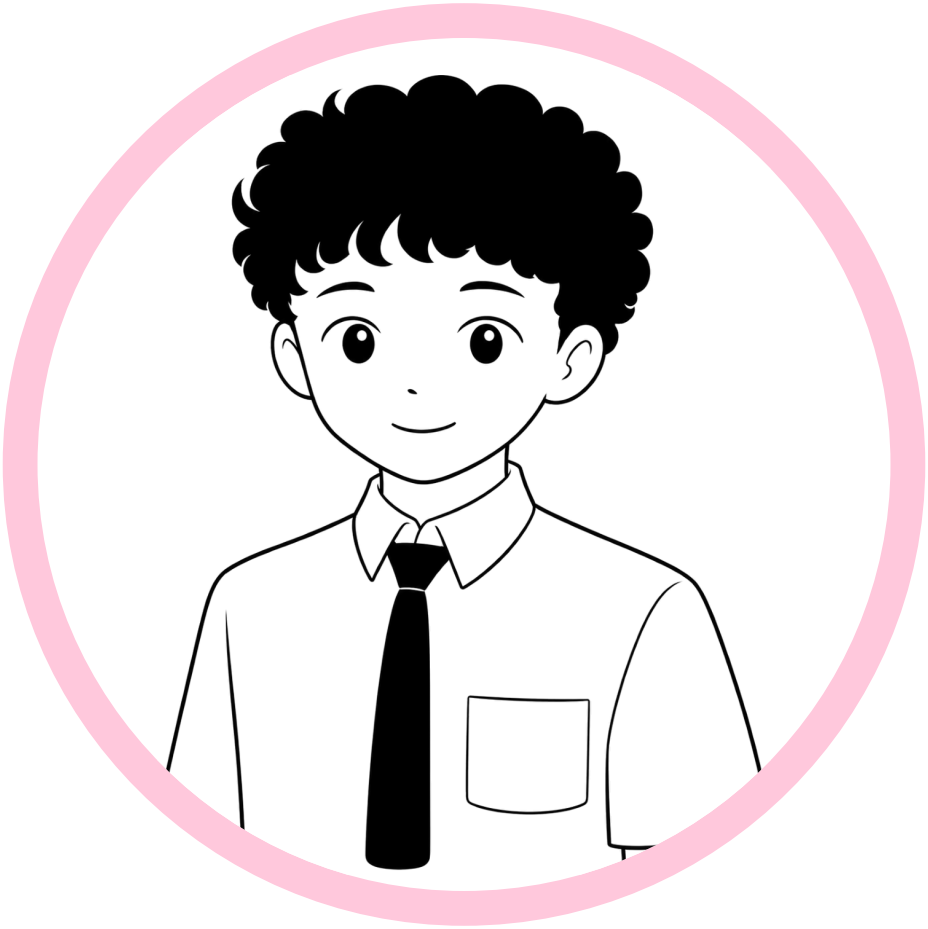
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.1.3 BOWLBY, DEPRIVATION AND INSTITUTIONALISATION

SCORE	PERCENTAGE
/75	%

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Q1.

[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, e.g. 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.

[2 marks]

Q2.

[AO1 = 3]

Level	Marks	Description
3	3	Outline of Bowlby's theory of maternal deprivation is generally detailed, clear and coherent. There is effective use of terminology.
2	2	Outline of Bowlby's theory of maternal deprivation is generally clear but some detail is missing. There is some effective use of terminology.
1	1	Outline of Bowlby's theory of maternal deprivation generally lacks detail and clarity. Terminology is either minimal, absent or inappropriately used.
	0	No relevant content.

Possible Content:

- Bowlby's use of the term 'deprivation'
- Effects on development – intellectual, emotional, social, e.g. affectionless psychopathy, delinquency, low IQ
- Critical period – an issue if prolonged separation, if before two and half years (but risk up to 5 years) and if no substitute available
- Internal working model – this can lead to inability to be a good parent
- Continuity hypothesis – if there are prolonged separations then there may be issues into adulthood.

Credit other relevant limitations.

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Q3.

[AO3 = 3]

Level	Marks	Description
3	3	Explanation of one criticism is clear and coherent. There is effective use of terminology.
2	2	Explanation of one criticism is generally clear but elaboration is missing. There is some effective use of terminology.
1	1	Explanation of one criticism lacks clarity. Terminology is either minimal, absent or inappropriately used.
	0	No relevant content.

