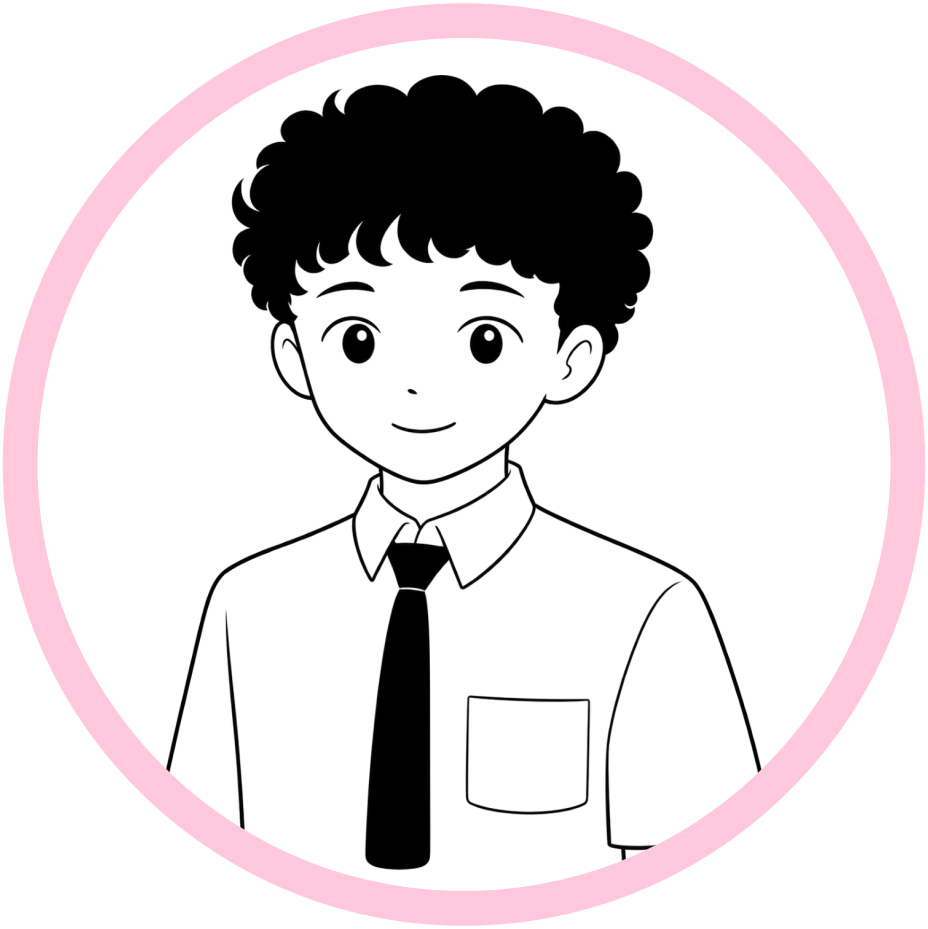
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.2.1 THE PSYCHODYNAMIC APPROACH

SCORE	PERCENTAGE
/89	%

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Q1.

[AO1 = 1 AO2 = 2]

1 mark for identification of displacement.

Plus

1 mark for a brief explanation of displacement.

The focus of a strong emotion is expressed on to a neutral / alternative person or object.

Plus

1 mark for relevant elaboration in the context of the stem.

Jed's anger at the detention / missing the football match is transferred to the locker.

Note: These marks can be awarded independently.

[3]

Q2.

