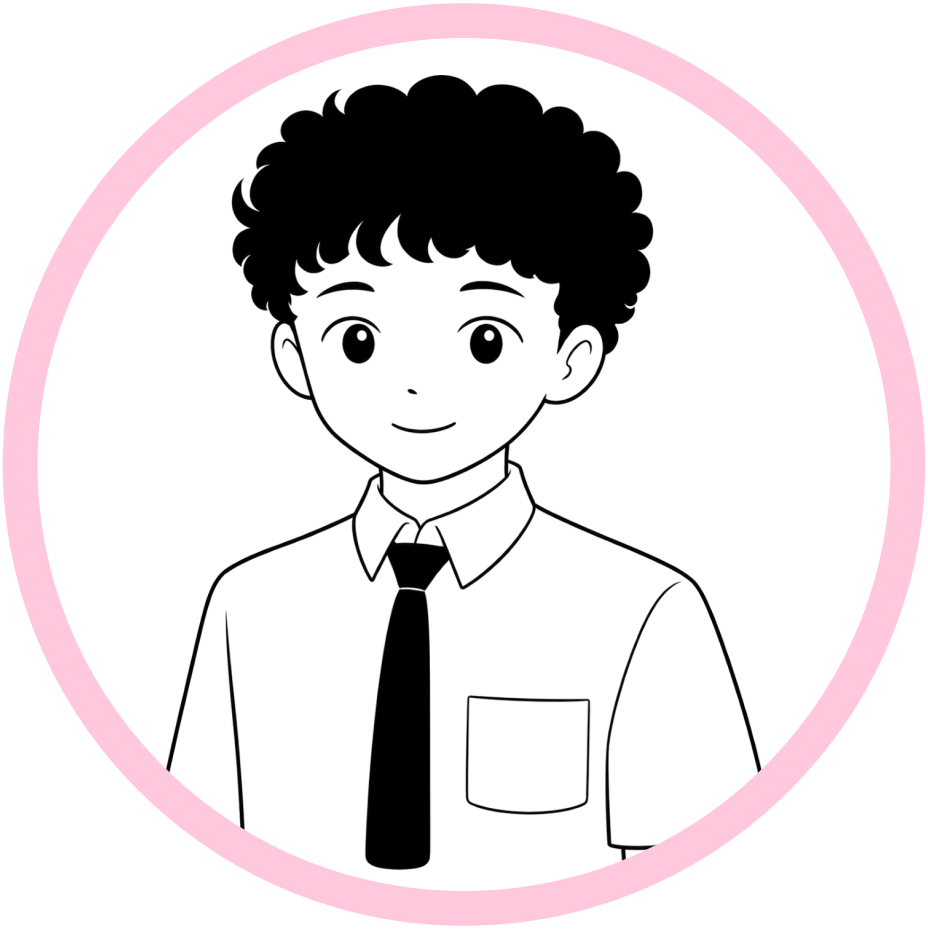
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.2.1 LEARNING APPROACHES

SCORE	PERCENTAGE
/165	%

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Q1.

[AO1 = 4 AO3 = 4]

Level	Mark	Description
4	7-8	Knowledge of the contribution(s) of Pavlov's research is accurate with some detail. Discussion of the contribution(s) is effective. Minor detail and / or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively. Focus on contribution is explicit.
3	5-6	Knowledge of the contribution(s) of Pavlov's research is evident but there are occasional inaccuracies / omissions. There is some effective discussion of the contribution(s). The answer is mostly clear and organised. Specialist terminology is mostly used appropriately. Focus on contribution may be implicit.
2	3-4	Limited knowledge of the contribution(s) of Pavlov's research 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. Focus on contribution may be implicit.
1	1-2	Knowledge of the contribution(s) of Pavlov's research is very limited. Discussion of the contribution(s) 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. Focus on contribution may be implicit.
	0	No relevant content.

Possible contributions:

- Methodology: Pavlov demonstrated the importance of learning by association in his conditioning experiments – salivation in dogs; the experiments showed learning could be investigated experimentally and using non-human participants
- Theory: provided theories of learning and laws of learning – classical conditioning
- Application: provided therapies for the treatment of disorders such as phobias and addictions (aversion therapies and flooding).

Credit other relevant contributions.

Possible discussion:

- scientific methods led to raised status for psychology but also meant that non-observable behaviour could not be studied in this way
- therapeutic techniques in SD and flooding and aversion therapy have been successful in eliminating maladaptive behaviours in real life

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- neglect of the whole person – especially in treatment strategies of aversion therapy / SD / flooding
- difficulties involved in extrapolation from animal research to human behaviours
- use of the Little Albert case
- issue of environmental determinism and lack of focus on free will
- comparison with other approaches such as SLT.

