

AQA A-LEVEL PSYCHOLOGY

PSYCHOLOGY



EXAM QUESTION PACK

UNIT 3 (PSYA3) OLD SPECIFICATION PAPERS

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A-level PSYCHOLOGY (SPECIFICATION A)

Unit 3 Topics in Psychology

Wednesday 8 June 2016

Afternoon

Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:

- an AQA 16-page answer book.

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is PSYA3.
- Choose **three** topics. Answer **all** questions on the topics you choose. Where appropriate, refer to theories and/or studies, approaches, issues and debates in your answers.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 72.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Choose **three** topics.

Answer **all** questions on the topics you choose.

Each topic carries 24 marks.

Where appropriate, refer to theories and/or studies, approaches, issues and debates in your answers.

Topic: Biological Rhythms and Sleep

0	1
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Discuss the role of endogenous pacemakers and of exogenous zeitgebers in the control of circadian rhythms.

[8 marks + 16 marks]

Topic: Perception

0	2
---	---

Outline and evaluate Bruce and Young's theory of face recognition.

[8 marks + 16 marks]

Topic: Relationships

0	3
---	---

Discuss theories of the formation **and/or** maintenance of romantic relationships.

[8 marks + 16 marks]

Topic: Aggression

0	4
---	---

Outline **one** social psychological theory of aggression.

[4 marks]

0	5
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Discuss evolutionary explanations of human aggression.

[4 marks + 16 marks]

Topic: Eating Behaviour

- 0 6** Outline and evaluate **one or more** biological explanations for **either** anorexia nervosa **or** bulimia nervosa **or** obesity. **[8 marks + 16 marks]**
-

Topic: Gender

- 0 7** Outline the role of hormones **and/or** genes in gender development. **[4 marks]**
- 0 8** Outline and evaluate gender schema theory. **[4 marks + 16 marks]**
-

Topic: Intelligence and Learning

- 0 9** 'It is argued that evolutionary factors such as ecological demands, social complexity and brain size influenced the development of human intelligence.'
- Discuss evolutionary factors in the development of human intelligence. **[8 marks + 16 marks]**
-

Topic: Cognition and Development

- 1 0** Outline and evaluate Piaget's theory of cognitive development. **[8 marks + 16 marks]**

END OF QUESTIONS

There are no questions printed on this page

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A-LEVEL

Psychology (Specification A)

PSYA3 Topics in Psychology

Mark scheme

2180

June 2016

Version 1.0: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk.

Biological rhythms and sleep

01 Discuss the role of endogenous pacemakers and of exogenous zeitgebers in the control of circadian rhythms. (8 marks + 16 marks)

AO1 8 marks Knowledge of the role of endogenous pacemakers and of exogenous zeitgebers in the control of circadian rhythms.

It is likely that for AO1 credit students will outline the interaction between pacemakers and zeitgebers in the control of circadian rhythms, while detail of the brain/physiological systems underlying the roles of endogenous pacemakers and of exogenous zeitgebers in the control of circadian rhythms will provide another popular route to AO1 credit. With this approach the findings of studies become AO2/3.

Students are likely to focus on research into the functions of the suprachiasmatic nucleus (SCN) and its interaction with light input in the control of sleep and waking, although examiners should also credit other relevant responses (e.g. rhythms associated with mealtimes or hormone release).

Answers that focus on the SCN and sleep may receive marks across the scale: for marks above Reasonable there should be an accurate description of light input from the retina reaching the SCN, and of pathways from the SCN to the pineal gland controlling the release of melatonin.

It is extremely unlikely but partial performance is technically possible on this question. Students describing the role of only endogenous pacemakers or exogenous zeitgebers may receive a maximum of 5 marks for AO1 and 10 marks for AO2/3.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected
There is substantial evidence of breadth and depth
Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected
There is evidence of breadth and/or depth .
Organisation and structure of the answer are reasonably coherent

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial
A restricted range of material has been presented
Organisation and structure of the answer are basic

2-1 mark Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate
The material presented may be very brief or largely irrelevant
Lacks organisation and structure

0 marks

no creditworthy material

AO2/3 16 marks Commentary on the role of endogenous pacemakers and of exogenous zeitgebers in the control of circadian rhythms.

Research studies on disruption of biological rhythms are likely to provide the most effective route to AO2/3 credit. There are many studies of shift work and jetlag, and findings cover the psychological and physiological effects of disruption. Other relevant studies include 'free running' case studies in humans (e.g. Siffre's cave study), research on the SCN in non-human animals, and work on the genetic basis of endogenous pacemakers.

However, reference to research must be placed in the context of the roles of endogenous pacemakers and exogenous zeitgebers to earn marks above Basic.

Methodological evaluation of studies (e.g. the reliability and validity of real-world research) will only earn marks if the implications for the question (the role of endogenous pacemakers and of exogenous zeitgebers in the control of circadian rhythms) are explicit.

Indicative issues, debates and approaches in the context of this question include the practical applications of findings. Some convincing studies, for instance, show that modifying shift work patterns on the basis of our knowledge of the interaction between pacemakers and zeitgebers can have significant beneficial effects on behaviour and health. Students may also refer to extrapolating from animals to humans, and the idiographic approach (case studies).

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Commentary

16-13 marks Effective

Commentary demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary demonstrates basic, superficial understanding.

The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.

If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Perception

02 Outline and evaluate Bruce and Young's theory of face recognition.

(8 marks + 16 marks)

AO1 = 8 marks Outline of Bruce and Young's theory of face recognition

Bruce and Young's theory consists of several subcomponents or processes. These include structural encoding, expression analysis, facial speech analysis, face recognition units, person identity nodes, name generation and a cognitive system.

At least four of these should be included for answers in the top bands, and description should be accurate and well detailed.

Diagrams would be an effective way of presenting the model, but there must be some detail of the functions of individual components and of the interaction between components. For instance, boxes should contain outlines of the function of that module ('facial speech analysis'), with clear directional arrows showing links to other modules. If diagrams are presented without detail they may earn a maximum of 4 marks.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.

A good range of relevant material has been selected

There is substantial evidence of breadth and depth

Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.

A range of relevant material has been selected

There is evidence of breadth and/or depth .

Organisation and structure of the answer are reasonably coherent

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial

A restricted range of material has been presented Organisation and structure of the answer are basic
2-1 mark Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate The material presented may be very brief or largely irrelevant Lacks organisation and structure
0 marks no creditworthy material

AO2/3 = 16 marks Evaluation of Bruce and Young's theory of face recognition

The main route to AO2/3 credit is likely to be research evidence. There have been many studies investigating this model, from diary studies and laboratory experiments on face recognition to case studies on brain damaged patients who show impairments of face recognition.

Implications of findings for the model must be clear for marks in the top bands e.g. through demonstrating separate routes for processing facial expressions and facial speech, or problems with defining the functions of the cognitive system.

Methodological evaluation of studies can earn AO2/3 marks if the implications for the theory are clear i.e. through comments on the reliability and validity of findings. This applies particularly to evidence from single case studies.

It would also be relevant to consider the considerable influence this theory has had on the psychology of face processing; this might involve the debate of whether face processing is analytic or holistic, or the ability of the model to account for such a wide range of research evidence.

The theory is periodically updated but students may refer to any version and receive marks across the range.

Indicative issues, debates and approaches in the context of the Bruce and Young's theory of face recognition include the cognitive approach and the nature-nurture debate.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Evaluation

16-13 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation.
The answer is well focused and shows coherent elaboration and/or a clear line of argument.
Issues/debates/approaches are used effectively.
Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable Evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.
8-5 marks Basic Evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.
4-1 marks Rudimentary Evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.
0 marks No creditworthy material is presented.

Relationships

03 Discuss theories of the formation **and/or** maintenance of romantic relationships.

8 marks + 16 marks)

AO1 = 8 marks Description of theories of the formation and/or maintenance of romantic relationships

- theories specific to the formation of relationships would include Murstein's matching hypothesis and filter theory. Students who only refer to individual factors without embedding them in theory can receive a max mark of 4.
- theories more focused on maintenance would be economic models such as social exchange theory and equity theory. It would be possible to justify these as also applying to formation
- reinforcement/affect and reward/need satisfaction approaches could be applied to either formation or maintenance
- evolutionary explanations are not excluded by this question but the focus must be on formation and/or maintenance of romantic relationships

Students are required to discuss at least two theories. Answers covering only one are showing partial performance and can receive a maximum of 5 marks for AO1 and 10 marks for AO2/3.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected
There is substantial evidence of breadth and depth
Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected
There is evidence of breadth and/or depth
Organisation and structure of the answer are reasonably coherent

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial
A restricted range of material has been presented
Organisation and structure of the answer are basic

2-1 mark Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate
The material presented may be very brief or largely irrelevant
Lacks organisation and structure

0 marks

no creditworthy material

AO2/3 = 16 marks Commentary on theories for the formation and/or maintenance of romantic relationships

There are accessible research studies for all of the theories covering formation and/or maintenance of romantic relationships, and the findings of the studies should provide effective AO2/3 material. However the focus of studies should be on romantic relationships and examiners should be alert to studies on 'liking', which can receive only rudimentary credit on this question unless clearly shaped to relationship formation.

Some of the research is clearly highly artificial and laboratory-based and commentary on this lack of external validity would be relevant and effective. Additionally the ability of theories to explain e.g. people who stay in abusive relationships, the formation and/or maintenance of gay and lesbian relationships, or gender differences in attitudes to long-term relationships, would be an effective and relevant consideration.

