

Animal Studies of Attachment - Mark Scheme

Q1.

(a) [AO1 = 2]

1 mark – Harlow

1 mark – (rhesus) monkeys

(b) [AO1 = 2]

1 mark – Lorenz

1 mark – geese/goslings

Q2.

[AO3 = 4]

Level	Marks	Description
2	3 – 4	A limitation is clearly presented and discussed in some detail. Links to the study of attachment are explicit. The answer as a whole is mostly clear and coherent with appropriate use of specialist terminology.
1	1 – 2	A limitation is identified although discussion is limited and lacks coherence. Links to the study of attachment are either obscure or absent. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Most likely limitations:

- Problems of extrapolation to attachment in human infants – what applies to non-human species may not also apply to human infants.
- Difference in nature and complexity of the bond.

Credit other relevant limitations.

Q3.

[AO1 = 4]

Level	Marks	Description
2	3 – 4	Outline of a relevant procedure is mostly clear, logically sequenced and coherent with some relevant detail of test conditions and apparatus / materials. Minor detail is sometimes lacking or there is slight inaccuracy. The answer as a whole is clear with use of specialist

		terminology.
1	1 – 2	A relevant procedure is discernible although the outline lacks clarity, logical sequence and coherence. There is some relevant information in relation to test conditions, apparatus or materials. The answer as a whole lacks clarity and coherence. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Harlow – wire and cloth mother research or any later variations.
- Suomi and Harlow – therapist monkey research.
- Lorenz – imprinting research with greylag geese.

Credit other relevant research.

Q4.

[AO1 = 6]

Level	Mark	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.

[6]

Q5.

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

Studies of institutional care such as Hodges and Tizard’s longitudinal study of 65 British children from early life to adolescence. Rutter’s study of Romanian orphans adopted by British families.

Czech twins, Genie or Bowlby’s research. Other research such as Skodak & Skeels or Spitz & Wolf may also be cited to illustrate effects.

Animal research, such as that of Harlow’s monkeys, is creditworthy as long as it

refers to the effects of failure to form attachment.
Credit reference to effects on adult relationships

AO3

Students may evaluate research into effects in terms of methodology, eg strengths & weaknesses of case studies or longitudinal research. Commentary may refer to the fact that the effects may depend on a number of factors including age of the child and quality of later care. Practical implications such as how this research has influenced child care practice would also be relevant.

Students who refer to animal research may consider how far the findings can be generalised to humans.