Credit other relevant discussion points.

[8]

Q2.

[AO1 = 6 AO3 = 10]

Level	Mark	Description
4	13-16	Knowledge of the behaviourist approach is accurate and generally well detailed. Comparison with the biological approach 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 the behaviourist approach is evident but there are occasional inaccuracies / omissions. Comparison with the biological approach 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 the behaviourist approach is present. Focus is mainly on description. Any comparison with the biological approach is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-4	Knowledge of the behaviourist approach is very limited. Comparison with the biological approach 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.
	0	No relevant content.

Possible content - outline:

- basic assumptions of the behaviourist approach
- the concept / theory of classical conditioning
- Pavlov's research
- the concept / theory of operant conditioning
- Skinner's research.

Possible comparisons:

- focus on environmental causes and experience vs focus on internal influences

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(nature vs nurture). Discussion of the interactionist approach
- approaches to treatment (e.g. flooding vs drug therapy)
- use of scientific methods
- the issue of determinism
- the issue of reductionism
- use of animal experiments and extrapolation
- contrasting implications (e.g. blame, responsibility and social stigma).

Note - Use of topic examples to illustrate and elaborate on comparison points should be credited.

Credit other relevant information.

[16]

Q3.

[AO1 = 3]

3 marks: reinforcement is outlined accurately, with clarity and coherence.

2 marks: reinforcement is outlined with some detail, clarity and/or coherence.

1 mark: there is some relevant outline of Skinner's research into reinforcement.

Possible Content:

- detail of procedures of Skinner's research using the Skinner box and the conditioning of lever pressing in rats. Credit alternative research such as conditioning of pigeons to play ping pong
- knowledge of Skinnerian concepts in the context of operant conditioning experiments: reinforcement (positive and negative), extinction, spontaneous recovery, generalisation, discrimination, schedules of reinforcement and behaviour-shaping
- detail of operant conditioning theory – voluntary responses, consequences of actions.

Credit other relevant information.

Q4.

[AO2 = 3]

3 marks: application to the stem explained with clarity and coherence.

2 marks: application to the stem explained with some clarity and/or coherence.

1 mark: there is some relevant application to the stem.

Possible application points:

- Use a 'token economy system' with respect to litter-picking. Use of a positive reinforcement strategy – for 'x' amount of litter, a reward of 'y' and exchange of 'y' for something pleasant the children will value.
- direct primary reinforcement (e.g. deliberately rewarding children who pick up litter)
- use of vicarious reinforcement (e.g. watching a film or seeing teacher deliberately rewarding children who pick up litter).

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Credit other relevant application (e.g. negative reinforcement, behaviour shaping).

Q5.

[AO1 = 6 AO2 = 2 AO3 = 4]

Level	Marks	Description
4	10 – 12	Knowledge of social learning theory is accurate and generally well detailed. Application is appropriate. Evaluation is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	7 – 9	Knowledge of social learning theory is evident but there are occasional inaccuracies/omissions. There is some attempt at application. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Limited knowledge of social learning theory is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. OR knowledge at level 4 can be awarded 6 marks.
1	1 – 3	Knowledge of social learning theory is very limited. Evaluation 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.
	0	No relevant content.

Possible content:

- learning takes place in a social context
- learning occurs via observation of the behaviour of others and the rewards or punishments received for the behaviour – vicarious reinforcement
- other people act as models and the characteristics of models influence the likelihood of imitation of the behaviour
- learning and performance are not the same activity
- mediational processes, eg attention, retention, motivation, reproduction, affect production of behaviour
- reciprocal determinism and the concept of free will
- concept of identification.

Possible application:

- Samira is commenting on how John's little sister has copied how John uses a mobile phone. This illustrates any number of possible SLT behaviours: observational learning, imitation, modelling, identification and even internalisation
- John is commenting on how behaviour can be learned by indirect reinforcement/vicarious reinforcement – seeing someone punished for a behaviour

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decreases the likelihood of that behaviour being imitated.

Possible evaluation:

- use of evidence to support social learning theory, eg Bobo doll study
- benefits of the experimental approach to investigate social learning theory and issues with experimental evidence that might affect the validity of the results and therefore the conclusions drawn
- focus on human traits of consciousness and rationality which cannot be demonstrated with animal research, addresses the influence of mediational processes on learning – neglected by behaviourists
- provides explanations that relate to behaviours such as aggression and intellectual development
- does not pay much attention to the impact of biological, heredity or maturational factors on behaviour, evidence from these areas of research does show they do have an impact.
- credit valid comparison with other approaches.

Credit other relevant information.

