunion behaviour as the characteristics.

How does the behaviour of securely attached infants differ from that of insecurely attached infants?

(Total 4 marks)

See table below line 276 and describe row relating to ‘in general’.

Identify two infant behaviours that are characteristic of an insecure-resistant attachment type.

(Total 2 marks)

Table below line 276, Insecure-Resistant column. Choose any 2 categories.

The Strange Situation can be used to identify a child’s attachment type.

Explain how the behaviour of a child showing insecure-avoidant attachment type would be different from the behaviour of a child showing insecure-resistant attachment type.

(Total 4 marks)

See table below line 276, columns relating to avoidant and resistant. Start by describing row relating to ‘in general’, then say ‘In Strange Situation study...’ and list differences for rows ‘willingness to explore’, ‘stranger anxiety’, separation anxiety’, ‘reunion behaviour’.
Ainsworth and Bell observed infants in an unfamiliar room to assess the quality of their attachment to their mother. Observations during this ‘Strange Situation’ related to the following categories of behaviour:

Exploration – how much the infant explored the unfamiliar room; Separation behaviour – how the infant reacted when the mother left; Stranger anxiety – the response of the infant to a stranger; Reunion behaviour – how the infant reacted when the mother returned.

(a) Select two of these categories and explain how the behaviour of securely attached infants and insecurely attached infants would be different in the ‘Strange Situation’. (4)
(b) Briefly explain why some children show characteristics of secure attachment and some characteristics of insecure attachment. (2)

(Total 6 marks)

(a) I suggest selecting stranger anxiety and reunion behaviour. You can talk about differences between securely attached and both types of insecure attachment types (avoidant and resistant). See table below line 276.
(b) See table below line 276, row relating to ‘mothers behaviour which causes attachment type’.

Tick two of the boxes below to indicate which statements best describe the behaviour of a securely attached child in the Strange Situation.

A  Exploration of the environment is limited because the infant has difficulty moving away from the caregiver.
B  The infant explores a strange environment, plays happily with toys and uses the caregiver as a safe base.
C  The infant goes to the caregiver when she returns and is easily soothed.
D  The infant goes to the caregiver when she returns but is difficult to comfort.

(Total 2 marks)

B + C.

Table below line 276, rows ‘willingness to explore’ and ‘reunion behaviour’ for securely attached infants.
Sam and Dan are both twelve months old. They are observed separately in Ainsworth’s Strange Situation. Sam is slightly upset when his mother leaves, but Dan is very upset and cries loudly.

(a) In the table below, identify the type of attachment suggested by the behaviour of each child. (2)

<table>
<thead>
<tr>
<th></th>
<th>Type of attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td></td>
</tr>
<tr>
<td>Dan</td>
<td></td>
</tr>
</tbody>
</table>

(b) Sam’s and Dan’s behaviour was then observed when the mothers returned. Give one example of the behaviour that each child would be likely to show. (2)

(a) Sam = secure attachment (table below line 276, row on ‘separation anxiety’); Dan = insecure-resistant (below line 276, row on ‘separation anxiety’).

(b) Table below line 276, row on ‘reunion behaviour’. Compare secure and insecure-resistant.

Read the item and then answer the question that follows.

A nursery school worker and her manager were chatting at the end of the day.

‘How did the new toddlers settle in today?’ asked the manager.

‘They behaved very differently’, replied the nursery school worker. ‘Max was distressed when his mother left but was happy to see her at the end of the day.’

‘Jessica arrived clinging to her mother and I could not calm her down when her mother left.’

‘William barely seemed to notice when his mother left and did not even look up when she returned to collect him.’

Name the attachment type demonstrated by each of the children in the conversation above by writing the attachment type next to the name below.

- Max
- Jessica
- William

(Total 3 marks)

Max = secure.
Jessica = insecure-resistant.
William = insecure avoidant.
See table below line 276, rows relating to ‘separation anxiety’ and ‘reunion behaviour’.
A researcher used the Strange Situation to investigate the attachment types of two infants. Megan was classified as insecure-avoidant. Rosie was classified as insecure-resistant.

Explain how Megan’s behaviour would differ from Rosie’s behaviour in the Strange Situation.

(Total 4 marks)

See table below line 276 and compare Megan (avoidant) and Rosie (resistant) for differences in rows ‘willingness to explore’, ‘stranger anxiety’, ‘separation anxiety’, ‘reunion behaviour’.

Anya has a 10-month-old son called Ben. Anya sometimes ignores Ben and does not respond when he cries. However, when Anya feels like playing with Ben, she wakes him up, even if he is soundly asleep.

(a) What type of attachment is Ben likely to show? Explain your answer. (3)

(b) Explain how a psychologist could investigate Ben’s attachment type using Ainsworth’s Strange Situation. (3)

(Total 6 marks)

(a) Ben = insecure-resistant. See table below line 276, row relating to ‘mothers behaviour which causes attachment type’. The mother is showing inconsistent responses – she sometimes ignores him when he cries, but sometimes wakes him up when he’s asleep.

(b) Lines 264-272 + 273-274 describing how Ben could be put through these procedures. You should not describe Ainsworth’s sample.

Give one limitation of the use of the Strange Situation in attachment research.

(Total 2 marks)

Lines 294-296.

Evaluate the Strange Situation as a method for investigating types of attachment.

(Total 4 marks)

Lines 290-299.

Some people say that Ainsworth’s studies lacked validity.

Explain this criticism of Ainsworth.

(Total 4 marks)

Lines 290-296 + 300-302.

By observing interactions between the infants and their mothers in a Strange Situation, Mary Ainsworth was able to identify different types of attachment.

Describe possible demand characteristics in this research.

(Total 2 marks)
Apart from ethical issues, explain one or more limitations of using the Strange Situation to assess the type of attachment in young children.
(Total 4 marks)

Discuss the Strange Situation as a way of assessing type of attachment.
(Total 16 marks)

Describe and evaluate Ainsworth’s work on attachment. As part of your evaluation, you should refer to the work of at least one other researcher.
(Total 16 marks)

[end of sample questions]