[AO1 = 4]

Level	Marks	Description
2	3 – 4	Knowledge of the structure of personality according to the psychodynamic approach is clear and mostly accurate. There is effective use of terminology.
1	1 – 2	Knowledge of the structure of personality according to the psychodynamic approach is incomplete/partly accurate. For 1 mark there may be very limited knowledge of the structure of personality or all 3 components may be simply named. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- personality is made up of 3 parts; the id, ego and superego. **This point is essential for 4 marks.**
- elaboration regarding the components
  - the id: Focuses on self (selfish), irrational and emotional, deals with feelings and needs, seeks pleasure/hedonistic (reference to 'pleasure principle), formed from birth-18mo, unconscious part of the mind
  - the ego: Rational, balancing the id and superego, reference to 'reality principle', formed between 18mo-3yrs, conscious part of the mind
  - the superego: Reference to 'morality principle', acts as the conscience or moral guide, based on parental and societal values, formed between 3-6yrs, unconscious part of the mind
- elaboration regarding the dynamic nature of the three components

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- experience/conflicts in childhood shape the development of the 3 parts affecting how a person behaves
- description of the levels of consciousness.

Credit structural descriptions of personality according to other psychodynamic theorists.

Q3.

[AO1 = 1]

C

Q4.

[AO1 = 1]

C

Q5.

[AO1 = 3 AO3 = 5]

Level	Marks	Description
4	7 – 8	Outline of the psychodynamic approach is generally accurate. Discussion of difference(s) is thorough and effective. Answer is clear, coherent and well focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5 – 6	Outline of the psychodynamic approach is evident. There are occasional inaccuracies. Discussion of difference(s) 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 the psychodynamic approach is present. Focus is mainly on description. Any discussion of difference(s) is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Outline of the psychodynamic approach is very limited. Discussion of difference(s) 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.

Possible content – outline:

- The concept of the unconscious and role of unconscious in behaviour
- Tripartite structure of the personality – id, ego, superego
- Psychosexual stages of development
- Conflicts – Oedipus and Electra

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- Defence mechanisms
- Psychodynamic approach to therapy – psychoanalysis

Possible differences – discussion:
- Negativity of Freud in relation to the positive outlook of humanistic psychology
- Emphasis on repressed thoughts and emotions, and past experiences (Freud) versus emphasis on subjective experience of the present and personal growth in the future
- Emphasis on unconscious drives/motives versus conscious awareness and experience
- Psychic determinism (Freud) versus free will and rational choice
- Directive versus non-directive approach to therapy

Not all of this is necessary for full credit.

Credit other relevant information.

Q6.

[AO1 = 2 AO2 = 2]

1 mark each for outlining denial and displacement

Plus

1 mark each for application in the form of a brief relevant suggestion

Denial – refusing to acknowledge reality

Displacement – taking out your emotions on a substitute object

Possible applications:

- Tim refuses to believe his business is gone and still spends all day in his office (denial)

- Tim takes out his anger at the bank by arguing with his family (displacement)

Credit other relevant applications.

Q7.

[AO3 = 4]

Level	Marks	Description
2	3 – 4	Evaluation is relevant, well explained and focused on use of defence mechanisms to explain behaviour/experience, rather than generic criticism of psychodynamic theory. The answer is generally coherent with effective use of specialist terminology.
1	1 – 2	Evaluation is relevant although there is limited explanation and/or limited focus defence mechanisms. Specialist terminology is not always used appropriately. Award one mark for answers consisting of a single point briefly stated

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		or muddled.
	0	No relevant content.

Possible evaluation points:

- Lack of testability/falsifiability since defence mechanisms are unconscious processes they cannot be studied directly
- Defence mechanisms can only be inferred from behaviour or from reported thoughts or experiences
- Use of examples to illustrate and support argument
- Intuitive appeal – most people can appreciate the idea of denial, repression, displacement
- Use of evidence to support or contradict the existence of defence mechanisms eg case studies of people who are unable to recall upsetting events

Credit other relevant material.

Q8.

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

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mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Marks for accurate description of features of psychodynamic approach: the role of the unconscious; psychosexual stages; the structure of personality; defence mechanisms; the role of conflict; the procedures used in psychoanalysis. Credit description of features provided by neo Freudians such as Erikson.