Note: evaluation of evidence is only credit-worthy if linked back to social learning theory.

Q6.

[AO2 = 6]

A

1 mark for recognising this as **EITHER** an example of classical conditioning/associative learning/temporal learning/Pavlovian learning **OR** an example of operant conditioning.

Plus

1 mark for elaboration eg reference to **EITHER** elements of Pavlovian conditioning - association between a UCS and a CS leading to a learned response to a previously neutral stimulus (the elaboration may be embedded in description of Pavlov's research) **OR** avoidance learning and negative reinforcement.

Credit reference to the 2-process model.

Plus

1 mark for application to Sarah's lift phobia **EITHER** eg being trapped has become associated with lifts and now the lift alone causes the CR of fear **OR** avoiding lifts is negatively reinforcing.

A correctly labelled classical conditioning diagram related to Sarah can be awarded both the elaboration and the application mark.

B

1 mark for recognising this as an example of social learning/observational learning/modelling/vicarious reinforcement/imitative learning.

Plus

1 mark for elaboration eg reference to aspects of social learning such as vicarious/indirect reinforcement, identification with a role model, cognitive mediators (attention, retention,

motivation etc) (the elaboration may be embedded in description of Bandura's research).

Plus

1 mark for application to Jerry's behaviour eg the observer, Jerry, noted the reward received by the model, James. This acted as vicarious reinforcement and he decided to imitate James's behaviour.

Q7.

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

1 mark for operant conditioning.

Plus

1 mark for an explanation of how this is operant conditioning, ie performance of desired response, pulling strings, results in a positive consequence, escape and treat.

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

2 marks for a correct answer 30.75 with workings (eg total time (246) divided by number of trials).

1 mark for correct answer without workings.

1 mark for partial workings (eg total time (246) divided by…) with incorrect answer.

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

D

Q8.

[AO1 = 2 AO2 = 4]

Level	Marks	Description
3	5 – 6	Outline of social learning is generally detailed, clear and coherent. Explanation of how social learning might have occurred in the procedure is thorough with aspects of social learning applied appropriately to the context. There is effective use of terminology.
2	3 – 4	Outline of social learning is mostly clear but some detail is missing. Explanation of how social learning might have occurred in the procedure is mostly sound and appropriate. There is some effective use of terminology.
1	1 – 2	Outline of social learning lacks detail and clarity. Explanation of how social learning might have occurred in the procedure is limited. Terminology is either minimal, absent or inappropriately used.

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	0	No relevant content.

Content – outline:

- learning that involves observation, imitation / copying / modelling, identification and vicarious reinforcement
- acknowledges role of cognition in learning, eg attention, motivation etc.

Possible applications:

- in the procedure children observed the actions of the boy in the film
- the psychologist exposed the children to a role model, the boy
- using role model / boy of the same age encouraged identification
- after exposure the children would model / imitate the boy's behaviour, stroking the puppy
- the psychologist's comments acted as vicarious reinforcement making learning more likely
- the learning might not be outwardly demonstrated but could still have been internalised (because this is social learning and therefore need not be overtly demonstrated at the time).

Credit other relevant applications.

Q9.

[AO3 = 6]

Level	Marks	Description
3	5 – 6	Discussion of two limitations is clear and effective. The answer is coherent and well organised with effective use of specialist terminology.
2	3 – 4	Discussion of two limitations is mostly effective although one or both lack explanation. The answer is mostly clear and organised, with appropriate use of specialist terminology. **OR** One limitation is discussed at top of Level 3.
1	1 – 2	At least one limitation is presented. Discussion lacks detail / explanation. Specialist terminology is either absent or inappropriately used. **OR** One limitation is discussed at Level 2.
	0	No relevant content.

Limitations – possible content:

- difficulty demonstrating cause and effect – although Bandura research controlled variables and demonstrated behaviour was imitated it is difficult to show cause and effect in real life
- sees behaviour as environmentally determined whereas some behaviours may be innate
- mediating cognitive factors have to be inferred so cannot measure extent of their influence

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- SLT does not explain cognitive processes, leaving this to cognitive psychologists
- can explain learning of outward behaviours, SLT is not so able to explain the learning of abstract notions, eg fairness, justice etc which cannot be observed directly
- credit comparison with other theories where presented in terms of a limitation.

Credit other relevant limitations.

Q10.

[AO1 = 6 AO3 = 6]

Level	Marks	Description
4	10 – 12	Knowledge of social learning theory and associated evidence is accurate and generally well detailed. Discussion is mostly effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion sometimes lacking.
3	7 – 9	Knowledge of social learning theory is evident. Some evidence is included. Discussion is apparent and mostly effective. There are occasional inaccuracies. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately. Lacks focus in places.
2	4 – 6	Knowledge of social learning theory 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.
1	1 – 3	Knowledge of social learning theory is limited. Discussion is very 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.
	0	No relevant content.