Possible criticisms:

- Contradictory research, e.g. Lewis (1954)
- Rutter's criticism that there could be an overstatement of the effects of deprivation
- Sensitive versus critical period
- Real-world application, e.g. the way children are cared for in hospital has changed as a result of Bowlby's theory/research
- Economic implications of the theory (care, work, etc.).

Can accept positive criticisms.

Credit other relevant information.

Q4.

[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

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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.

Q5.

[AO3 = 2]

1 mark – B good because it involves comparison with control groups.

1 mark – E useful because it shows long-term effects not just short-term.

Q6.

[AO1 = 6 AO2 = 2 AO3 = 4]

Level	Marks	Description
4	10 – 12	Knowledge of maternal deprivation theory is accurate and generally well detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between theory and stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	7 – 9	Knowledge of maternal deprivation theory is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to theory are not always explained. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	4 – 6	Knowledge of maternal deprivation theory is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 3	Knowledge of maternal deprivation theory is limited. Discussion is limited, poorly focused or absent. Application is limited 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 content:

- Bowlby's view of monotropy – single attachment
- Bowlby's theory of irreversibility – consequences cannot be reversed
- Bowlby's view about a critical period – if attachment is disrupted / not formed it is too late
- Bowlby's consequences of maternal deprivation – delinquency; affectionless psychopathy; low IQ etc
- Bowlby's theory of the internal working model as a template for later relationships.

Credit other relevant aspects of Bowlby's theory.

Possible application points:

- Joe's difficult relationships may be due to a lack of opportunity to develop an internal working model
- adopted at seven years old, Joe is beyond the critical period for forming attachments
- Joe shows consequences of maternal deprivation – delinquency – *'in trouble at school';* low IQ – *'struggling with classwork';* affectionless psychopathy – *'little regard for the feelings of others'*.

Possible discussion points:

- Bowlby's confusion over privation and deprivation
- validity of extrapolation from and comparison with animal studies (Harlow)
- overemphasis on mother and monotropy
- sensible focus on importance of childhood experiences
- wider implications, eg changes in child hospitalisation
- use of evidence to support or refute Bowlby's work, eg Schaffer's multiple attachments; studies contradicting the critical period and reversibility, eg Rutter's Romanian orphan research.

Credit other relevant discussion points.

Only credit evaluation of the methodology used in studies when made relevant to discussion of Bowlby's work on maternal deprivation.

Q7.

[AO1 = 4]

Level	Marks	Description
2	3 – 4	Explanation of institutionalisation is clear and has some detail. The example of a research study is relevant and is used effectively to explain the term. The answer is generally coherent with effective use of terminology.
1	1 – 2	Explanation of institutionalisation is present but lacks detail. The example of a research study is either inappropriate or not used effectively to explain the term.

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		The answer as a whole is not clearly expressed. Terminology is either absent or inappropriately used.
	0	No relevant content.

Content:

- Institutionalisation – living arrangements outside the family/family home
- Results in child adopting rules and norms of the institution that can impair functioning
- Leading to loss of personal identity, deindividuation etc.
- Types of institutions relevant to attachment: eg children's homes, hostels, hospitals etc.
- Relevant examples of research studies include: Bowlby's study of 44 juvenile thieves; Goldfarb's study of children brought up in homes; ERA Romanian orphan studies

Credit other relevant information/research studies.

Q8.

[AO1 = 6 AO3 = 10]

Level	Marks	Description
4	13 – 16	Knowledge of the effects of institutionalisation is accurate and generally well detailed. Discussion is thorough and effective. There is appropriate reference to studies of the Romanian orphans and clear links are made between these and the effects of institutionalisation. 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 of the effects of institutionalisation is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. There is appropriate reference to Romanian orphan studies although links to the effects are not always well explained. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5 – 8	Knowledge of the effects is present but may be vague or inaccurate in places. Focus is mainly on description. Any discussion is only partly effective. Reference to Romanian orphan research may be partial or absent. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 4	Knowledge of the effects is limited, for instance, may be 'listed' rather than explained. Discussion is limited, poorly

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		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.