AO3

Marks for discussion of strengths and limitations of the psychodynamic approach.
Likely strengths: focus on emotional development that occurs in early childhood and affects adult behaviours and personality; recognition of the lack of rationality in much behaviour and how stated intentions do not always match actual actions; development of a therapy for the treatment of anxiety disorders laying the foundation for psychotherapy in modern psychiatry.
Likely limitations: not testable as concepts such as the unconscious are not easy to operationalise; not falsifiable as the theory is one in which the explanation uses *post hoc* reasoning, stating that adult disorder is a result of conflict in an early psychosexual stage but the theory often cannot predict how a particular conflict in childhood will affect adult behaviour; key concepts are not directly observable and have to be inferred from indirect procedures such as dream analysis; problems of generalisability due to lack of evidence in particular and reliance on individual case studies; general lack of scientific rigour because of interpretation of information and retrospective nature of psychoanalysis, limited evidence using the scientific method and reliance of case studies; general pessimism of the approach in which the individual always has to overcome repressed memories and overuse of defence mechanisms; emphasis on sexual instincts seems out of date in modern society, especially the imbalance in explanation for male and female development.

Credit comparison with other approaches only if the comparison makes clear the way in which the value of the psychodynamic approach is evident or how the psychodynamic approach is weakened by such comparison.

Credit use of evidence.

Q9.

[AO3 = 3]

Up to three marks for explaining how the psychodynamic approach as depicted in the stem neglects the rules of science. Students may offer a brief elaboration on two or more rules of science identified in the study as ‘neglected’ or may choose to elaborate on a single one. Likely answers: interpretation of content of dreams open to bias and subjectivity; no verifiable evidence; small sample; opportunity sample of friends and implications for generalizability; qualitative data collected and implications for statistical analysis; retrospective data / memory distortions – reports written on waking; dreams are private experience and covert; problem of replicability. Credit other possible answers if made relevant to the scenario, eg no reference to a testable hypothesis.
Markers should be aware that some of the above points may overlap and should look for a coherent answer for full marks.

Q10.

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

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Comparison 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. Comparison 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 comparison 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. Comparison 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 knowledge and understanding of key features / assumptions of the cognitive approach. Likely content: thought, both conscious and unconscious can influence behaviour; thought mediates between stimulus and response; information processing approach; mind works similarly to a computer; use of models; mental processes can be scientifically studied; the human mind actively processes information.

AO3

Marks for comparing the cognitive approach with the psychodynamic approach.

Possible comparison points: cognitive – people as conscious logical thinkers vs psychodynamic – focus on unconscious thought (though conscious level is acknowledged); cognitive – stages of intellectual / cognitive development including moral development in early years through to teenage years vs psychodynamic – stages of personality development, also early years through to teenage years; cognitive – information processing approach and little focus on emotions vs psychodynamic – focus on emotional life and childhood experience; cognitive – damage to brain and mental processes as explanation of atypical behaviour vs psychodynamic – repression and unconscious conflict; cognitive – people as rational

conscious thinkers vs psychodynamic – irrational; cognitive – explanations involve active processing and an element of free will / soft determinism vs psychodynamic – individual is passive and behaviour is determined. Accept comparisons based on therapies and research methods, application to all topic areas and to all the debates. Credit use of relevant evidence.

Q11.

(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 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

Q12.

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

Up to three marks for an outline which can include any of the following:

- occurs at the Phallic stage of psychosexual development
- arises through identification with same-sex parent
- and internalisation of his / her moral standards
- via resolution of Oedipus / Electra complex
- part of the tripartite personality

A full-mark answer must include reference to **identification** and **internalisation**.
Although unlikely, candidates should be credited for other psychodynamic explanations.