Possible content:

- Learning takes place in a social context.
- Learning occurs via observation of the behaviour of others and the rewards or punishments received for the behaviour.
- Other people act as models and the characteristics of models influence the likelihood of imitation of the behaviour.
- Learning and performance are not the same activity. Mediational processes affect production of behaviour reciprocal determinism and the concept of free will.
- Relevant research eg Bobo doll study, Bandura.
- Concepts of identification and vicarious reinforcement.

Possible discussion:

- Use of evidence to support social learning theory.

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- Benefits of the experimental approach to investigate learning and issues with experimental evidence that might affect the validity of the results and therefore the conclusions drawn.
- Focus on human traits of consciousness and rationality which cannot be demonstrated with animal research, addresses the influence of mediational processes on learning – neglected by behaviourists.
- Provides explanations that relate to behaviours such as aggression and intellectual development.
- Does not pay much attention to the impact of biological, heredity or maturational factors on behaviour, evidence from these areas of research does show they do have an impact.

Credit other relevant information.

Q11.

[AO1 = 1]

A

Q12.

[AO1 = 6 AO3 = 6]

Level	Marks	Description
4	10 – 12	Knowledge of the behaviourist approach is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion is sometimes lacking.
3	7 – 9	Knowledge of the behaviourist approach is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Knowledge of the behaviourist approach is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 3	Knowledge of the behaviourist approach 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 is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- behaviourist theories eg classical conditioning (UCS, CS, UCR, CR), operant conditioning – learning by association between response and consequence

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- work of Pavlov – classical conditioning of the salivation response in dogs
- work of Skinner – operant conditioning of bar pressing in rats and pigeons
- concept of reinforcement, types of reinforcement (positive, negative, primary, secondary)

Credit other relevant content eg Thorndike's Law of Effect

Possible evaluation points:

- enhancing the scientific status of psychology
- use of objective scientific methods – systematic manipulation of variables, focus on the observable behaviour, control, demonstration of cause and effect
- research supports view that animal and humans can learn by CC and OC
- usefulness/ applications eg prediction and modification of behaviour, therapy
- oversimplification of all behaviour in terms of SR links (reductionism)
- ethical issues eg negative aspects of controlling behaviour
- contrast with notion of free will (environmental determinism)

Credit other relevant evaluation points eg comparison with other approaches.

Q13.

[AO1 = 6 AO3 = 10]

Level	Marks	Description
4	13 – 16	Knowledge of contribution / s is accurate and generally well detailed. Discussion is thorough and effective. Answer is clear, coherent and focused on contributions to understanding human behaviour. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge of contribution / s is evident and there is some reference to the understanding of human behaviour. There are occasional inaccuracies. Discussion is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5 – 8	Knowledge of contribution / s is present. Focus is mainly on description. Any discussion is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 4	Knowledge of contribution / s is limited. Discussion 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

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		inappropriately used.
	0	No relevant content.

Content, possible contributions:

- gave appreciation of how behaviour is learnt and environmentally determined
- large scale data gathering and generalisation allowed for development of laws and principles
- gave us theories of learning and laws of learning – classical and operant conditioning theories
- emphasised importance of consequences, ie behaviour that is rewarded likely to be repeated
- emphasised role of reinforcement and punishment – strengthens or weakens learning
- insistence on objectivity and study of overt behaviour – raising psychology's scientific status.

Credit other relevant contributions.

Discussion of possible contributions:

- strict scientific methods, objectivity, controlled research, verifiable findings led to raised status of psychology but meant that many aspects of human behaviour could not be studied
- implications, eg development of laws and principles enabled prediction and control of behaviour and how these apply to human behaviour
- usefulness for aspects of human behaviour, eg therapy, classroom management etc
- reductionist approach focusing on lower level of explanation, eg S-R links / associations therefore lacks meaning when it comes to complex human behaviours
- focus just on behaviour neglected the whole person, eg in treatment using conditioning only
- strongly deterministic – human behaviour is environmentally determined – what of free will?
- research mainly with animals therefore generalisation to human behaviour could be limited
- discussion about the balance between reliability and validity in behaviourist research
- ethical issues, eg as applied to control of human behaviour
- comparison with what other approaches offer in explanations of human behaviour.

Credit other relevant strengths and limitations.

Q14.