Alternative theories can be used as commentary as long as there is a sustained focus on the question.

Indicative issues, debates and approaches (eg. the evolutionary approach) in the context of this question include cultural differences and biases. Research has been mostly conducted from a western point of view, ignoring factors more relevant to less developed societies.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Commentary

16-13 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Aggression

04 Outline **one** social psychological theory of aggression (4 marks)

AO1 - 4 marks

Students are likely to choose either social learning theory (SLT) or deindividuation as their social psychological theory of aggression. Also credit other relevant theories, as long as the focus is on social psychological factors.

SLT involves models, imitation, vicarious reinforcement, personal reinforcement and punishment, and underlying cognitive processes such as mental representation.

Although the precise terms may not be used for marks in the top band there must be reference to imitation, vicarious reinforcement and one other relevant factor. For instance students may outline the stages involved in social learning, and thereby cover imitation, vicarious reinforcement and one other relevant factor.

For deindividuation there should be reference to the loss of private self-awareness and increased anonymity (decreased public self-awareness).

Research studies may only receive credit if they provide an outline of the key features of a social psychological theory of aggression.

Note: Evaluative material is not creditworthy in this question part.

Examiners should be sensitive to the time constraints of this question part.

AO1 4 marks knowledge and understanding

4 marks Sound

Knowledge and understanding are accurate and well detailed.
Organisation and structure of the answer are coherent.

3 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
Organisation and structure of the answer are reasonably coherent.

2 marks Basic

Knowledge and understanding are basic/relatively superficial.
Organisation and structure of the answer are basic.

1 mark Rudimentary

Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate.
Lacks organisation and structure.

0 marks

no creditworthy material.

05 Discuss evolutionary explanations of human aggression. (4 marks + 16 marks)

AO1 = 4 marks Outline of evolutionary explanations of human aggression

Evolutionary explanations of human aggression focus on specific areas where aggression is thought to be adaptive.

These include acquiring and protecting resources such as food, territory and mates, and status within the group, especially in males. High status then leads to greater access to resources in general and to mates in particular. Evolutionary explanations of group display would also be relevant.

AO1 detail for marks above Basic should therefore include the evolutionary context i.e. the need to ensure survival of one's genes.

Students are likely to consider the relationship between human aggression and infidelity and/or jealousy. This can make up the entire answer or alternatively form part of a more general essay on explanations of human aggression. Aggression in relation to infidelity and/or jealousy is usually linked to male mate-retention strategies in response to imagined or actual sexual infidelity. There is a range of mate-retention strategies several of which do not involve aggression of any sort. For credit to be earned students must retain a clear focus on human aggression.

If the focus of the answer is on infidelity and/or jealousy the evolutionary context would still be necessary for marks above Basic; this could include reference to potential cuckoldry and the evolutionary drive for men to invest resources only in their own offspring. Outlines of non-aggressive strategies (e.g. surveillance) might earn AO2/3 credit if used as relevant commentary on aggression in relation to infidelity/jealousy.

Examiners should be sensitive to the time constraints of this question part. Not all the above points need be covered for full marks.

AO1 4 marks knowledge and understanding

4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic Knowledge and understanding are basic/relatively superficial. Organisation and structure of the answer are basic.
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate. Lacks organisation and structure.
0 marks no creditworthy material.

AO2/3 = 16 marks Commentary on evolutionary explanations of human aggression

A range of research studies would provide highly effective AO2/3 material for this question. Studies on criminal aggression (perpetrated mainly by young poor males) can be linked to the relationship between status and aggression (e.g. Daley & Wilson, 1988).

Studies on tribes such as the Ache or !Kung San provide some support for the relationship between aggression in males and access to resources such as food and mates.

Further important points of evaluation/commentary include the use of different types of aggression, which can interact with gender differences in aggressive behaviour. Research studies have also supported gender differences in attitudes to infidelity, with males being more upset by sexual infidelity and females by emotional infidelity. As long as the focus remains on aggression, such studies are creditworthy as AO2/3 or IDA.

Methodological evaluation of studies may earn marks, but only if the relevance of the evaluation for *explanations* is explicit and sensible. For instance, given an evolutionary perspective, studies on non-human animals (especially primates) cannot be dismissed out of hand, as they often are.

Alternative explanations of human aggression, such as social psychological or biological (genetics, neurotransmitters) approaches, may earn marks if used effectively as evaluation of evolutionary explanations.

Issues, debates and approaches in this area include free will and determinism. The idea that human aggression is driven by our evolutionary past is highly deterministic. However, when students have provided research support for this view then it cannot simply be dismissed, and *effective* debate would be expected to consider the validity of the determinist view.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Commentary

16-13 marks Effective

Commentary demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches

Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary is rudimentary, demonstrating a very limited understanding.

The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.

If reference is made to issues/debates/approaches, it is muddled and inaccurate.

Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Eating behaviour

06 Outline and evaluate **one or more** biological explanations for **either** anorexia nervosa, **or** bulimia nervosa, **or** obesity. (8 marks + 16 marks)

AO1 = 8 marks

- anorexia nervosa (AN) - possible biological explanations for AN include an involvement of brain serotonin pathways, genetics, and the evolutionary approach e.g. 'adapted to flee famine' hypothesis
- for bulimia nervosa there is evidence for a genetic factor. Neural explanation involves a role for serotonin. Evolutionary approach focuses on the sexual competition hypothesis.
- for obesity, research has focused on malfunctioning hypothalamic centres, abnormalities in metabolic rate, and genetic/evolutionary factors such as specific obesity genes, genome lag, the thrifty gene etc

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected
There is substantial evidence of breadth and depth
Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected
There is evidence of breadth and/or depth .
Organisation and structure of the answer are reasonably coherent

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial
A restricted range of material has been presented
Organisation and structure of the answer are basic

2-1 mark Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate
The material presented may be very brief or largely irrelevant
Lacks organisation and structure

0 marks

no creditworthy material

AO2/3 = 16 marks Evaluation of **one or more** biological explanations for either anorexia nervosa, bulimia nervosa, or obesity.

Whichever eating disorder is discussed, research evidence should be the most effective route to AO2/3 credit. For instance, there are by now many studies on the genetics of AN, BN and obesity. The role of serotonin in AN has also been experimentally investigated, as has metabolic rate in obesity. A malfunction of feeding centres in the hypothalamus has been suggested as relevant to AN and obesity but direct evidence is lacking.

Methodological evaluation of studies would only be relevant if the implications for the explanation are explicit e.g. in terms of the reduced reliability and validity of findings compromising support for the explanation.

Comparison with alternatives, especially psychological, explanations could also be effective as long as the focus remains on one or more biological explanations.

Indicative issues, debates and approaches in the context of biological explanations for eating disorders would include the free will and determinism debate. If eating disorders are grounded in biology, especially genetics, then individual responsibility is reduced and this may affect the extent to which people try to change their behaviour.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Evaluation

16-13 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation.
The answer is well focused and shows coherent elaboration and/or a clear line of argument.
Issues/debates/approaches are used effectively.
Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding.
The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.
Issues/debates/approaches are used in a reasonably effective manner.
Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding.
The answer is sometimes focused and shows some evidence of elaboration.
Superficial reference may be made to issues/debates/approaches
Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding.
The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.
If reference is made to issues/debates/approaches, it is muddled and inaccurate.
Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Gender

07 Outline the role of hormones **and/or** genes in gender development.

(4 marks)

AO1 = 4 marks

The roles of hormones and/or genes in gender development are most obvious in the early stages of embryonic development.

- early in embryonic development the Y chromosome in males promotes the formation of the testes. The testes then begin to release testosterone. This hormone produces male sexual physical characteristics and also acts on the brain to alter its organisation to a 'male' pattern e.g. in the hypothalamus
- in female XX embryos, the absence of high levels of testosterone allows the body and brain to develop in the female pattern i.e. largely under genetic control
- in adolescence, a second surge of testosterone in boys produces secondary sexual characteristics and may also influence the changes in brain organisation that occur in adolescence. Note that this surge of testosterone release is under genetic control

Reference to one or more clinical syndromes and cases would be an effective way of illustrating the role of hormones and/or genes in gender development eg David Reimer, the Batista family, could gain credit if used to give detail of the role of hormones and/or genes in gender development.

There are many other case studies (e.g. congenital adrenal hyperplasia, exposing girls to high levels of testosterone) and examiners should be careful to check for relevance and accuracy.

To earn credit, implications of any material presented for the role of hormones and/or genes in gender development must be explicit. Note that credit is only given if the focus is on the role of hormones and/or genes.

Examiners should be sensitive to the time constraints of this question part.

AO1 4 marks knowledge and understanding

4 marks Sound

Knowledge and understanding are accurate and well detailed.
Organisation and structure of the answer are coherent.

3 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
Organisation and structure of the answer are reasonably coherent.

2 marks Basic

Knowledge and understanding are basic/relatively superficial.
Organisation and structure of the answer are basic.

1 mark Rudimentary

Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate.
Lacks organisation and structure.

0 marks

no creditworthy material.

08 Outline and evaluate gender schema theory.

(4 marks + 16 marks)

AO1 = 4 marks Outline of gender schema theory

AO1 material will be an outline of gender schema theory, particularly associated with Martin and Halverson. Students may focus on features and/or the developmental process.

