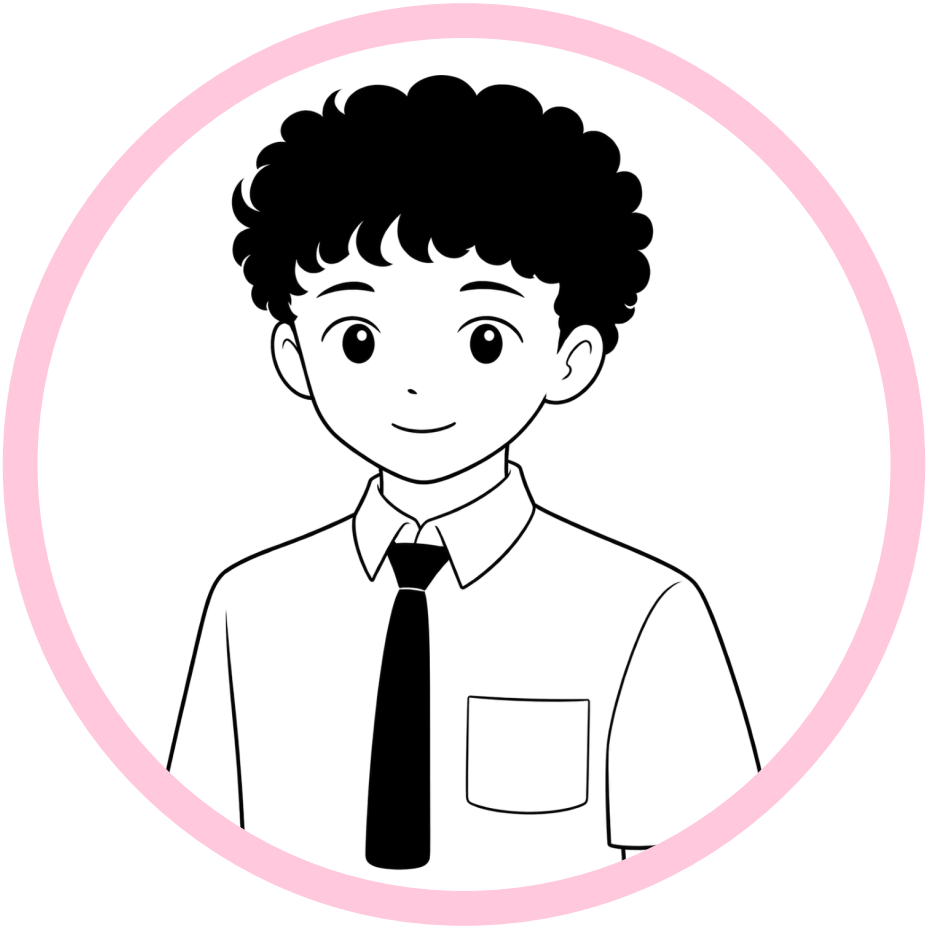
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.3.3 PSYCHODYNAMIC EXPLANATION

SCORE	PERCENTAGE
/45	%

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Q1.

[AO1 = 2]

1 mark

A

1 mark

D

Q2.

[AO1 = 6 AO3 = 10]

Level	Marks	Description
4	13 – 16	Knowledge of evolutionary explanations for aggression is accurate and generally well detailed. Evaluation 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 evolutionary explanations for aggression is evident but there are occasional inaccuracies/omissions. Evaluation 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 evolutionary explanations for aggression 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 – 4	Knowledge of evolutionary explanations for aggression 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:

- role of aggression in individual survival and reproductive success
- evolution and adaptation – genetic mutations and survival of the fittest
- competition for resources – aggressive individuals more able to compete for food, females etc so more likely to reproduce successfully
- aggressive genes are passed on to subsequent generations
- sexual jealousy – male violence against partners motivated by jealousy to ensure own paternity and genetic success

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- mate retention strategies – direct guarding, negative inducements (threats) linked to aggression
- females look for males with resources – aggressive males more successful.

Possible evaluation

- use of supporting evidence, eg attractiveness of dominant behaviour in males (Sadalla 1987); positive correlation between mate retention behaviours and physical violence (Shackleford 2005)
- can explain gender differences in aggression
- cultural differences in acceptability and prevalence of aggressive behaviour suggest it is learned rather than evolutionary
- evidence cannot demonstrate cause and effect – all correlational
- comparison with other explanations, eg social learning theory
- broader issues/debates, eg reductionism, determinism, nature v nurture
- implications: ethical – suggests aggression is innate and therefore cannot be controlled and individuals are not personally responsible; of psychological research into aggression for the economy.

Credit other relevant material.

Q3.

[AO1 = 1]

C

Q4.

