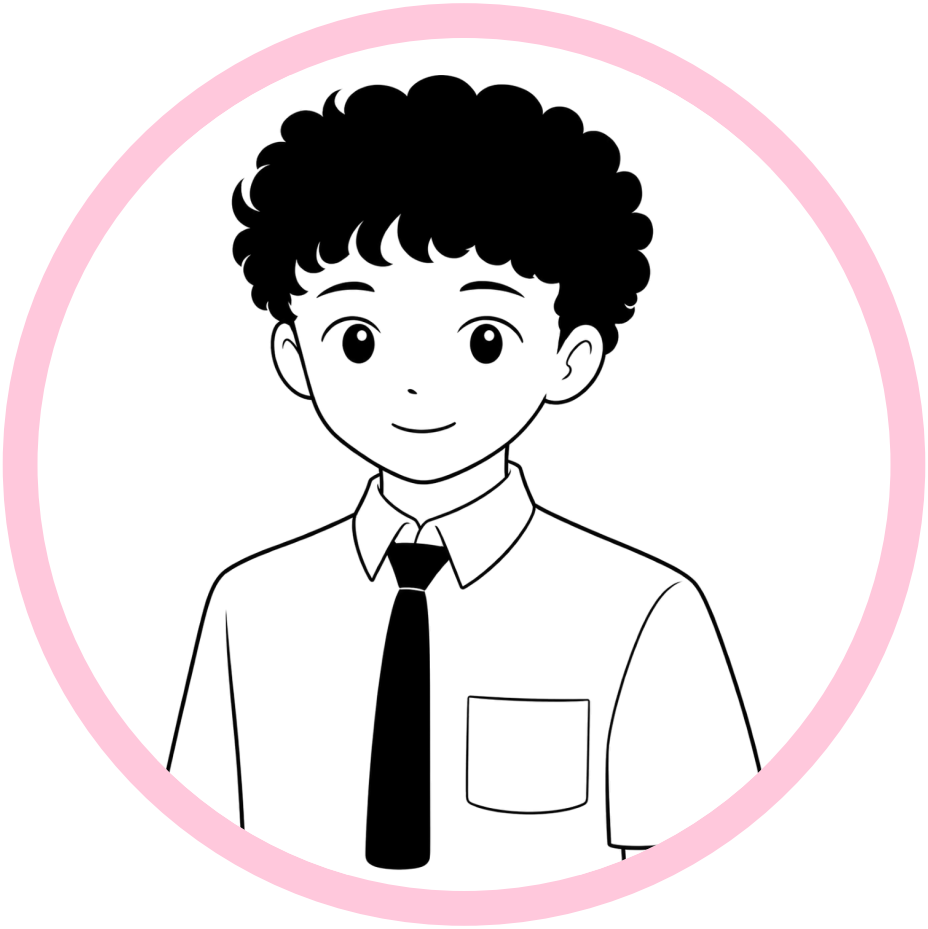
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.3.1 FREE WILL AND DETERMINISM

SCORE	PERCENTAGE
/38	%

STEMUP

These questions belong to AQA, not to us.

The examination questions, mark schemes and examiner reports in this pack were written and published by AQA. They are past assessment materials, reproduced here so that students can revise from them.

What we do not own

STEMUP is not affiliated with AQA and does not own, and makes no claim to own, any of the question, mark scheme or examiner report material in this pack. AQA has not endorsed, approved or been involved in the production of it. AQA and the qualification titles used here belong to their respective owners and appear for identification only.

Where to find the originals

AQA publishes its past papers, mark schemes and examiner reports free of charge. Always check the current specification at aqa.org.uk before you revise, because content and wording can change between series.

If you hold the rights to any material in this pack and would like it amended or removed, contact admin@stemup.co.uk and we will act on it.

Q1.

[AO1 = 6 AO2 = 4 AO3 = 6]

Level	Marks	Description
4	13 – 16	Knowledge of two or more types of determinism is accurate and generally well detailed. Application is effective. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9 – 12	Knowledge of two or more types of determinism is evident but there are occasional inaccuracies/omissions. Application/discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5 – 8	Limited knowledge of two or more types of determinism is present. Focus is mainly on description. Any discussion/application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. OR one type of determinism at Level 3/4.
1	1 – 4	Knowledge of two or more types of determinism is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. OR one type of determinism at Level 2.
	0	No relevant content.

Possible content:

- determinism – the general idea that traits and behaviours are outside our control, due to factors either internal or external over which we have no control
- biological determinism – the idea that traits and behaviours are governed by internal biological factors like genes, neurochemistry, brain structure and function – biology is destiny
- psychic determinism – the idea that traits and behaviours are governed by unconscious instincts and drives, the cause of behaviour is rooted in childhood experiences
- environmental determinism – the idea that traits and behaviours are governed by external forces such as experiences, upbringing, learning, schools, parents, peers etc.
- hard determinism – traits and behaviours are entirely out of the individual's control

- soft determinism – traits and behaviours are determined by external or internal forces but an individual can still exercise some control, eg via thought processes.

Credit other types of determinism, eg reciprocal determinism, scientific determinism.

Possible application:

- biological determinism – Dancho's musical ability may be genetic-inherited from his father who also plays piano well, Dancho appears to suggest his talent is innate 'my earliest memories', 'music is a part of me'

- environmental determinism – ability is a product of learning from father, ability was nurtured at a specialist school from 4 years, hours of practice every day providing reinforcement, applause providing reinforcement

- hard determinism – Dancho cannot control his behaviour 'Even if I wanted to stop...'

- psychic determinism – through the Oedipus complex Dancho has identified with his concert pianist father.