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

Up to two marks for application of knowledge of the role of the superego in moral behaviour to the example of Jackie. For full marks the answer should

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refer to: the unconscious conflict between the id impulses - Jackie desires the top; the demanding, threatening superego (Jackie does not steal the top (or pays for it at the till) because of guilt even at the possibility of wrong-doing). Can also give full credit to a discussion where superego fails to stop Jackie stealing the t-shirt or where the ego ideal operates to reward good behaviour ie not stealing. For full marks candidate should explain the internal / unconscious conflict between two parts of the personality and make explicit application.

Q13.

[AO2 = 2]

One mark for suggesting an appropriate defence mechanism.

Likely answers: rationalisation / denial / repression, etc.

One mark for explanation of the defence mechanism in relation to the scenario eg Emily's upset / the event / exam failure / the situation. For the second mark, the explanation must match the named defence mechanism.

Possible answer: Rationalisation (AO2, 1). Emily may not see the examination result as important as she was not fully prepared (AO2, 1).

Q14.

[AO2 = 2]

One mark for a brief outline of a problem / limitation and 2 marks for an elaborated outline of a problem.

Likely points: not testable / not falsifiable / key concepts not directly observable / problems of generalisability / lack of scientific rigour, etc.

Possible answer: One problem of the psychodynamic approach is that the key concepts like the unconscious are not directly observable (1 mark). That means that there is little objective evidence that can be used to support the approach (1 mark).

Q15.

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 = 4, AO2 = 8]

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AO1

Up to four marks for knowledge and understanding of key defining features of the psychodynamic approach. Likely content: the role of the unconscious mind in motivating behaviour; instinctual drives; psychodynamic conflict; the importance of childhood experiences; the psychosexual / psychosocial stages of development; the structure of personality.
Credit reference to methodology and therapies.
Credit description of relevant evidence up to one mark.

AO2

Up to eight marks for the discussion including analysis, evaluation and application of knowledge.
Discussions should focus on the uniqueness of the psychodynamic approach and comparisons with other approaches should be made in this context. Possible discussion points in relation to other approaches: focus on power of the unconscious mind vs. humanistic approach (focus on conscious subjective experience), SLT and cognitive approach (internal conscious mediating processes); psychosexual stages of development vs. behaviourism and biological approach (development as continual process); conflict ridden person vs. humanistic approach (free individual with potential for growth and fulfilment).
Credit relevant references to topic areas.
Discussions could include overlap and similarities with other approaches as well as the defining differences such as: biological approach (inheritance of instincts and evolution of behaviour); behaviourism (role of early experience); humanistic (person centred and considers the individual); cognitive (study of the mind).
Credit use of relevant evidence.

Maximum of 7 marks if there is no reference to other approaches

Mark bands

10 – 12 marks	**Very good answers** The answer is clearly focused on the uniqueness of the psychodynamic approach in psychology and shows sound knowledge and understanding of the approach. Discussion is full and includes thoughtful analysis. Most references to other approaches are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding. The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured, and coherent with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.
7 – 9 marks	**Good answers** Answer shows knowledge and understanding of the psychodynamic approach. Discussion is evident and the answer is mostly focused on the issue of uniqueness although there may be some irrelevance and / or misunderstanding. References to other approaches are apparent at the middle and top of the band though these perhaps are not linked so clearly to the discussion as for the top band. The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that

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	they obscure meaning only occasionally.
4 – 6 marks	**Average to weak answers** Answer shows some knowledge and understanding of the psychodynamic approach. There must be some discussion for 5 / 6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and / or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band. The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.
1 – 3 marks	**Poor answers** Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and / or irrelevance. The candidate shows deficiencies in expression of ideas resulting in frequent confusion and / or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.
0 marks	**No relevant content**

Examiner reports

Q1.

This question was generally well answered with just under half of the students achieving full marks. There were very few incorrect defence mechanisms presented and application was clear, however, explanations were sometimes limited. Teachers should remind students to explain terms fully, ie not using the term ‘displace’ to describe what ‘displacement’ means.

Q2.

