

Attachment

Outline Lorenz's **and** Harlow's animal studies of attachment. Discuss what these studies might tell us about human attachment.

[16 marks]

Mark Scheme:

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13–16	Knowledge of Lorenz's and Harlow's animal studies is accurate and generally well detailed. 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 Lorenz's and Harlow's animal studies 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	5–8	Limited knowledge of Lorenz's and Harlow's animal studies 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. OR Lorenz or Harlow only at Level 3/4.
1	1–4	Knowledge of Lorenz's and Harlow's animal studies 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. OR Lorenz or Harlow only at Level 1/2.
	0	No relevant content.

Possible content:

- Lorenz's procedure and findings – goose eggs randomly divided; half hatched with the mother present (in natural environment); half in an incubator with Lorenz present; behaviour recorded; incubator group followed Lorenz, control group followed the mother; concepts of imprinting and critical period
- Harlow's procedure and findings – in a controlled environment, infant monkeys reared with two mother surrogates; plain wire mother dispensing food, cloth-covered mother with no food; time spent with each mother was recorded; details of fear conditions; long-term effects recorded: sociability, relationship to offspring, etc; preference for contact comfort over food; long-term effects on sociability and own childrearing style
- credit also references to Lorenz's work of sexual behaviour/imprinting.

Possible discussion points:

- problems of generalising findings from animal studies to humans – argument that, of the two, Harlow's study (mammalian species) may be more relevant to human experience
- implications of imprinting/critical period for human attachment (Lorenz) – 'window of opportunity' in which attachments must be formed otherwise this may lead to negative long-term consequences (credit reference to Bowlby's work in this context, eg maternal deprivation)
- implications of early neglect (Harlow) – long-term consequences of poor attachment in childhood for future relationships, eg with own children (again, credit reference to Bowlby in this context – internal working model)
- argument that the critical period may be more of a 'sensitive period' in humans as studies have demonstrated how children have been able to recover from early deprivation, eg Romanian orphan studies
- practical value of research, eg for social work, identifying risk factors in vulnerable children
- implications for theories of attachment, eg Harlow's suggestion that contact comfort/sensitive responsiveness is more important than food contradicts learning theory
- support from human studies, eg Schaffer and Emerson Glasgow study supports the idea that responsiveness may be more important than food.

State **two** effects of institutionalisation.

[2 marks]

Mark Scheme:

Marks for this question: AO1 = 2

1 mark each for any 2 of the following:

- mental retardation/low IQ
- delayed language development
- quasi-autism
- disinhibited attachment
- disorganised attachment
- delayed physical development, eg restricted growth
- impaired adult relationships

Credit other valid effects.

If more than two effects are stated, only the first two should be marked.

Note: specialist terminology/recognised effects of institutionalisation are expected.

Examiner Report:

Question 10

Most students could state two effects of institutionalisation using appropriate specialist terminology. Most popular were disinhibited attachment and low IQ. A few answers referred to deprivation and privation as though they were effects of institutionalisation. More commonly, students wrote too much for a question that simply required them to 'state' two effects.



Outline how Lorenz and Harlow studied attachment using animals.

[6 marks]

Mark Scheme:

Marks for this question: AO1 = 6

Level	Marks	Description
3	5-6	Knowledge of how Lorenz and Harlow studied attachment using animals is accurate and generally well detailed and includes measurement of dependent variable. The answer is clear and coherent. Specialist terminology is used effectively.
2	3-4	Some knowledge of how Lorenz and Harlow studied attachment using animals is present but there may be some detail missing/lack of clarity. There is some appropriate use of specialist terminology. OR one researcher at Level 3.
1	1-2	There is limited knowledge of how Lorenz and Harlow studied attachment using animals. The answer as a whole lacks clarity/accuracy. Specialist terminology is either absent or inappropriately used. OR one researcher at Level 2.
	0	No relevant content.

Possible content:

Lorenz

- goose eggs were randomly divided
- half were hatched with the mother present (in natural environment)
- half were hatched in an incubator with Lorenz present
- the behaviour of all goslings was recorded

Harlow

- in a controlled environment, infant monkeys reared with two mother surrogates
- plain wire mother dispensing food, cloth-covered mother with no food
- time spent with each mother was recorded
- details of fear conditions
- long-term effects recorded: sociability, relationship to offspring, etc

Credit other relevant procedural details in each case.

Credit procedures from other relevant studies by Lorenz and Harlow.

Examiner Comment:

Question 11

Performance on this question was disappointing. Despite the clear injunction in the question referring to 'how' Lorenz and Harlow studied attachment, the great majority of students outlined the findings and conclusions, which did not receive credit. Some even evaluated the studies. Very few focused on the methodology or explicitly identified the dependent variables. Better answers did outline the methods and variables, and also covered extensions of the research e.g. in terms of studying effects on later emotional and sexual behaviour.

Anca is an orphan who has recently been adopted by a British couple. Before being adopted, Anca lived in an institution with lots of other children in very poor conditions. Her new parents are understandably concerned about how Anca's early experiences may affect her in the future.

Use your knowledge of the effects of institutionalisation to advise Anca's new parents about what to expect.

[5 marks]

Mark Scheme:

Marks for this question: AO2 = 5

Level	Marks	Description
3	4–5	The advice about what Anca's parents should expect is clear and appropriate and demonstrates knowledge of effects of institutionalisation. The answer is generally coherent with appropriate use of terminology.
2	2–3	The advice about what Anca's parents should expect is evident but lacks clarity. Some evidence of relevant knowledge of effects of institutionalisation. Terminology is used appropriately on occasions.
1	1	Very brief or muddled advice and/or limited knowledge of the effects of institutionalisation.
	0	No relevant content

Possible effects/application:

- delayed intellectual development/low IQ/problems with concentration – Anca may struggle more at school than other children/may not learn new behaviours, concepts as quickly
- disinhibited attachment – Anca may not know what counts as 'appropriate' behaviour towards strangers
- emotional development – Anca may experience more temper tantrums, etc.
- lack of internal working model – Anca may have difficulty interacting with peers, forming close relationships, etc.
- quasi-autism – Anca may have a problem understanding the meaning of social contexts, may display obsessional behaviour, etc.
- credit the idea that Anca may have been adopted before the age of 6 months and therefore any effects may not be as severe/long term had she been adopted later.
- credit the suggestion that effects may be reversed with sensitive parenting.

Credit other valid effects/applications.

Examiner Comment:

Question 15

Answers to this question showed reasonable awareness of the effects of institutionalisation, in terms of intellectual and emotional development, disinhibited attachment, lack of an internal working model for relationships, etc. However a common weakness was a failure to structure the material around advice to Anca's new parents, preventing access to the top level. There were some very sophisticated answers that considered the age of adoption as a critical variable. There is historical research, still relevant, that used terms such as 'mental retardation', and this phrase was quoted quite often. In the specific context of a particular historical research study this is acceptable, but as a general and contemporary description of the effects of institutionalisation it is not. Alternatives such as 'intellectual delay' should be used instead.