- development of gender identity (boy or girl) at about age 2-3 involves ignoring information that does not fit their developing schema; toys, for instance, become categorised as belonging to boys or girls
- after which child seeks out behaviours appropriate for their own gender
- formation of gender schemas leads to formation of ingroups and outgroups
- parental gender schemas may play an important role in schema development

Outlines of what a schema is and how they develop and become more detailed and elaborate over time would be relevant and creditworthy.

Note: However the concept of schemas is difficult to understand and describe at this level. Therefore AO1 marks should be based on the demonstration of *understanding*, rather than simply the amount of AO1 material presented.

Examiners should be sensitive to the time constraints of this question part.

AO1 4 marks knowledge and understanding

4 marks Sound
Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable
Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic
Knowledge and understanding are basic/relatively superficial. Organisation and structure of the answer are basic.
1 mark Rudimentary
Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate. Lacks organisation and structure.
0 marks
no creditworthy material

AO2/AO3 = 16 marks Evaluation of gender schema theory

There are a number of relevant research studies that would provide an effective route to AO2/AO3 credit. These generally focus on the early development of gender schemas (e.g. Campbell et al., 2004) or the influence of parents (e.g. Tenenbaum & Leaper, 2002).

Other studies investigate ingroup and outgroup processes, or the rigidity of gender stereotypes.

It is important for marks above Basic that the implications of findings for gender schema theory are clear.

Methodological evaluation of studies may earn credit if the implications for the theory are clear. eg. through the reliability and/or validity of findings.

Comparison with alternative theories e.g. Kohlberg, or the biosocial approach, would be another effective source of AO2/AO3 credit.

Issues, debates and approaches in the context of gender schema theory include the nature-nurture debate. Gender schema theory emphasises the role of social and cognitive factors in the development of schemas and has no clear role for any genetic factors in the origin of schemas or in their development. However, there is evidence for genetic influences on gender development.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Evaluation

16-13 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation.
The answer is well focused and shows coherent elaboration and/or a clear line of argument.
Issues/debates/approaches are used effectively.
Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding.
The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.
Issues/debates/approaches are used in a reasonably effective manner.
Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding.
The answer is sometimes focused and shows some evidence of elaboration.
Superficial reference may be made to issues/debates/approaches.
Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Intelligence and learning

09 'It is argued that evolutionary factors such as ecological demands, social complexity and brain size influenced the development of human intelligence.'

Discuss evolutionary factors in the development of human intelligence.

(8 marks + 16 marks)

AO1 = 8 marks Description of evolutionary factors in the development of human intelligence

Examples of evolutionary factors in the development of human intelligence given in the specification and emphasised in the quote are ecological demands, social complexity and brain size. It is likely that students will focus on these:

- ecological demands include hunting and foraging, and in general surviving in the environment of evolutionary adaptation (EEA). This may have placed a selection pressure on the development of more complex tools, weapons and hunting strategies
- living in groups increases cognitive demands as animals have to identify and remember family, allies, and enemies. This puts a selection pressure on increasing intelligence
- brain size and intelligence are linked but are not necessarily the same thing. Factors leading to an increase in brain size are also likely to have led to an increasing intelligence, but not necessarily e.g. brain size is correlated with body size. For marks in the top band answers should focus on the development of human intelligence, not brain size alone

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth and depth. Organisation and structure of the answer are coherent.

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed. A range of relevant material has been selected. There is evidence of breadth and/or depth. Organisation and structure of the answer are reasonably coherent.

4-3 marks Basic Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2-1 mark Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organisation and structure.
0 marks no creditworthy material.

AO2/3 = 16 marks Commentary on evolutionary factors in the development of human intelligence

There are some relevant research studies in this area. Dunbar has shown that across primate groups the size of the cortex in the brain correlates with the average group size. He concludes that the cognitive demands of social living have been a main driver of brain growth and this has underpinned an increase in human intelligence.

However many of the arguments in this area are retrospective. As we are the most successful species we have to assume that the demands of the hunter gatherer lifestyle, for instance, would have been a factor in driving human intelligence.

Additionally, even if we accept that increased brain size is a marker for increased intelligence, it may be that brain size increased for reasons other than providing a selection advantage in e.g. social living. Diet, for instance, may have been a major factor in allowing for a larger brain, which was only then used for hunting, making tools, and managing group living.

Where students refer to non-human animal studies marks above Basic may only be awarded if there is an explicit link to the development of human intelligence.

Indicative issues, debates, and approaches in the context of evolutionary factors in the development of human intelligence include the nature/nurture and free will/determinism debates. If the development of a human intelligence is driven by evolutionary factors then it could be argued that increases in intelligence would only be linked to behaviours that give a selection advantage. This implies that intelligence would be restricted to a fairly narrow range of behaviours, whereas today humans exhibit what could be called intelligent behaviour across all spheres of activity.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Commentary

16-13 marks Effective

Commentary demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Cognition and development

10 Outline and evaluate Piaget's theory of cognitive development. (8 marks + 16 marks)

AO1 = 8 marks Outline of Piaget's theory of cognitive development.

- Piaget's theory involves processes such as assimilation, accommodation and equilibration,
- developmental stages such as sensorimotor (0-2 years old), preoperational 2 to 6 years old), concrete operational (7 to 11 years old) and formal operational (12 years on).
- concepts such as 'schema' and 'biological readiness'.

Note: for marks above basic there should be some reference to the stages with some detail of each. For marks in the top band there should in addition be reference to at least two underlying processes, such as assimilation, accommodation and equilibration. Minor inaccuracies in the age ranges should be ignored.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected.
There is substantial evidence of breadth and depth.
Organisation and structure of the answer are coherent.

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected.
There is evidence of breadth and/or depth.
Organisation and structure of the answer are reasonably coherent.

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial.
A restricted range of material has been presented.
Organisation and structure of the answer are basic.

2-1 mark Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate.
The material presented may be very brief or largely irrelevant.
Lacks organisation and structure.

0 marks

no creditworthy material.

AO2/3 = 16 marks Evaluation of Piaget's theory of cognitive development

There is a wealth of research evidence, both from Piaget and from subsequent researchers, on cognitive development in children. This is likely to form the bulk of AO2/3 material. Methodological criticism of Piaget's own studies may earn credit if the implications for his theory are clear, in terms of the reliability and validity of his findings.

Subsequent studies have shown that Piaget generally underestimated the cognitive abilities of young children, and undervalued the contribution of language to cognitive development. Additionally his stages provide an effective framework for describing development but may underestimate individual differences.

However, his influence on the growth of developmental psychology as a research area has been immense, and concepts such as 'readiness' have been extremely influential in the classroom. Further applications of his theory to education would provide additional AO2/3 credit.

Comparison with alternative theories such as Vygotsky would be an effective route to AO2/3 credit as long as the focus remains on Piaget's theory.

Indicative issues, debates and approaches in the context of Piaget's theory of cognitive development would include applications to education. Piaget's ideas and vocabulary have had a considerable influence on educational practice e.g. the progression through stages and the idea of 'readiness'.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Evaluation

16-13 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding.
The answer is sometimes focused and shows some evidence of elaboration.
Superficial reference may be made to issues/debates/approaches
Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding.
The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.
If reference is made to issues/debates/approaches, it is muddled and inaccurate.
Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

AO1 and AO2/3 Specification Coverage Grid

	AO1	AO2/3	Total
Biological Rhythms and Sleep			
01	8	16	24
	8	16	24
Perception			
02	8	16	24
	8	16	24
Relationships			
03	8	16	24
	8	16	24
Aggression			
04	4		4
05	4	16	20
	8	16	24
Eating Behaviour			
06	8	16	24
	8	16	24
Gender			
07	4		4
08	4	16	20
	8	16	24
Intelligence and Learning			
09	8	16	24
	8	16	24
Cognition and Development			
10	8	16	24
	8	16	24



General Certificate of Education
Advanced Level Examination
June 2015

Psychology (Specification A)

PSYA3

Unit 3 Topics in Psychology

Tuesday 9 June 2015 1.30 pm to 3.00 pm

For this paper you must have:

- an AQA 16-page answer book.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is PSYA3.
- Choose **three** topics. Answer **all** questions on the topics you choose. Where appropriate, refer to theories and/or studies, approaches, issues and debates in your answer.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 72.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Choose **three** topics.

Answer **all** questions on the topics you choose.

Each topic carries 24 marks.

Where appropriate, refer to theories and/or studies, approaches, issues and debates in your answer.

Topic: Biological Rhythms and Sleep

0	1
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 Outline **one** explanation for narcolepsy. **[4 marks]**

0	2
---	---

 Outline and evaluate evolutionary explanations for the functions of sleep. **[4 marks + 16 marks]**

Topic: Perception

0	3
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 Discuss what research has shown about the development of perceptual abilities. **[8 marks + 16 marks]**

Topic: Relationships

0	4
---	---

 Discuss the influence of childhood on adult relationships. **[8 marks + 16 marks]**

Topic: Aggression

0	5
---	---

 Discuss research into institutional aggression. **[8 marks + 16 marks]**

Topic: Eating Behaviour

0 6 Outline **one or more** psychological explanations for **either** anorexia nervosa **or** bulimia nervosa **or** obesity. [4 marks]

0 7 Outline and evaluate **one or more** explanations for the success **and/or** failure of dieting. [4 marks + 16 marks]

Topic: Gender

‘Parents, peers, schools and media are important influences on gender and its development.’