AO1 Content
Knowledge of studies and/or theory into the effects of institutionalisation, including reference to the Romanian orphan studies

- Likely effects include: effects identified by Bowlby (1946): e.g. affectionless psychopathy, delinquency, low IQ.
- Effects identified in privation studies: e.g. Harlow's findings of delinquency, affectionless behaviour.
- ERA findings of quasi-autistic symptoms in Romanian orphans, impaired language and social skills; disinhibited attachment; attention seeking, clinginess; lower frequency of pretend play and reduced empathy (Kreppner et al 1999); more likely to be classified as disorganised attachment type (Zeanah et al 2005).
- The effects of levels of privation in institutions (Gunnar 2000).
- Credit links to theory – reactive attachment disorder; lack of internal working model.

AO3 Discussion points
Discussion/analysis/use of evidence:

- Research enhanced understanding of negative effects – establishment of key workers in institutions.
- Evidence that adverse effects of institutionalisation can be overcome with adequate substitute care: e.g. Rutter (1998); Hodges and Tizard (1989).
- Importance of age of adoption and quality/stability of aftercare.
- Problems of generalising from Romanian studies as standards of care were particularly poor.
- Adoption vs control groups were not randomly assigned in ERA studies – more sociable children may have been selected.
- Other studies, e.g. Bucharest Early Intervention Project, did randomly allocate but ethical issues with this.
- Long-term effects on Romanian orphans are not yet clear.
- Early studies of institutionalisation were poorly controlled or effects extrapolated from animal studies.
- Credit use of evidence.

Credit other relevant evaluation points.

Q9.

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.

(a) **[AO3 = 2]**

Independent groups / unrelated – 1 mark.
Where different people / children / groups take part in each condition – 1 mark.
Where name repeated, other or no design can still gain outline mark.

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(b) **[AO3 = 1]**

DV – (number of) temper outbursts.

(c) **[AO1 = 3]**

Award up to 3 marks for an outline of an appropriate study. The most likely studies are: Belsky (1988) more than 20 hours nursery care per week and attachment insecurity; Bowlby (1946) 44 thieves study; Quinton and Rutter (1976) hospital separations. Accept other valid studies.
Award marks as follows: credit detail of method and results and conclusion. If method / results is very detailed then 2 marks can be awarded for either aspect.
Exclude studies where focus in clearly privation eg, Harlow, Koluchova, Genie, Romanian orphans, Goldfarb.

(d) **[AO2 = 2]**

Award 1 mark for giving a very brief or general limitation. For second mark there must be some expansion ie why / how it limits the conclusions that can be drawn from the study. Points will depend on study used in answer to (c) eg Bowlby – possible researcher bias; retrospective data; inability to show cause and effect; poor validity.
Credit in respect of (c) even if the answer to (c) is an inappropriate study.

Q10.

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 = 6

AO2 = 6

Candidates may refer to research studies in this question. Any relevant research can be credited, but it must relate to the effects of institutional care. Koluchova's study of the twins and Curtis's study of Genie are not relevant.
Hodges and Tizard studied 65 children brought up in a children's home until they were around four years old. Almost all of the adopted children and some of the restored children formed close attachments to their parents, but they had difficulties with peer relationships and were more attention seeking than controls.
Rutter studied Romanian children who had been placed in institutions before being adopted by UK families. Children who spent longer in the institutions were more likely to show long-term effects.
Other research such as Spitz, Goldfarb, Robertson or Freud and Dann would also be

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relevant. Candidates might refer to Bowlby's work such as maternal deprivation hypothesis or the internal working model but this would need to relate to the effects of institutionalisation. Such research could be credited as AO1 or AO2, according to how it is used by the candidate.
Commentary may include reference to the quality of care provided in the institution, or the effect such research has had on child care practice. Evaluation may refer to methodology. There is lack of control in all of the research as naturally occurring situations are used. Some children may have been placed in an institution because they had some pre-existing problems.