[AO2 = 4]

Level	Marks	Description
2	3 – 4	The role of meditational processes relevant to Bradley's situation is clear and mostly accurate. The material is used appropriately to explain Bradley's experiences. The answer

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		is generally coherent with effective use of specialist terminology.
1	1 – 2	The role of mediational processes relevant to Bradley's situation is evident. The material is not always linked explicitly or effectively to Bradley's experiences. The answer lacks accuracy and detail. Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

Credit mediational processes relevant to Bradley's situation e.g.

- mental/cognitive processes occur between stimulus (Bradley's observation) and response (Bradley's copying the behaviour).
- specific examples here are: attention, motivation, retention/memory, assessment of own ability.
- Bradley is motivated to attend to the relevant information (is keen to play well).
- Bradley pays attention to the actions of the person he wants to copy (watches carefully).
- Bradley tries to remember the action so he can do the same (thinks about how he was holding the cue).
- Bradley considers his own ability to perform (thinks…whether he can do the same.)

Credit other relevant information.

Q15.

[AO1 = 3 AO2 = 5]

Level	Marks	Description
4	7 – 8	Outline of Pavlov's research is generally accurate. Application to fear of school is thorough and effective. The answer is clear, coherent and well focused. Specialist terminology is used effectively. Minor detail and/or expansion sometimes lacking.
3	5 – 6	Outline of Pavlov's research is evident. Application to fear of school is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	3 – 4	Outline of Pavlov's research is present. Any application to fear of school is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Outline of Pavlov's research is very limited. Application to fear of school 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.

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	0	No relevant content.

Possible content:

- Detail of Pavlov's classical conditioning experiments into salivation reflex in dogs
- Knowledge of Pavlovian concepts in the context of Pavlov's experiments: unconditioned stimulus; conditioned stimulus; unconditioned response; conditioned response
- Detail of Pavlovian theory – learning by association; temporal association/contiguity

Possible Application:

- School is initially a neutral stimulus
- A fear-arousing event (the unconditioned stimulus) occurs whilst the child is at school eg being bullied in the playground
- Initially the child experiences fear which is an unconditioned response to the fear-arousing event (eg bullying)
- The fear-arousing event and school are paired together in time (are contiguous)
- Eventually the school becomes a conditioned stimulus which will elicit fear (now a conditioned response) even when the original fear-arousing event is not present

Credit any sensible application explaining fear of school in Pavlovian terms.

Full credit may be given for an appropriately labelled diagram with some verbal description of the process.

Q16.

[AO2 = 3]

Up to 3 marks for application of classical conditioning to the scenario.

Credit reference to the following points:
- one mark for reference to balloon as a neutral stimulus when 'unburst'
- one mark for the reflex: normally a loud noise / bang causes fear
- one mark for the association between the balloon and bang / bursting
- one mark for the 'new learning' that balloons alone now elicit a fear response.

Example of a correct diagram:

Neutral stimulus Balloon		=	no response
UCS Loud noise		=	UCR Fear
CS Balloon	+ UCS Loud noise	=	UCR Fear
CS			CR

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Balloon = Fear

Allow a maximum of 2 marks for a correct diagram with no explanation.

Q17.

[AO3 = 3]

Up to 3 marks for a description of **one** way used by behaviourists to study operant conditioning.

1 mark for each of the following points:

- how the researchers used a controlled environment / context / variables – such as some detail of the Skinner box (do not credit naming Skinner's rats and / or Skinner's box)
- pairing of specified stimulus and response / consequence eg rat presses lever-receives food pellet
- reference to repetition– giving a food pellet each time.

Credit other relevant points such as schedules of reinforcement and procedure leading to extinction.

Accept answers based on both positive and negative reinforcement (or avoidance) and answers based on Skinner's work, shaping of animals such as guide dogs, token economies with humans.

Q18.

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.

[AO1 = 2, AO2 = 3]

AO1

Up to two marks for knowledge of assumptions of the behaviourist approach, behaviourist research and concepts. Content might include: behaviour learned from experience / blank slate; classical and / or operant conditioning; unconditioned stimulus; unconditioned response; conditioned stimulus and response; pairing / association between the two stimuli; focus on stimulus-response associations; consequences of behaviour; reinforcement (positive and negative); punishment; repetition of response; scientific approach / experimental approach.
These may be embedded in the discussion.

AO2

Up to three marks to be awarded for discussion based on detail.
Has value because: success of behaviour therapy, including aversion therapy, systematic desensitization; behaviour modification; scientific approach to understanding human behaviour, etc.
Limited value because: human behaviour is more complex than animal behaviour;

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consciousness, reflective thought and / or emotions affect how humans think and behave; mechanically responding to a stimulus, effects of reinforcement and punishment on behaviour may be more characteristic of animals than humans; references to reductionism and determinism.
Credit use of relevant evidence / examples of behaviours / topic areas.