0 8 Discuss research into social influences on gender. [8 marks + 16 marks]

Topic: Intelligence and Learning

0 9 Outline key features of operant conditioning and evaluate its role in the behaviour of non-human animals. [4 marks + 8 marks]

1 0 Outline and evaluate **one or more** psychometric theories of intelligence. [4 marks + 8 marks]

Topic: Cognition and Development

1 1 Outline and evaluate Kohlberg’s theory of moral understanding. [8 marks + 16 marks]

END OF QUESTIONS

There are no questions printed on this page

A-LEVEL

Psychology Specification A

PSYA3: Topics in Psychology

Mark scheme

2180
June 2015

Version 1.0: Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

PSYA3 RM Assessor

Glossary of annotations summer 2015

Stamp	Usage for PSYA3
	Correct / good
	[Text box]
	A01
	A02 / 3
	[Mark blank pages]
	Meaning unclear
	IDA
	Effective evaluation
	Irrelevant
	Incorrect
	Repetition
	Benefit of doubt
	Not in use
	Not in use
	Not in use
	Not in use
	Not in use
	Not in use
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	Not in use
	Not in use
	Not in use
	Not in use
	Not in use

Biological Rhythms and Sleep

Question 01

Outline **one** explanation for narcolepsy.

(4 marks)

AO1 = 4 marks Outline of one explanation for narcolepsy.

The most common explanation for narcolepsy involves the hypothalamic neurotransmitter hypocretin (also known as orexin). Narcolepsy is associated with low levels of orexin itself and, possibly, low levels of the orexin receptor. There is also evidence for a genetic basis for the disorder, probably involving the orexin system. Either the orexin hypothesis or a general genetic approach would be acceptable. **Max of 3 marks for answers referring to both orexin and genetics unless the link between them has been made explicit.**

Examiners should also be alert to alternative explanations, such as a disruption to REM sleep control or psychodynamic approaches, and also assess material in relation to the time constraints of this question part.

AO1 4 marks knowledge and understanding

4 marks Sound
Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable
Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic
Knowledge and understanding are basic/relatively superficial Organisation and structure of the answer are basic.
1 mark Rudimentary
Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate Lacks organisation and structure.
0 marks
no creditworthy material.

Question 02

Outline and evaluate evolutionary explanations for the functions of sleep. **(4 marks + 16 marks)**

AO1 = 4 marks Outline of evolutionary explanations for the functions of sleep.

Evolutionary explanations cover a range of evolutionary/ecological approaches eg general theories that sleep patterns are linked to ecological variables such as safety from predation or predator/prey status, or more specific explanations focusing on particular factors such as basal metabolic rate, brain size, safety of sleep site etc. (Some key reviews include Allison & Cichetti, 1976; Zeppelin & Rechstaften, 1975; Lesku et al, 2006). Some explanations, such as Webb's hibernation theory, emphasise energy conservation, which can be relevant to restoration accounts; as long as the focus is on general sleep patterns and not on physiological restoration processes such material is acceptable.

Given that aspects of evolutionary explanations can overlap there are no partial performance constraints for this question. Answers that provide a restricted consideration of one factor such as 'safety of sleep' site are unlikely to move beyond Basic for AO1.

AO1 4 marks knowledge and understanding

4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic Knowledge and understanding are basic/relatively superficial Organisation and structure of the answer are basic.
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate Lacks organisation and structure.
0 marks No creditworthy material.

AO2/3 = 16 marks Evaluation of evolutionary explanations for the functions of sleep.

The main source of AO2/3 marks is likely to be research findings from the many studies of sleep patterns across species. Although generally consistent, there are contradictions in the data that can be commented on eg. the relationship between basal metabolic rate and sleep duration, how long does the sloth sleep (Rattenborg et al, 1976; showed that in the wild sloths sleep only for 6 hours or so, far less than sleep time in zoos), and whether this is this a problem for evolutionary accounts?

Note that methodological evaluation of research studies may only gain AO2/3 credit if the implications for explanations are clear eg through the unreliability of findings weakening support for an explanation.

General commentary might include critical evaluation of eg the predator/prey and safety hypotheses (it is a problem that animals are unaware during sleep). The need to explain the existence of two types of sleep, REM and NREM, is another important issue. Further commentary could include the application of evolutionary ideas to human sleep patterns, and the interaction between evolution and modern societies.

Introduction of alternative explanations, such as restoration accounts, may earn AO2/3 credit insofar as they are used as part of sustained and effective evaluation of evolutionary explanations eg. through proposing that the full explanation for the functions of sleep might involve both evolutionary and restoration approaches.

Indicative issues, debates and approaches in the context of evolutionary explanations for the functions of sleep include the issue of generalising findings from animals to humans. Evolutionary approaches emphasise ecological niches for non-human animals, while humans have radically altered the nature of theirs over the last few centuries, so it is likely that conclusions derived from

non-human animals would not apply to humans. Other relevant IDA may include reductionism and the nature/nurture debate.

AO2/3 Mark Bands – Best Fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Evaluation**16-13 marks Effective**

Evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Perception**Question 03**

Discuss what research has shown about the development of perceptual abilities.

(8 marks + 16 marks)

AO1 = 8 marks

For AO1 credit students are likely to outline findings and conclusions of research into the development of depth/distance perception and/or visual constancies, using infant and cross-cultural research. There are a variety of accessible studies that would be relevant, including the classic research of Gibson & Walk using the visual cliff, cross-cultural studies of perceptual differences related to early experience, and laboratory studies of the development of eg. size constancy.

For AO1 credit, though, findings/conclusions of studies must be explicitly outlined in the context of perceptual development. As a key debate in relation to perceptual development is nature/nurture, discussion of studies and findings that focuses on the nature-nurture debate can be accepted as satisfying this requirement.

Theories of perceptual organisation will not earn AO1 marks unless explicitly made relevant to the development of perceptual abilities.

AO1 8 marks knowledge and understanding**8-7 marks Sound**

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected.
There is substantial evidence of breadth and depth.
Organisation and structure of the answer are coherent.

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected.
There is evidence of breadth and/or depth.
Organisation and structure of the answer are reasonably coherent.

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial.
A restricted range of material has been presented.
Organisation and structure of the answer are basic.

2-1 mark Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate.
The material presented may be very brief or largely irrelevant.
Lacks organisation and structure.

0 marks

No creditworthy material.

AO2/3 = 16 marks Commentary on what research has shown about the development of perceptual abilities.

Implications of findings of research studies are likely to provide a key source of AO2/3 credit. Findings may be discussed in the context of the nature-nurture debate, as supporting innate or environmental influences as more important in perceptual development. Methodological evaluation of studies may also earn AO2/3 marks if the implications for perceptual development are clear eg. methodological issues may undermine a study that supports the nature argument in perceptual development, but this has to be explicit for marks to be awarded.

Other research has focused on the timing of perceptual development, with studies such as Bower's demonstrating that the development of size constancy seems to occur earlier than previously thought.

General commentary may include a consideration of the interaction between nature and nurture in the development of perceptual abilities, and ethical issues involved in infant and cross-cultural research.

Issues, debates and approaches in this area include the nature-nurture debate. There is evidence for the early development of depth perception, suggesting that it is innate, but it is difficult to test human infants early enough to prevent any previous visual experience. So it is impossible to eliminate completely the possible influence of nurture. As this issue is intrinsic to the question, additional IDA credit may only be earned if there is explicit discussion of the debate that demonstrates clear understanding. Students may also refer to free will/determinism, ethical issues involved in working with animals and children, and cultural issues and debates.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Commentary**16-13 marks Effective**

Commentary demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Relationships

Question 04

Discuss the influence of childhood on adult relationships.

(8 marks + 16 marks)

AO1 = 8 marks

AO1 material should consist of an outline of the ways in which childhood may influence adult relationships. There are a number of possible approaches. Bowlby's continuity hypothesis based on the development of an internal working model is likely to be popular. This approach focuses on the relationship with the primary carer which in turn leads to the development of an 'internal working model' for later relationships. This approach may also include the development of different attachment styles which in turn influence adult relationships.

Some answers may become diverted into lengthy description of Ainsworth and her categorisation of attachment styles in young children using the 'strange situation'. Answers where this forms the bulk of the essay are unlikely to move beyond Rudimentary.

Relationships with peers are another aspect that may influence adult relationships. Relationships with peers affect the development of social competence and may predict the course of later relationships via effects on self-esteem and intimacy/trust issues. Other factors such as bullying in childhood may also influence adult attitudes to intimacy and trust.

Note that 'adolescence' is acceptable as part of childhood. Examiners should also be alert to the use of unexpected but legitimate material, eg research into the effects of early abuse on later relationships, or interactions with parents and other adults providing models for coping with hostility.

Examiners should be sensitive to depth/breadth trade-offs. Students may cover a range of influences in limited detail or a narrow range of influences in more detail.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected.
There is substantial evidence of breadth and depth.
Organisation and structure of the answer are coherent.

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected.
There is evidence of breadth and/or depth.
Organisation and structure of the answer are reasonably coherent.

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial.
A restricted range of material has been presented.
Organisation and structure of the answer are basic.

2-1 mark Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate.
The material presented may be very brief or largely irrelevant.