Possible application:

- contrast with the free will position that people are able to choose how to behaviour

- soft determinism as a compromise between hard determinism and free will – role of consciousness and subjective awareness

- links with broad approaches in psychology eg behaviourism

- role of single versus multiple causes

- comparisons of different types of determinism

- implications for science and the emphasis on causes of behaviour – determinism fundamental to scientific focus on investigating causes and being able to predict behaviour

- implications for child-rearing, eg the role of parental expectations

- implications for society, eg for education, offending behaviour, addiction, economic implications etc

- use of studies/theories to support or counter determinism

- strengths/limitations of adopting a determinist stance.

Credit other relevant material.

Q2.

[AO1 = 2]

C and E

Q3.

[AO1 = 2]

STEMUP.CO.UK

Hard determinism
Soft determinism
Biological determinism
Environmental determinism
Psychic determinism

Accept any other valid answer.

Q4.

(a) **[AO2 = 6]**

Level	Marks	Description
3	5 – 6	There is accurate and detailed knowledge of determinism with appropriate reference to three different types of determinism. Most of the application to the stem is clear and effective. The answer is coherent and well organised with effective use of specialist terminology.
2	3 – 4	There is some relevant knowledge of determinism and types of determinism and some appropriate application to the stem. The answer is mostly clear and organised, with appropriate use of specialist terminology.
1	1 – 2	Knowledge of determinism and/or types of determinism is muddled but can be inferred. Application is limited/absent. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Content and application:

- determinism – understanding that behaviour is controlled and we do not exercise free will over our own behaviour
- biological determinism – behaviour is controlled by aspects of biology eg genes, chemicals etc – depression ‘runs in families’ implies biological determinism
- environmental determinism – behaviour is controlled by external influences eg parents, society etc – ‘serious social problems’ implies environmental determinism
- psychic determinism – behaviour is controlled by unconscious fears, desires etc – ‘experienced traumatic events in the past’ implies psychic determinism

Credit also appropriate references to hard and soft determinism

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

1 mark – nature is indicated by reference to genetic inheritance ‘runs in families’

Plus

1 mark – nurture is indicated by reference to environment or experience ‘serious social problems’, ‘traumatic events in the past’.

STEMUP.CO.UK

Q5.

[AO2 = 3]

1 mark for each of the following points:

- All variables are controlled except for light conditions (the IV)
- Any change in the number of details correctly recalled (the DV) must therefore be due to/caused by the manipulation of light intensity (the IV)
- Use of control enables the researcher to infer causality/cause and effect

Q6.

[AO2 = 3]

One mark for the definitions of / distinction between hard determinism and soft determinism. Hard determinism is the view that all behaviour is caused by forces outside a person's control / behaviour caused by coercion whereas soft determinism is the view that behaviour is still caused but not by coercion / force / external events / environment but by their own wishes / conscious desires.
Up to two marks for applying the distinction to behaviour.
One mark for an appropriate application to behaviour but incomplete or basic distinction.
Two marks for a clear application which contrasts soft determinism with hard determinism.

Markers should be aware that the distinction will most probably be contained within the application.

Q7.

[AO2 = 4]

This is a question requiring application of knowledge.
Up to two marks for explaining determinism.

Possible points; credit any two of the following:

- behaviour caused by the environment eg family, peers, consequences of behaviour etc
- behaviour caused by biological factors eg genes, hormones, brain structure
- behaviour caused by unconscious forces eg instincts, repressed experiences, fears, motives; displacement.

References to hard and soft determinism can also receive full credit.
Can award 1 mark for a very general explanation of determinism.

Plus 2 marks for application to Joel which must be consistent with the explanation given.
Biological – brothers were also aggressive
Environmental – learned to get his way (desirable / positive consequences of aggression) / brothers as role models.
Psychic – use of displacement / fighting with other children
Both application marks can come from the same approach.

STEMUP.CO.UK

Q1.

Most students were able to identify at least two types of determinism, although descriptions that followed were often vague. Use of terminology was frequently inappropriate, for example ‘behavioural determinism’ and ‘psychological determinism’ were seen in place of environmental and psychic determinism. Whilst understanding of biological and environmental determinism was usually sound, psychic determinism was less well presented, with many students failing to explain the key point, that behaviour is governed by the unconscious. There was a widespread tendency to conflate broad types, such as hard and soft, with specific types, such as biological and environmental. Application was usually sensible, if fairly perfunctory, although many better answers showed thoughtful and sustained application. Quite sensibly, discussions considered the types of determinism in relation to the various approaches in psychology and often illustrated their points with reference to specific topics. Unfortunately, some students became side-tracked into a discussion on the approaches or nature-nurture debate and completely lost focus on the question. Many discussions confused determinism and reductionism. Consideration of the implications of accepting the various types of determinism provided an effective route to discussion in better answers. A number of students presented fairly ineffective pre-prepared essays on the free-will and determinism debate.

Q6.

Relatively few students gained full marks on this question. Distinctions between hard and soft determinism were not always clear. Some students incorrectly wrote that hard determinism was biological and soft determinism was environmental, and a significant number of responses suggested soft determinism was ‘freewill’. Some students made no reference to behaviour and therefore were limited to one mark. Often the application to behaviour was not really appropriate, e.g. many students attempted to devise an answer around ‘offering a friend a lift’ which became very muddled. When responses did gain full marks, it was often through embedded distinctions being made within an appropriate example of behaviour.

Q7.

Most students were able to explain determinism although quite a few resorted to tautological definitions including predeterminism. There was a wide range of responses in terms of how well determinism was applied to Joel. Students generally did well on biological determinism making explicit links to Joel, but wrote in more general terms about environmental determinism. Very few referred to psychic determinism.