The question does not ask for reference to the stem. Full AO2 marks can be awarded without reference to the stem and research using animals.

Q19.

[AO1 = 2]

Up to two marks for explaining one way in which social learning theory overlaps with one other approach.
One mark for identifying a way in which SLT is similar to another approach. Likely answers will refer to overlap with the behaviourist approach – learning of behaviour and role of reinforcement; overlap with cognitive approach – mental processes in learning. Accept any other possible answers such as overlap with the psychodynamic approach – role of identification in gender / moral development.
One mark for elaboration / further detail or explaining limits of the similarity and / or difference between the SLT and chosen approach.
Credit description of evidence or reference to topics as elaboration.

Q20.

[AO2 = 3]

One mark for a suggestion. Answers must include a role model and the opportunity of seeing:

- positive consequences for the model(s) for performing the desired behaviour, eg allowing the children in the queue to exit first and / or praising them / giving them privileges / stars / edible rewards, in front of all the class, for their orderly conduct.
- negative consequences for undesired behaviour eg show the class a video of children being punished for pushing to the front of the queue.

Two marks for explaining the suggestion in the context of social learning theory. Behaviour seen to be rewarded / reinforced will be repeated; or behavior seen to be punished will be avoided; child learns by observing a model and consequences for the model; child thinks that the consequences will apply to him / her on a future occasion; role of cognitive processes, eg perception of a reward and expectation of similar.

Q21.

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

Up to 2 marks for application of knowledge of the psychodynamic approach to Marc's behaviour. There must be a link to Marc's behaviour – either controlled or violent – in the answer.

Likely points: use of defence mechanisms to cope with Marc's anxieties / uncontrolled id / weak superego – kicking the drinks machine; repressed anger – keeping feelings under control.
Candidates might suggest Marc's behaviour is a result of childhood trauma or

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maternal deprivation or identification with a violent father.

One mark for a brief / muddled applied answer

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

Up to 2 marks for application of knowledge of the behaviourist approach to Marc's behaviour. There must be a link to Marc's behaviour – either controlled or violent – in the answer.

Likely points: learning by association, principles of operant conditioning and / or types of reinforcement of violent acts / violent acts have resulted in direct rewards. Accept vicarious reinforcement as an explanation – violent behaviours acquired after exposure to violent actions in the environment.

One mark for a brief applied answer or muddled reference to behaviourist concepts in an applied answer

Q22.

[AO1 = 1, AO2 = 1]

AO1

One mark for a brief explanation of modelling in gender development.
Likely answers: modelling is a process whereby a child / individual imitates the (gender-related) behaviour of a chosen person – a role model.

AO2

One mark for application to the article.
The article suggests that the young girl models the behaviour of her mother by imitating 'putting on make-up'.

Alternative answer: [When people produce behaviours they are modelling them – providing an opportunity for others to learn how to do something.]
Modelling is when an adult exhibits (gender related) behaviour for a child to imitate / copy, (AO1). In the article, the mother is modelling 'putting on make-up' and the young girl imitates this behaviour by trying to do the same, (AO2).

Q23.

[AO1 = 1]

One mark for knowledge of the term.

Imitation means copying behaviour (of a role model). Do not credit 'copying' alone.

Credit use of an example to describe imitation.

Q24.

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.

[AO3 = 2]

One mark for knowledge of what is meant by quantitative data: data in numerical form; data representing how much there is of something.
The second mark is for an example of a specific behaviour: such as Pavlov - a measure of the amount of saliva produced by the dog; or Skinner, the time taken to respond to a stimulus (to peck a button / press a lever / jump over a barrier / reach a goal box etc) or number of responses to a stimulus (pecks, lever presses in a given time period).

Q25.

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.

[AO3 = 2]

One mark for each reason applied to the behaviourist approach. For two valid points only - allow 1 mark. Likely answers will probably include: subjectivity of qualitative data / open to interpretation; cannot be replicated; not open to quantification and statistical analysis; specific so not amenable to generalization; not associated with the scientific approach.
Credit relevant comparison to quantitative data collection.

Q26.

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. Effective comparison with at least one other approach. 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. Some comparison with at least one other approach. 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.

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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

Marks for relevant knowledge and understanding of social learning theory. This most likely will focus on the key assumptions of the approach: learning in a social context; observational learning; imitation; identification; role of models, characteristics of models; consequences of behaviour for models; vicarious reinforcement / punishment, distinction between learning and performance; cognitive factors in learning (for example attention, retention). Credit reference to methodology and use of appropriate terminology eg reciprocal determinism, personal agency, self-efficacy, etc.