Lacks organisation and structure.
0 marks No creditworthy material

AO2/3 = 16 marks Commentary on the influence of childhood on adult relationships

There are a number of cross-sectional and longitudinal research studies relevant to this area and the findings of these should provide an effective source of AO2/AO3 marks. Hazan and Shaver's work on early attachment styles and adult relationships is likely to be popular, while other studies emphasise that attachment styles may change over time and are not fixed. Alternatively research has shown that major life events, such as early abuse or parental separation may be equally important in influencing adult relationships. Examiners should be alert to less well known material, such as Boothroyd's research on facial imprinting, with adult females favouring adult male faces that resemble their father's facial dimensions.

Research has also shown that attachment styles affect relationships with peers, and this in turn affects adult relationships.

It is critical that for AO2/3 credit findings are discussed in the context of the influence of childhood on adult relationships eg by supporting the existence of Bowlby's internal working model, or the persistent effect of early attachment style on adult relationships. Methodological evaluation of studies eg focusing on the problem of using questionnaires (accuracy of childhood recall, demand characteristics, self-presentation, etc, identifying cause and effect etc), would be another rich source of AO2/AO3 credit as long as the implications for the question are explicit ie by pointing out that findings and conclusions of a particular study may not be valid or reliable.

Issues, debates and approaches in this area include approaches. For example, evolutionary psychology, developmental cognitive psychology and psychodynamic approaches can all provide convincing explanations for the effects of early experience on later relationships. A related issue would be nature/nurture; the extent to which adult relationships are more a product of early experience rather than innate tendencies. The general implications of findings and their application, eg in relation to child rearing practices and relationship counselling, would be another important issue.

AO2/3 Mark Bands – Best Fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Commentary

16-13 marks Effective Commentary demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.
12-9 marks Reasonable

Commentary demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.
8-5 marks Basic Commentary demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.
4-1 marks Rudimentary Commentary is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.
0 marks No creditworthy material is presented.

Aggression

Question 05

Discuss research into institutional aggression.

(8 marks + 16 marks)

AO1 = 8 marks Outline of research into institutional aggression

‘Research’ includes both theories and studies.

If the focus of the answer is on theories, then they become AO1 material, and studies would be AO2/3. ‘Institutional aggression’ is a broad concept, and can include prisons, the army, schools and the police. Explanations can either be relatively specific, such as importation and deprivation models, or general theories of aggression. Such theories, including social learning theory, deindividuation and obedience to authority, can earn marks **only** if they are explicitly focused on institutional aggression.

If the focus is on studies, then outline of methods and findings becomes AO1, and implications of findings and evaluation of studies then become routes to AO2/3. There are many studies relevant to institutional aggression. Some are specific to particular explanations such as the importation model, looking at pre-institutionalisation characteristics of prison inmates. Others are general studies such as Zimbardo’s mock prison study, or research into conformity and deindividuation. These general studies must be presented in the context of institutional aggression to earn either AO1 or AO2/3 marks. Examiners should also be sensitive to answers that include a shift between theories and studies as AO1.

Initiation rites often involve aggressive acts, and as long as a focus on the institutional nature of such aggression (ie the aggression emerges from institutions such as religious groups or university fraternities) then these can be fully credited as either AO1 or AO2/3 as appropriate.

Examples such as genocide, warfare, hooliganism may receive credit in so far as they are clearly justified as acts of institutional aggression.

Examples such as Abu Ghraib are not research studies and cannot on their own earn AO1 or AO2/3 marks. They may earn marks if used as an illustration of a particular theory or model.

AO1 8 marks knowledge and understanding

8-7 marks Sound Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth and depth. Organisation and structure of the answer are coherent.
6-5 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. A range of relevant material has been selected. There is evidence of breadth and/or depth. Organisation and structure of the answer are reasonably coherent.
4-3 marks Basic Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2-1 mark Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organisation and structure.
0 marks no creditworthy material.

AO2/3 = 16 marks Commentary/evaluation on research into institutional aggression.

As outlined earlier, AO2/3 material will depend upon which route is chosen.

If the focus is on explanations, then studies become AO2/3. Findings of studies supporting or contradicting a particular explanation would be an effective source of AO2/3 marks. Methodological evaluation of studies would only earn marks if the implications for the explanation are explicit ie by affecting the reliability and validity of findings. This is particularly important if popular general studies such as Zimbardo are presented. Students often become diverted into long methodological critiques of such studies without considering the implications for explanations/theories.

Commentary might include comparison of different explanations/theories, and the possible interaction of different factors/explanations in institutional aggression. An example might be the combination of importation and deprivation models leading to aggression in prisons. A further point might be the difficulty of isolating single factors in complex human behaviour.

If studies are used as AO1 material, then implications of findings and conclusions would be AO2/3, but must be considered in the context of institutional aggression. Methodological evaluation of studies used as AO1 would be creditworthy as AO2/3 without reference to explanations/theories, though implications of findings for theories/explanations would be an additional key source of AO2/3 marks.

Indicative issues, debates and approaches in the context of explanations for institutional aggression include practical applications of findings. If aggression in prisons, for instance, has significant situational causes, then the prison environment can be modified to eliminate these causes. Other relevant IDA may include the free will/determinism debate; if institutional aggression can be explained through external factors, then individual responsibility is diminished.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Commentary

16-13 marks Effective Commentary/evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.
12-9 marks Reasonable Commentary/evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.
8-5 marks Basic Commentary/evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.
4-1 marks Rudimentary Commentary/evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.
0 marks No creditworthy material is presented.

Eating Behaviour

Question 06

Outline **one or more** psychological explanations for **either** anorexia nervosa **or** bulimia nervosa **or** obesity.

(4 marks)

AO1 = 4 marks Outline of one or more psychological explanations for either anorexia nervosa, or bulimia nervosa, or obesity

Possible explanations include:

- Anorexia – family dynamics/psychodynamic approaches; body dissatisfaction, media influences. Family dynamics include notions of over involvement of parents in the child's life and consequent loss of control – eating then becomes one area the child can control in order to change family dynamics. Body dissatisfaction leads to dieting as a precursor to eating disorders, and is fuelled both by family and peer influences, and media presentations of idealized body shapes. If there is reference to media effects, then for the top band there must be an outline of underlying SLT mechanisms such as imitation and vicarious reinforcement. Note that for both anorexia and bulimia, some factors, such as body dissatisfaction and media influences, are so closely intertwined that they should be treated as a single explanation.
- Bulimia – family dynamics/psychodynamic approaches; body dissatisfaction, media influences. Detail as for anorexia nervosa.
- Obesity – mood regulation, cultural changes in availability of food, availability of high fat/carbohydrate foods, food industry/advertising, reduced exercise/increased car travel, sedentary pastimes. Underlying mechanisms might include the mood regulating effects of food established by early experience, exposure to new diets (eg the Pina Indians), changes in work habits so there is more emphasis on fast foods, and the built environment reducing opportunities for exercise. Clearly there are many 'environmental' factors that may contribute to obesity, and these can be treated as 'psychological' (ie non-biological) in the context of this question. Students may introduce material more relevant to dieting, such as ironic processes in eating behaviour and the boundary model. Unless these are clearly linked to obesity as an eating disorder, they cannot earn marks.

Examiners should be sensitive to depth/breadth trade-offs. Students may cover one explanation in detail or several explanations in less detail.

AO1 4 marks knowledge and understanding

4 marks Sound

Knowledge and understanding are accurate and well detailed.
Organisation and structure of the answer are coherent.

3 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
Organisation and structure of the answer are reasonably coherent.

2 marks Basic

Knowledge and understanding are basic/relatively superficial.

Organisation and structure of the answer are basic.
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate. Lacks organisation and structure.
0 marks No creditworthy material.

Question 07

Outline and evaluate **one or more** explanations for the success **and/or** failure of dieting.
(4 marks + 16 marks)

AO1 = 4 marks Outline of one or more explanations for the success and/or failure of dieting

Explanations for the success and/or failure of dieting include:

- cognitive processes and the boundary model. This approach focuses on the balance between a biologically determined boundary for meal size, and a cognitive 'dieting' boundary which is set at a lower level. When this cognitive boundary is maintained, dieting can be successful, but when it is passed it can lead to bingeing and the 'what the hell' effect, leading to failure of dieting
- body weight set-point theory and metabolic rate (biological factors). This is a general model that emphasises that we have a body weight set point that we are biologically determined to maintain. Dieting is operating against this body weight set point, which is why successful dieting is difficult.
- ironic processes in dieting. Dieters ('restrained eaters') often try to avoid contact with or thinking about food. Ironically, trying not to think about food often leads to an increased obsession with food and a failure of dieting
- mood regulation. Eating affects mood, either directly through biological mechanisms or through learned associations. People who rely on food for its mood elevating properties find dieting much more difficult
- social support. Successful dietary programmes usually include group/social support as a key feature, along with modest ambitions.

Other explanations may also be presented. Examiners should be sensitive to depth/breadth trade-offs in answers that cover more than one explanation, but answers in the top band should be accurate and detailed within the time constraints of this question part.

AO1 4 marks knowledge and understanding

4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic Knowledge and understanding are basic/relatively superficial. Organisation and structure of the answer are basic.

1 mark Rudimentary

Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate. Lacks organisation and structure.

0 marks

No creditworthy material.