AO1 Knowledge and understanding	**AO2 Application of knowledge and understanding**
6 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding. There is appropriate selection of material to address the question. Presentation of information is clear and coherent.	**6 marks Effective evaluation** Effective use of material to address the question and provide informed commentary. Effective evaluation of research. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.
5 – 4 marks Less detailed but generally accurate Less detailed but generally accurate description that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question. Information is presented in an appropriate form.	**5 – 4 marks Reasonable evaluation** Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.
3 – 2 marks Basic Basic description that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question. Information is not presented in an appropriate form.	**3 – 2 marks Basic evaluation** The use of material provides only a basic commentary. Basic evaluation or research. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.
1 mark Very brief/flawed Very brief or flawed description that demonstrates very little knowledge or understanding of research. Selection and presentation of information is largely or wholly inappropriate.	**1 mark Rudimentary evaluation** The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.
0 marks No creditworthy material presented.	**0 marks No creditworthy material presented.**

Q11.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have

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changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **AO2 = 4**

As Luca was in a poor quality orphanage for four years cognitive impairment is likely. Answers could also refer to Bowlby's MDH and possible consequences such as affectionless psychopathy and problems with later relationships. Reactive attachment disorder and physical effects would also be relevant.

1 mark or 2 marks for identification of possible negative effect(s), eg Luca may have problems forming relationships. [1 mark for identifying one negative effect, 2 marks for identifying two or more.]
Up to 2 additional marks for some elaboration of two or more effects or a more detailed elaboration of one effect.

(b) **AO3 = 4**

Strengths
Rich data, high ecological validity, investigates a situation which could not be set up for ethical reasons.

Limitations
Selection from large amounts of data may lead to observer bias.
Findings from one individual can't be generalised to others.

1 mark each for identification of a strength / limitation. Second mark for some elaboration.
For example, an advantage of a case study is that it provides lots of detail (1 mark). This gives great depth and understanding of this single individual (2 marks).

Q1.

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.

Q2.

There was a wide range of answers to this question. Some students gave extremely accurate and detailed answers. For example, referring to the critical period, consequences for future relationships and effects on further development. Unfortunately, other students confused Bowlby's theory of maternal deprivation with his theory of attachment and wrote about the latter. Such answers gained no credit.

Q3.

This question again showed that students need to understand that criticising a study is not the same as criticising a theory. They need to know how to use a study to critique a theory. Lengthy criticisms of Bowlby's 44 Thieves were not creditworthy, unless they were used to challenge his theory. Evaluation of a study is not the same as evaluation of a theory.

More successful answers used studies to refute Bowlby's findings, or to challenge his idea of a critical period. As with the previous question, some students criticised Bowlby's theory of attachment.

Q4.

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 thematerial 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.

Q5.

This question discriminated well with just under half the responses gaining full marks and just under half the responses gaining one mark.

Q9.

Some students failed to gain full marks for part (a) because they omitted to outline the experimental design. The dependent variable was often incorrectly identified or, in some cases, students merely copied the last line of the stem. Confusion between privation and deprivation was apparent in the less successful answers to part (c), the Harlow study forming the basis for most of the incorrect answers. Students who used an inappropriate

study in part (c) could nevertheless gain marks in part (d) so were not doubly penalised. Unfortunately, explanations in part (d) were often incomplete with many limitations only briefly stated.

Q10.

Some candidates managed to select appropriate studies and then describe and evaluate them effectively. Hodges and Tizard or Rutter's Romanian orphans were often used to good effect, especially when candidates were aware of the difference in quality of care. However, many candidates confused institutional care with day care. Other answers became side-tracked by discussing Bowlby's maternal deprivation hypothesis without using this material in the context of effects of institutional care. Another common pitfall was to write copiously about privation eg Genie or the Koluchova twins, again without making it relevant to institutional care.

The Robertsons' study of 'John' was credit-worthy and was most effectively used where candidates wrote about the initial disruption of attachment which can occur in an institutional setting. Perhaps it was unjust of some candidates to say that the Robertsons, in their study, wilfully neglected to end John's distress. The Robertsons were explicit that they were not in a position to influence John's care. They were aware of his distress and they certainly did not cause him distress in order to make their film.

Q11.

(a) This question was well answered when candidates focused on two or three possible negative effects which could apply to Luca. Sometimes effects were just listed with no elaboration. In other cases, research into effects of institutionalisation was described with insufficient application to Luca.

(b) Some candidates got confused with longitudinal and observational research and gave answers that did not apply to a case study at all.

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Notes

Q6.

AS Psychology Paper 1 SAM Set 1 Question 11

Document purpose

To exemplify different levels of response on a 12-mark essay question which requires discussion and application of a theory to a scenario.

Content description

Discussion and application AS (12 marks)

Four responses to a question on Bowlby's maternal deprivation theory with the following specified and highlighted: knowledge; discussion; application; organisation and coherence; use of terminology; overall comment; mark.