AO3

Marks for analysis, comparisons with other approaches, evaluation of the approach including its contributions and application of knowledge.
Discussion may focus on comparison with one other approach – though candidates may well broaden their discussion to include more than one. All approaches are acceptable but most likely will be the behaviourist approach. Strengths may cover: the role of cognition in learning; the learning of complex social behaviours; the use of the experimental method and focus on humans in research; applications to health psychology, sport psychology and therapies requiring increase in self-efficacy.
Limitations may include: neglects the role of biology / heredity / maturation; methodological aspects of research where linked to social learning theory; does not explain the learning of abstract ideas.
Credit use of relevant evidence.

Q27.

[AO2 = 4]

Up to two marks each for knowledge and explanation of each relevant strength.

Maximum of one mark for knowledge of one or two strength(s) / feature(s) that are not explained or elaborated appropriately.

Likely answers: focus on experimental methodology; scientific aspect of the approach; universal laws of learning; provides explanations for a range of behaviours eg development; provides explanations for a specified behaviour eg phobias; contributes to the nature-nurture debate; approach can be applied to behavioural problems eg token economy etc.

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Q1.

The majority of responses did not focus upon the question and appeared to have been pre-planned answers to a different question either about Pavlov's salivation in dogs experiment or behaviourism in general. As a consequence, few students achieved Level 4 which required an explicit focus on Pavlov's contribution. Additionally there was a lack of focus on understanding of human behaviour in some student responses which was also a requirement of the question. Due to this lack of focus on Pavlov's contributions and human behaviour the majority of responses were limited in their effectiveness and thus at Level 2. Most students simply provided detailed descriptive accounts of Pavlov's salivation in dogs experiment which was not linked to his contribution and then simply evaluated this experiment rather than discussing how this experiment may or may not have contributed to our understanding of human behaviour. A minority muddled Pavlov with other behaviourists such as Skinner or with social learning theory which also had a significant detrimental effect on the level and mark awarded.

Q2.

Overall this question was well answered with some impressive responses. Students appeared to be well prepared, demonstrating good, detailed knowledge of classical and operant conditioning and of Pavlov and Skinner's research, with stronger students outlining general assumptions upon which the approach is founded. Some schools / colleges appear to be teaching all the learning approaches together rather than distinguishing between the behaviourist approach and social learning theory therefore many students incorrectly included the social learning theory in their outline of the behaviourist approach.

The comparisons given were variable. Whilst there were some excellent, well discussed and effective comparisons, weaker students exposed their limited knowledge of the approaches and terminology in the inappropriate comparisons given. A worrying number of students claimed that the biological approach does not use animals in their research and poses no ethical issues. Furthermore, some claimed the behaviourist approach focusses on free will and is subjective and unscientific in its methodology. Understanding of reductionism was often limited and nature and nurture were frequently muddled. The most successful comparisons tended to focus their discussion around determinism and comparing and contrasting explanations and treatments for phobias. Unfortunately, many students provided pre-learned essays, focussing on outlining and evaluating the approaches, as opposed to providing effective comparison. This meant that students often wasted time providing a wealth of material which lacked relevance but could have easily been rearranged to provide effective comparison.

Q3.

This question was answered very well by the majority of students, with answers referring to variations of the Skinner box/rat/pigeon experiments. Most responses focused on Skinner's studies rather than his theory but it is important to note that 'research' refers to studies or theory and thus students could have outlined operant conditioning theory and gained credit. Answers that described vicarious reinforcement or punishment without any link to (negative) reinforcement could not gain credit.

Q4.

This question was generally answered very well with some clear and coherent application.

Most responses focused on direct reinforcement with few students using token economy or vicarious reinforcement. A minority of students confused negative reinforcement with punishment or provided an answer focusing on punishment rather than reinforcement.

Q5.

Many students had a good level of knowledge and understanding of social learning theory with appropriate application. However, most responses were at level 2 and level 3 largely due to the limited effectiveness of the evaluation, which tended to be generic, unexplained or not clearly linked to social learning theory. Detailed descriptive accounts of Bandura's Bobo Doll study were not creditworthy and evaluation of this study was only creditworthy if it was used to evaluate social learning theory. A minority muddled social learning theory with behaviourism, which had a detrimental effect on the level and mark awarded.

Q6.

This was answered very well by many students who demonstrated a good understanding of both classical conditioning and Social Learning Theory and could apply the concepts/features associated with these effectively to the novel behaviours in the stem. Some responses did have muddled reference to the neutral stimulus (NS), the unconditioned stimulus (UCS) and the conditioned stimulus (CS), in particular, that the fear was the UCS rather than the 'being trapped' element. However, the majority were impressive in their accurate application of schedule terms. It was acceptable for responses to be a combination of both classical conditioning and avoidance behaviour. Some students focused only on direct reinforcement and operant conditioning principles in part B rather than the indirect effects of vicarious reinforcement.