AO2/3 = 16 marks Evaluation of one or more explanations for the success and/or failure of dieting

Findings of research studies are a likely source of AO2/AO3 marks. There are accessible studies on cognitive processes and the boundary model, and also on ironic processes and mood regulation. Implications of findings for a given explanation must be clear for marks to be awarded. Methodological evaluation of studies may be popular, but can only earn AO2/AO3 marks if implications for the explanation are clear eg by explicit reference to a lack of ecological validity affecting the generalisability of findings and hence of the explanation.

Comparison between explanations would also be an effective source of AO2/3 marks.

General commentary may include reference to successful combined interventions (eg. cognitive therapy, physical exercise, group support) and social/cultural implications. Students may refer to medical interventions eg the use of gastric bands. If used as relevant commentary on the difficulty of losing weight through dieting such material may be creditworthy.

Issues, debates and approaches in this area include the applications of findings. If evidence suggests that dieting is likely to fail because of cognitive and/or biological factors, then there is little justification for 'diet plans'. However there is evidence that combined approaches (diet, exercise, group support) can work, which has implications for how we might help people trying to lose weight. Students may also refer to gender and cultural differences and biases, reductionism, free will/determinism, ethical issues and socially sensitive research.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

16-13 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation.
The answer is well focused and shows coherent elaboration and/or a clear line of argument.
Issues/debates/approaches are used effectively.
Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding.
The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.
Issues/debates/approaches are used in a reasonably effective manner.
Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding.
The answer is sometimes focused and shows some evidence of elaboration.
Superficial reference may be made to issues/debates/approaches
Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive

4-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding.
The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.
If reference is made to issues/debates/approaches, it is muddled and inaccurate.
Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Gender

Question 08

‘Parents, peers, schools and media are important influences on gender and its development’.

Discuss research into social influences on gender.

(8 marks + 16 marks)

AO1 = 8 marks Description of research into social influences on gender.

Although ‘research’ includes theories and studies, students are likely to focus on describing some of the many studies investigating the importance of social influences on gender. These include the role of parents, peers, schools, and the media. The behavioural approach suggests that rewards and punishments provided by parents, peers and teachers can lead to gender stereotyped behaviours, while social learning theory can help explain the influence of parents, peers and the media. There is also research on eg traditional and egalitarian families and gender stereotyping. Cross-cultural studies of social influence on gender would also be relevant. Note that description of studies and their findings would be AO1 material.

Although the quote refers to gender development, the question itself does not. Although most answers are likely to focus on gender development, other aspects of gender, such as gender stereotyping and gender roles, would be equally relevant for AO1 and AO2/3 credit.

Students are often drawn into some of the more dramatic case studies in this area. As long as the focus and conclusions are on social influences rather than, say, biological factors, such studies are relevant and can earn AO1 or AO2/3 credit.

Simple listing and brief description of social influences would not earn AO1 credit given the opening quote. However outlines of the underlying mechanisms eg through general explanations/theories such as the behavioural or social learning theories, would be creditworthy as AO1. If this approach is taken, research studies would become AO2/3 material.

Note that there are no partial performance penalties on this question. Social influences are complex and even single categories such as ‘schools’ may operate in variety of ways. Answers that cover only a restricted range of influences are unlikely to move beyond basic for AO1 and AO2/3.

AO1 8 marks knowledge and understanding

8-7 marks Sound Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth and depth. Organisation and structure of the answer are coherent.
6-5 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. A range of relevant material has been selected. There is evidence of breadth and/or depth. Organisation and structure of the answer are reasonably coherent.
4-3 marks Basic Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2-1 mark Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organisation and structure.
0 marks No creditworthy material.

AO2/3 = 16 marks Commentary/evaluation on research into social influences on gender

Social influences include parents, family, peers, teachers and media, and a range of research studies have investigated their impact on gender roles and their development, as outlined earlier. Implications of findings from such studies are likely to provide the main source of AO2/3 credit ie the extent to which they demonstrate the importance, or otherwise, of social influences in gender and/or in the development of gender. Another source would be methodological evaluation of studies, which would earn AO2/3 marks where description of studies is used as AO1 material.

Students may introduce alternative approaches and evidence, for instance on the role of biological factors. These can only earn marks if used as part of sustained and effective commentary on the role of social influences. As mentioned earlier, students can provide overlong and over detailed accounts of some of the key case studies in this area; credit may only be given where the focus of the answer remains on social influences. Additional and relevant commentary could include the interaction between biological and social factors, and cultural differences in gender and its development.

Issues, debates and approaches in the context of research into social influences on gender include the nature-nurture debate. This is the extent to which gender is determined by mainly biological factors (nature) versus the view that social influences play an important part in gender and its development. To demonstrate understanding, answers should use the evidence they present to draw conclusions on this debate, rather than simply outlining the debate.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Mark Bands – Commentary

16-13 marks Effective

Commentary/evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary/evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary/evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary/evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Intelligence and Learning

Question 09

Outline key features of operant conditioning and evaluate its role in the behaviour of non-human animals. **(4 marks + 8 marks)**

AO1 = 4 marks

Operant conditioning focuses on the role of reinforcement (reward), punishment and negative reinforcement (avoidance of punishment) on voluntary behaviour. Reinforcement increases the likelihood of a response, while punishment suppresses responding. Extinction may occur when responses formerly rewarded are now neither rewarded nor punished. Answers may refer to schedules of reinforcement in relation to operant conditioning; for instance the link between partial schedules and resistance to extinction. Additional features such as secondary reinforcers would also be relevant.

For the top band there should be reference to voluntary ('emitted') behaviour/responses, reinforcement/reward, punishment and schedules of reinforcement.

Descriptions of the key studies of Skinner and Thorndike are likely to be popular. These may earn AO1 credit if they clearly illustrate features of operant conditioning.

Outline of one feature only can receive a maximum mark at the top of Basic.

AO1 4 marks knowledge and understanding

4 marks Sound
Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable
Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic
Knowledge and understanding are basic/relatively superficial. Organisation and structure of the answer are basic, or only one example of operant conditioning is presented.
1 mark Rudimentary
Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate Lacks organisation and structure.
0 marks
No creditworthy material.

AO2/3 = 8 marks Evaluation of the role of operant conditioning in the behaviour of non-human animals

The studies of Skinner (focusing on conditioning rats and pigeons in the 'Skinner box') and Thorndike (in particular his cat 'puzzle box') are likely to feature strongly. Insofar as these studies illustrate the effectiveness of operant conditioning in shaping the behaviour of non-human animals they are creditworthy AO2/3 material. There are a number of more natural examples; foraging behaviour, for instance, is shaped by the reinforcement of finding food in particular places, while dogs, dolphins and circus animals learn any number of tricks through shaping by positive reinforcement.

More general commentary might include a comparison of the role of operant conditioning with ‘intelligent’ behaviours such as self-awareness, Machiavellian intelligence, imitation etc. Behaviours with an innate bias such as taste aversion learning, imprinting, bird song and insight learning may also be used to contrast with conditioned behaviours. Species comparisons would also be very relevant, including the idea that as we go up the evolutionary scale the role of operant conditioning becomes less important.

Issues, debates and approaches relevant to this area include practical applications of operant conditioning to animal training. Another important issue is ecological validity, with tightly controlled laboratory studies (Skinner, Thorndike) contrasted with real world naturalistic studies.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/AO3 8 Marks Commentary/evaluation

8-7 marks Effective

Commentary and/or evaluation demonstrate sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

6-5 marks Reasonable

Commentary and/or evaluation demonstrate reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

4-3 marks Basic

Commentary and/or evaluation demonstrate basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

2-1 marks Rudimentary

Commentary and/or evaluation are rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Question 10

Outline and evaluate **one or more** psychometric theories of intelligence.

(4 marks + 8 marks)

AO1 = 4 marks

The psychometric approach focuses on quantifying intelligence and measuring IQ. Key figures include Spearman (who emphasised that a general component, 'g', underpinned performance on tests of different mental abilities, combined with specific abilities, 's'), Thurstone (who proposed seven primary mental abilities, with no general factor), and Cattell (fluid intelligence related to skills such as problem solving ability, and crystallised intelligence related to the store of knowledge). The approach covers the development of the concept of IQ and IQ tests, factor analytic approaches to intelligence and its measurement, and fluid and crystallised intelligence. The key assumption is that intelligence in general and IQ in particular can be quantified (measured).

In relation to both AO1 and AO2/3 students may choose to use one or two theories as examples of the psychometric approach, or to consider the approach more generally. Either tactic is acceptable. Students should not be penalised for mislabelling a particular theory as long as the description itself is accurate.

The question is on the psychometric approach and any description of IQ tests is unlikely to earn AO1 marks. However the development of tests may be presented as a legitimate implication of the approach and earn AO2/3 marks.

AO1 4 marks knowledge and understanding

4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic Knowledge and understanding are basic/relatively superficial. Organisation and structure of the answer are basic.
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate. Lacks organisation and structure.
0 marks No creditworthy material.

AO2/3 = 8 marks Evaluation of one or more psychometric theories of intelligence.

There are a variety of routes to AO2/3 credit relevant to the psychometric approach. It has been criticised for its 'static', limited and fixed approach to intelligence, especially in comparison with information processing theories. There are also disputes over the precise factorial or componential structure of IQ (eg Spearman versus Thurstone), though the commonly found correlations between different tests of mental abilities implies that a general factor of intelligence does exist.