Generally done very well with over two-thirds of students achieving level 2 but some lacked the elaboration necessary to gain full marks. There were some good descriptions provided, with quite remarkable detail in some cases and some good answers on levels of consciousness presented. However, there was some confusion over the role of the superego and ego, and many students mistakenly wrote *“the id mediates between the demands of the id and the demands of the superego”*. Additionally, some students focussed on the psychosexual stages, which was not awarded credit.

Q8.

This was reasonably well answered with over half the students gaining at least half marks. However, descriptive skills were demonstrated much better than the evaluation in terms of strengths and limitations of the approach.

Q9.

Many students answered this question well, often gaining full marks. There were a number of students who clearly demonstrated knowledge of how psychodynamic psychologists neglect the rules of the scientific approach but failed to link the points made to the stem. The question clearly required ‘reference to the study above’ and without linking the concepts (e.g. implications of generalising from small samples, bias, subjectivity, etc) to the scenario outlined in the ‘dream diary’, no marks could be accessed. This was a shame and is indicative of the need of students to read the question carefully and address the requirements of the question.

Q10.

This question required an outline of the cognitive approach and many students had sufficient knowledge to gain full marks for this part of the question. The second part of the question required a comparison between the cognitive approach and the psychodynamic approach. On such a question, the A02 marks are only accrued for comparative points identified and discussed. Many students wasted time and effort providing general evaluative points on the cognitive approach, and some even described and evaluated the psychodynamic approach too. Students are urged to read the question carefully and plan their response so that they answer the question set. Deviating from comparison attained no marks and led to irrelevance in the answer. Although there was an attempt by many students to provide some comparison, this was often brief and required elaboration, e.g. simply stating ‘the cognitive approach focuses on cognitions whereas the main focus of the psychodynamic approach is on emotion’. This type of essay clearly highlights the need for students to spend time thinking and planning their answer; a significant number of students provided a ‘pre-prepared’ “describe and discuss the cognitive approach” essay which failed to gain marks beyond the A01 for knowledge.

Q11.

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.

Q12.

(a) Although most students scored some marks for this part, a significant number omitted to include the key notions of identification and internalisation. Very weak responses consisted of general psychodynamic theory without specific relevance to moral development.

(b) The scenario seemed to prove helpful in this part, with many students being able to explain the role of the superego, and stronger students detailing the unconscious internal conflict Jackie would experience. As in the other Child Development topics, experimental design was not always well addressed, with students frequently identifying one design and then describing a different one. However, most students did gain some credit for design and a further mark for correctly specifying the independent and dependent variables.

Q13.

Many students were able to provide an appropriate defence mechanism and elaborate this with reference to Emily's behaviour. However, a significant number offered one defence mechanism but then explained her behaviour in terms of an alternative defence mechanism, such as: 'Emily might be in denial. She has probably told herself that the examination was not very important so it does not matter that she failed, (rationalisation).'

Q14.

This was generally quite well answered although some students did not focus on one limitation of the psychodynamic approach which was then outlined more fully and instead offered a number of possible limitations.

Q15.

This question clearly highlighted the fact that students need to plan their essays in the context of the questions asked instead of writing a pre-prepared essay. The few students who accessed the top band focused on what was unique about the approach and made thoughtful and intelligent comparisons with other approaches. Unfortunately, many students, though showing detailed knowledge and effective evaluation of the psychodynamic approach, wrote a pre-prepared "Describe and discuss" essay. Other students focused on irrelevant comparisons referring simply to Freud's unscientific approach as a unique feature, with incorrect statements such as 'case studies are unique to the psychodynamic approach' or 'the approach is unique because it is the only approach that is unscientific'. It was disappointing that students focused on the weaknesses of Freud's psychodynamic analysis rather than the theoretical aspects of the approach. Another frequently stated assertion was that the psychodynamic approach is the only approach to take account of both nature and nurture. This essay clearly emphasised the need for students to take time to carefully think about and plan their answers.

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