Q16.

Students found it quite difficult to apply their knowledge of classical conditioning accurately.
Knowledge of the terms NS, UCS, UCR, CS and CR. Often answers suggested that the CS-CR band was the association rather than the new learning.

Q17.

Responses to this question were quite good although some students failed to focus on the procedures, for example, 'what does the researcher do with a Skinner box?' and instead described what the rat was learning.

Q18.

Most students obtained the two marks for knowledge of assumptions of the behaviourist approach. However, many students could not sustain a discussion on the value of the approach and instead went into great length with their description. Those who provided a discussion, often focussed on the pros and cons of research on animals and extrapolating findings to human behaviour, which, given the stem, was not surprising. As the question did not require reference to the stem, however, any discussion points on the value / limited value were acceptable.

Q19.

This question was answered well, most students referring to the overlap between social learning theory and cognitive or behaviourist approaches. A few students failed to explain the overlap and gained only 1 mark.

Q20.

Most students answered this question well and were able to think of a suitable way Mr Benson could use vicarious reinforcement, demonstrating a sound understanding of the concept. The students who failed to attain full marks generally failed to include the fact that the other pupils would need to 'see' or 'observe' the role model being reinforced for appropriate behaviour.

Q21.

Students found it quite difficult to apply their knowledge of the two approaches to Marc's behaviour, either controlled or violent. Psychodynamic explanations that referred to the use of defence mechanisms and displacement were quite effective, but behaviourist explanations were often weaker, as they failed to suggest that Marc would have learned the actions.

Q22.

The majority of students seemed to understand modelling.

Q23.

The vast majority of students could provide a clear definition of imitation.

Q24.

This was a straightforward question for which many students gained at least one of the two marks for referring to numerical data. However, not all students provided a suitably clear example of quantitative data collected by a psychologist who studied conditioning. Those who managed to gain full marks often did so with, for example, reference to the work of Pavlov and Skinner, by referring to the amount of saliva or time taken to respond.

Q25.

Almost all students gained at least one mark. Those who gained full credit did so by appropriately referring to the nomothetic / scientific nature of the behaviourist approach and disadvantages of qualitative data. Some students gave good and relevant justifying commentary for comparisons with quantitative data collection. Students who only achieved one mark, generally did so because they gave two vague or very brief reasons or a generic evaluation of qualitative data not linked to investigations carried out by behaviourists. A minority of students gave one reason only.

Q26.

In the main students were knowledgeable about key features of social learning theory (SLT) and many provided very detailed explanations of this with description of one or more of the Bobo doll studies. However, there were some very inaccurate descriptions of studies such as '... the group that saw the aggressive model copied the model's aggressive behaviour more than the group that did not see the aggressive model...' Some students have clearly been guided to make evaluative points about the methodology and ethical issues raised by the Bobo doll studies. Although it is commendable that students are made aware of such issues, students must be reminded always to consider whether or not these are of direct relevance to the question set. Likewise, many raised the issue of 'lack of ecological validity' although they did not explain clearly why this was the case or why this was problematic in the context of the question. Valid and thoughtful comparisons with the behaviourist and cognitive approaches were made by more successful students.

Less effective answers made comparisons, but did not use these to draw out the strengths and limitations of the theory. Evaluative points were not always well developed, for example, some stated that social learning theory (SLT) was highly scientific as it made use of laboratory experiments and that SLT ‘fails to take biological factors into account’, with no further elaboration.

Q27.

Students found it quite difficult to express clearly the strengths of the behaviourist approach. Unfortunately, many concepts identified as strengths were really features of the approach and answers sometimes contained long descriptions of the work of Pavlov or Skinner with no real attempt to link this material to a possible strength.

Q8.

AS Psychology Paper 2 SAM Set 1 Question 6.1

Document purpose

To exemplify different levels of response on a 6-mark question which requires an outline of theory and application to a scenario.

Content description

Outline and application AS (6 marks)

Five responses to a question on social learning theory with the following specified and highlighted: psychological content; application to scenario; use of terminology; overall comment; mark out of 6; teacher tip (where applicable).

Q9.

AS Psychology Paper 2 SAM Set 1 Question 6.2

Document purpose

To exemplify different levels of response on a 6-mark question which requires discussion of two limitations of a theory.

Content description

Discussion (of two limitations) AS (6 marks)

Five responses to a question on the limitations of social learning theory with the following specified and highlighted: discussion;organisation and coherence; use of terminology; overall comment; mark; teacher tips (where appropriate).