Answers outlining two theories but evaluating only one can receive a maximum of 8 marks for AO2/3.

Support for the approach can also be found in the correlations between scores on IQ tests and general educational attainment.

As mentioned above, comparison with alternative approaches, such as information processing models of intelligence, would be an effective route to AO2/3 credit, though the focus must remain on the psychometric approach.

Applications of psychometric theory and research to eg personnel selection and education would also be of central relevance. A consideration of the development of IQ testing as an implication of the psychometric approach may earn AO2/3 marks. However, controversies in this area, such as race and IQ or the nature-nurture debate, may only earn AO2/3 credit if explicitly linked to a consideration of the psychometric approach.

Issues, debates and approaches relevant to this area include cultural bias. Psychometric concepts of IQ and its measurement are based very much on Western ideas of intelligence and skills that should be valued, and research is concentrated in Western societies. They largely ignore other skills and knowledge valued in non-western societies. Students may also refer to nature-nurture, reductionism, socially sensitive research and ethical issues in applications of IQ testing.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/AO3 8 Marks Evaluation

8-7 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation.
The answer is well focused and shows coherent elaboration and/or a clear line of argument.
Issues/debates/approaches are used effectively.
Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

6-5 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding.
The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.
Issues/debates/approaches are used in a reasonably effective manner.
Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

4-3 marks Basic

Evaluation demonstrates basic, superficial understanding.
The answer is sometimes focused and shows some evidence of elaboration.
Superficial reference may be made to issues/debates/approaches
Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive

2-1 marks Rudimentary

Evaluations are rudimentary, demonstrating a very limited understanding.

The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.

If reference is made to issues/debates/approaches, it is muddled and inaccurate.

Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Cognition and Development

Question 11

Outline and evaluate Kohlberg's theory of moral understanding.

(8 marks + 16 marks)

AO1 = 8 marks Outline of Kohlberg's theory of moral understanding

Kohlberg's theory of moral understanding consists of three levels. Pre-conventional, based on the direct consequences of actions, conventional, based on social norms and conventions, and post-conventional, based on the development of individual ethical systems and principles. Each level in turn has two stages. Moral understanding develops from a basic awareness of rewards and punishments in stage 1 through to individual ethical systems in stage 6. To move above Basic answers should refer to the three levels accurately, with some further reference to the stages, though detail of individual stages may be sparse or absent. Top Band answers should provide an outline of most individual stages.

An important feature of Kohlberg's theory was his method of using moral dilemmas with children of different ages eg the classic Heinz dilemma, in which a man has to decide whether to steal a medicine vital for his wife's survival. Description of Kohlberg's methodology is not part of the theory and cannot receive AO1 marks, but may be used in evaluation of the theory (AO2/3). If however the method is described and explicitly linked to the development of the theory it is creditworthy as AO1

General commentary on eg the relation between Kohlberg and Piaget's theory of cognitive development (in the sense that attaining higher levels of morality depends upon reaching a particular stage of cognitive development) can be seen as an aspect of Kohlberg's theory and receive AO1 marks.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected.
There is substantial evidence of breadth and depth.
Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected.
There is evidence of breadth and/or depth.
Organisation and structure of the answer are reasonably coherent.

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial.
A restricted range of material has been presented.
Organisation and structure of the answer are basic.

2-1 mark Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate.
The material presented may be very brief or largely irrelevant.
Lacks organisation and structure.

0 marks

No creditworthy material.

AO2/3 = 16 marks Evaluation of Kohlberg's theory of moral understanding

Research evidence for the existence of Kohlberg's levels and stages of moral understanding has been found in a number of studies and would be an effective source of AO2/3 credit. Research on the cross-cultural existence of the levels is less consistent but again would be creditworthy. Methodological evaluation of studies would be relevant only insofar as it is made explicitly relevant to the validity of the theory. For instance it has been suggested that the use of artificial dilemmas produces unrealistic judgements from participants and so findings cannot be generalised to the real world. It has additionally been argued that Kohlberg only studied moral judgements, and these may not predict actual moral behaviour.

Further criticism of Kohlberg's work is led by Gilligan and her view that the theory is gender biased. Much of the research was done only on male participants, while Gilligan also suggests that it is based on a male justice-oriented view of moral behaviour; it ignores the female caring-oriented approach to moral behaviour. A further criticism is that the justice-oriented approach of Kohlberg is typical of western individualistic societies, and his theory is less applicable to other cultures; research evidence is contradictory, as some studies find that Kohlberg's levels of morality are consistent across cultures, while other studies find differences.

Indicative issues, debates and approaches in the context of Kohlberg's theory of moral understanding include the gender and cultural bias issues outlined above. Students may also refer to socially sensitive research.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 marks Evaluation**16-13 marks Effective**

Evaluation demonstrates sound analysis, understanding and interpretation.
 The answer is well focused and shows coherent elaboration and/or a clear line of argument.
 Issues/debates/approaches are used effectively.
 Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding.
 The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.
 Issues/debates/approaches are used in a reasonably effective manner.
 Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding.
 The answer is sometimes focused and shows some evidence of elaboration.
 Superficial reference may be made to issues/debates/approaches.
 Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive

4-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding.
 The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.
 If reference is made to issues/debates/approaches, it is muddled and inaccurate.
 Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Assessment Objectives

Question	AO1	AO2/3	Total
01	4		4
02	4	16	20
Total	8	16	24
03	8	16	24
Total	8	16	24
04	8	16	24
Total	8	16	24
05	8	16	24
Total	8	16	24
06	4		4
07	4	16	20
Total	8	16	24
08	8	16	24
Total	8	16	24
09	4	8	12
10	4	8	12
Total	8	16	24
11	8	16	24
Total	8	16	24



General Certificate of Education
Advanced Level Examination
June 2014

Psychology (Specification A)

PSYA3

Unit 3 Topics in Psychology

Tuesday 3 June 2014 1.30 pm to 3.00 pm

For this paper you must have:

- an AQA 16-page answer book.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **paper reference** is PSYA3.
- Choose **three** topics. Answer **all** questions on the topics you choose. Where appropriate, refer to theories and/or studies, approaches, issues and debates in your answer.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 72.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Choose **three** topics.

Answer **all** questions on the topics you choose.

Each topic carries 24 marks.

Where appropriate, refer to theories and/or studies, approaches, issues and debates in your answer.

Topic: Biological Rhythms and Sleep

0	1
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 Outline lifespan changes in sleep. [4 marks]

0	2
---	---

 Outline and evaluate **one or more** restoration explanations for the functions of sleep. [4 + 16 marks]

Topic: Perceptions

0	3
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 Outline Gibson's theory of perception. [4 marks]

0	4
---	---

 Outline and evaluate Gregory's theory of perception. [4 + 16 marks]

Topic: Relationships

0	5
---	---

 Discuss sex differences in parental investment. [8 + 16 marks]

Topic: Aggression

0	6
---	---

 Outline neural and/or hormonal mechanisms in aggression. [4 marks]

0	7
---	---

 Outline and evaluate **one** social psychological theory of aggression. [4 + 16 marks]

Topic: Eating Behaviour

0	8
---	---

 Discuss evolutionary explanations of food preference. [8 + 16 marks]

Topic: Gender

0	9
---	---

 Discuss gender schema theory. [8 + 16 marks]

Topic: Intelligence and Learning

1	0
---	---

 Outline and evaluate research studies which have investigated intelligence in non-human animals. [8 + 16 marks]

Topic: Cognition and Development

1	1
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 Discuss the development of children's understanding of others. [8 + 16 marks]

END OF QUESTIONS

There are no questions printed on this page

A-LEVEL PSYCHOLOGY A

PSYA3: Topics in Psychology
Mark scheme

2180
June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Biological Rhythms and Sleep**Question 01****Outline lifespan changes in sleep.****(4 marks)****AO1 = 4 marks**

Outline of lifespan changes in sleep

Lifespan changes in sleep patterns include the high proportion of REM at birth that gradually reduces to adult levels, the gradual decline in total sleep time and a highly significant fall in deep NREM sleep over the lifespan. Examiners should be sensitive to the time constraints of this question part, and also to depth-breadth trade-offs; for instance, candidates focusing on the increased amount of REM in the newborn and changes in REM over the following months can achieve maximum marks if material is presented in sufficient depth. Examiners should also be careful not to over-credit anecdotal accounts of sleep changes in, for instance, adolescence.

AO1 4 marks knowledge and understanding

4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent
2 marks Basic Knowledge and understanding are basic/relatively superficial Organisation and structure of the answer are basic
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate Lacks organisation and structure
0 marks no creditworthy material

Question 02**Outline and evaluate one or more restoration explanations for the function of sleep.****(4 marks + 16 marks)****AO1 = 4 marks** Outline of one or more restoration explanations for the functions of sleep

The models of both Oswald and Horne can be considered restoration theories of sleep, and candidates are likely to cover one or both of these. Oswald suggested that NREM sleep (SWS) was vital for restoration of the body and REM sleep for restoration of the brain. Horne concluded that sleep did not involve body restoration but was essential for brain restoration, with major roles for REM and deep NREM. Although the majority of candidates are likely to focus on Oswald and/or Horne, examiners should be alert to alternative restoration theories and be prepared to check novel material for relevance.