[AO1 = 3 AO3 = 5]

Level	Marks	Description
4	7 – 8	Outline of Freud's explanation of gender development 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 of argument sometimes lacking.
3	5 – 6	Outline of Freud's explanation of gender development is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3 – 4	Outline of Freud's explanation of gender development is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Outline of Freud's explanation of gender development 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 either absent or inappropriately used.
	0	No relevant content.

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Possible content:

- Gender development occurs in the Phallic stage (age 4/5 years) through resolution of either the Oedipus or Electra complex
- Child identifies with the same-sex parent (identification with the aggressor)
- Child internalises and adopts the gender-related behaviours and attitudes of the same sex-parent

Possible evaluation points:

- Use of evidence to contradict/support Freud's explanation eg evidence to show that children from 'atypical' households do not have sex-role identification problems
- Evidence to show that children show gender-typical behaviours before the age of 4/5
- Problems with any evidence that supports Freud's theory eg Little Hans
- Understanding of gender continues to develop after the age of 4/5
- Lack of testability – related concepts (eg Oedipus complex) are unconscious therefore not falsifiable

Credit other relevant information.

Q5.

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

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application and 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. Discussion / evaluation / application is apparent and mostly effective. There is some comparison. 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 / 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. Discussion / evaluation / application / 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.

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	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 in detail of features and assumptions of psychoanalytic theory that are relevant to gender development. Features might include: description of the stage theory of gender development – focus must be on the phallic stage; the Oedipus and Electra complexes; the role of the unconscious; the role of parents; identification process involving internalisation of same-sex parent's behaviours.

AO3

Marks for evaluation of Freud's psychoanalytic theory of gender development and comparison with the biological explanation of gender.
Likely points, which must be evaluative rather than just statements: the explanation derives from concepts that are largely untestable – the unconscious conflicts in the phallic stage, unconscious use of defence mechanisms as in the case of Little Hans' phobia; the requirement of a same-sex parent for the process of identification – Malinowski 1929 Trobriand Islander study.

Comparison must be evaluative or analytical rather than just stated differences: Psychoanalytic explanations focus on the role of society, especially childhood experiences and familial relationships whereas biological explanations study chromosomal abnormalities such as Turner's and Klinefelter's syndromes. Biological factors impact on gender development rather than untestable / unconscious forces. Biological explanations use scientific methods, studying sex hormones experimentally (Van Goozen 1995, Tricker 1996, Dabbs 1995), which means the theories are testable, unlike Freudian explanations. Some biological research is conducted using non-human participants, unlike psychoanalytic explanations. Credit use of evidence.

Q6.

[AO1 = 1, AO2 = 1]

AO1

1 mark for stating that Ross has identified with his father.

AO2

One further mark for showing knowledge of what is involved in the Oedipus complex: internalised his father's characteristics / values / behaviours; this happened in the phallic stage; resolution of conflict (castration anxiety); development of superego etc.

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Q1.

The vast majority of students were able to pick up at least one mark on this question, with many able to identify two key features of the psychoanalytic explanation of gender development.

Q2.

Most students could offer reasonable descriptions of dominance, sexual jealousy and mate retention strategies but these often failed to include any explicit mention of aggression or any explanation of how these behaviours have evolved. More able students emphasised the key mate retention tactics explicitly linked to aggression. Warfare and bullying were also used effectively. Despite the wording of the question, it was fairly common to see description of animal studies, often sticklebacks, which could only gain credit if used as part of an evaluation. The way that evolutionary explanations 'ignore biological explanations' or 'ignore genetic explanations' was a common evaluative point, showing basic misunderstanding. Similarly, it was sometimes stated that evolutionary explanations for aggression could not explain cases of genocide, with an apparent failure to recognise how elimination of an entire race would thereby confer advantage on the perpetrators who could survive, prosper and propagate their own genes.

Q5.

In the main, answers to this question were disappointing and it is apparent that there has been a decline, compared with previous examinations, in the ability of students to describe and discuss Freudian concepts. Often there was no reference to gender development as an *unconscious process*. The complexes were poorly described, with words / phrases such as 'fancies,' 'drop dead,' 'kicks in,' 'decides to copy / imitate,' and, in relation to the timing of gender development, gender is acquired 'in one fell swoop.' It was rare to see *identification* mentioned and even rarer for answers to refer to *internalisation*. Little Hans was misnamed and poorly described, and some essays included lots of irrelevant detail of stages other than the phallic stage. Evaluation points were often lists of issues, such as lack of science, or generalisability, and falsifiability, with little expansion of these issues. Although instructed to refer to biological explanations in the answer, some students just provided description of the biological approach, rather than drawing on evidence provided by biological researchers which shows that genes, hormones and chromosomes are of importance to this issue.

Q6.

This question was generally well answered although some students explained *agreement with the father* in cognitive terms rather than psychodynamic terms.

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