Although only 4 marks are available, answers must be well detailed for marks in the top band. Brain restoration can involve synapses and neurotransmitters. Body restoration may involve

reference to growth hormone and protein synthesis. There may be separate functions for REM and NREM sleep in relation to restoration. More general points might include the restoration of physiological systems involved in waking activities. Again examiners should be sensitive to the time constraints of this question part, and also to depth-breadth trade-offs.

Candidates may confuse Oswald and Horne, but examiners should focus on the outline of the explanations and award marks on the basis of accuracy and detail of the explanations.

AO1 4 marks knowledge and understanding

4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent
2 marks Basic Knowledge and understanding are basic/relatively superficial Organisation and structure of the answer are basic
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate Lacks organisation and structure
0 marks no creditworthy material

AO2/3 = 16 marks Evaluation of one or more restoration explanations for the functions of sleep

The main source of AO2/3 marks is likely to be the use of research evidence, for instance, Oswald's research. There are also many studies of sleep deprivation in both non-human animals and humans, including both case studies and controlled laboratory studies. For AO2/3 credit, findings should be explicitly linked to restoration theories and the implications made explicit. This is likely to be a particular issue with the popular uncontrolled sleep deprivation cases of Peter Tripp and Randy Gardner. These should not be immediately marked as irrelevant. Some centres now focus on the cognitive effects of sleep deprivation in these cases and the fact that sleep recovered is mainly REM and deep NREM, supporting Horne's ideas. The link to theory/explanation must be explicit.

Methodological evaluation of research studies, such as the uncontrolled nature of case studies, may earn AO2/3 marks as long as the implications for the explanation are clear i.e. by reference to the reduced reliability/validity of findings affecting the support for the explanation. Comparison with alternative explanations would be another route to AO2/3 marks, in particular the evolutionary/ecological approach. However these must be used effectively, rather than simply described, to earn marks.

Issues, debates and approaches in this area include reductionism. The restoration approach focuses on physiological processes in brain and body, a low level and therefore reductionist explanation. It does not take into account higher level ecological factors such as predator-prey status and sleeping niche, which have been shown to influence sleeping patterns in non-human animals. Candidates may also refer e.g. to determinism, ethical issues, and the use of animals in research. Examiners should also be alert to IDA outside the 'routine' list, for instance, practical

applications of research findings. Issues debates and approaches must be used effectively and demonstrate understanding in order to earn marks.

AO2/3 material should first be placed in the appropriate band according to the descriptors.

However, not all the criteria need be satisfied for an answer to be placed in a particular band.

Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/3 Mark Bands – Best Fit

16-13 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation.

The answer is well focused and shows coherent elaboration and/or a clear line of argument.

Issues/debates/approaches are used effectively.

Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding.

The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.

Issues/debates/approaches are used in a reasonably effective manner.

Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding.

The answer is sometimes focused and shows some evidence of elaboration.

Superficial reference may be made to issues/debates/approaches

Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive

4-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding.

The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.

If reference is made to issues/debates/approaches, it is muddled and inaccurate.

Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Perception**Question 03****Outline Gibson's theory of perception****(4 marks)****AO1 = 4 marks** Outline of Gibson's theory of perception

Gibson's theory of perception is a direct or bottom-up theory. Perception is driven by information received by our senses. Important features include the optic array, which contains invariant information (information that does not change as the observer moves), optic flow, texture gradients which help the perception of depth and orientation, and affordances. Examiners should be sensitive to the time constraints of this question part. However answers in the top band should demonstrate understanding of the principles of Gibson's approach (its bottom-up nature), along with reference to at least three key features of the theory.

AO1 4 marks knowledge and understanding

4 marks Sound Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected There is substantial evidence of breadth and depth . Organisation and structure of the answer are coherent
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. A range of relevant material has been selected There is evidence of breadth and/or depth . Organisation and structure of the answer are reasonably coherent
2 marks Basic Knowledge and understanding are basic/relatively superficial A restricted range of material has been presented Organisation and structure of the answer are basic
1 mark Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate The material presented may be very brief or largely irrelevant Lacks organisation and structure
0 marks no creditworthy material

Question 04**Outline and evaluate Gregory's theory of perception****(4 marks + 16 marks)****AO1 = 4 marks** Outline of Gregory's theory of perception

Gregory's theory of perception is an indirect or top-down theory. The key principle is that perception is influenced by top down processes such as motivation, previous experience and perceptual set, and involves processes such as hypothesis testing. Examiners should be sensitive to the time constraints of this question part. However answers in the top band should be coherent and demonstrate understanding of the principles of Gregory's approach (its top down nature), along with reference to at least three relevant aspects of the theory.

AO1 4 marks knowledge and understanding

4 marks Sound Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected There is substantial evidence of breadth and depth . Organisation and structure of the answer are coherent
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. A range of relevant material has been selected There is evidence of breadth and/or depth . Organisation and structure of the answer are reasonably coherent
2 marks Basic Knowledge and understanding are basic/relatively superficial A restricted range of material has been presented Organisation and structure of the answer are basic
1 mark Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate The material presented may be very brief or largely irrelevant Lacks organisation and structure
0 marks no creditworthy material

AO2/3 = 16 marks Evaluation of Gregory's theory of perception

The main source of AO2/3 credit is likely to be findings from research studies. These may involve visual illusions such as the Ames room and Muller-Lyer, though findings from such studies must be explicitly related to Gregory's theory to earn credit beyond rudimentary. There are also a number of relevant studies into the effects of motivation, set, and expectation on visual perception. Methodological evaluation of studies may only earn AO2/3 marks if implications for the theory (via the reliability and validity of findings) are clear and explicit.

Although it is clear that top-down processes can influence visual perception, support for Gregory has been criticized as being based on visual illusions and studies in artificial laboratory settings that emphasise inaccuracies in perception. In reality, perception in the real world is impressively and consistently accurate, providing some support for Gibson's alternative proposal that the visual array alone can provide enough bottom-up information for accurate perception. Comparison with alternative theories such as Gibson and Marr would be creditworthy if part of sustained and effective commentary. However, note that it is the quality of the AO2/3 material that should be assessed; candidates may focus on supporting research evidence, or present a more balanced view. Either route can lead to marks in the top band if the material is used effectively.

Issues, debates and approaches in this area include nature-nurture. Gregory, with his emphasis on the role of learning and experience in perception, is very much on the nurture/environmental side of the argument. This can be compared with Gibson's bottom-up approach which is far more on the nature side. Examiners should also be alert to IDA outside the 'routine' list such as real world applications of research findings. Issues debates and approaches must be used effectively and demonstrate understanding in order to earn marks.

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/3 Mark Bands – Best Fit

16-13 marks Effective Evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.
12-9 marks Reasonable Evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.
8-5 marks Basic Evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.
4-1 marks Rudimentary Evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.
0 marks No creditworthy material is presented.

Relationships**Question 05****Discuss sex differences in parental investment****(8 marks + 16 marks)****AO1 = 8 marks** Description of sex differences in parental investment

The focus of this question is on parental behaviour, and Trivers' parental investment theory is likely to form the focus of most answers. This states that the sex most involved in bearing and caring for the offspring is likely to be the choosier when it comes to mates. In humans this is the female. As she has a limited supply of eggs, carries the baby for nine months, and is most likely to be responsible for its care over the following years, she needs to be choosier when it comes to mates. Males, on the other hand, have an almost unlimited supply of sperm and little obligatory involvement in care for the offspring. Their most effective strategy would seem to be to mate with as many females as possible i.e. to be less choosy but to prioritise reproductive potential. Other aspects of sex differences in parental investment include parent-offspring conflict and paternal uncertainty – the female knows she is the mother, but males can never be sure they are the father. Implications of this include mate retention strategies and sex differences in attitudes to jealousy. There are also implications for attitudes to stepchildren. The evolutionary approach assumes the aim of mating is to ensure the success of your genetic material. This would predict that stepparents would not care as much for stepchildren as for their biological children.

Other features of reproductive behaviour, such as mate choice, can be directly relevant to the issue of parental investment. However such material must be presented in the context of parental investment to earn marks. For example, explanations for female mate choice such as the 'sexy sons' hypothesis, or Zahavi's 'handicap' approach are unlikely to be directly relevant to parental investment, which is the degree to which parents contribute to the care and upbringing of offspring.

The Specification refers only to 'sex differences in parental investment', which might include research with non-human animals. However it is a subsection of 'Evolutionary explanations of human reproductive behaviour', and as such the focus must be on human behaviour for marks across the scale. Research with non-human animals can be used to illustrate or emphasise particular points and earn marks, but answers focusing entirely or predominantly on non-human animals will not move out of Basic for AO1 or AO2/3.

AO1 8 marks knowledge and understanding**8-7 marks Sound**

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected
There is substantial evidence of breadth and depth .
Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected
There is evidence of breadth and/or depth .
Organisation and structure of the answer are reasonably coherent

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial
A restricted range of material has been presented

Organisation and structure of the answer are basic
2-1 mark Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate The material presented may be very brief or largely irrelevant Lacks organisation and structure
0 marks no creditworthy material

AO2/3 = 16 marks Commentary on sex differences in parental investment

There are a number of studies on contemporary mating and parenting patterns can be used to either support or contradict Triver's parental investment theory, including some research with non-human animals.

There are also a number of studies on relevant areas such as parent-offspring conflict, reactions to infidelity, and paternal uncertainty that are likely to provide a key source of AO2/3 marks.

Candidates may also use Buss's 1989 study of 37 cultures, looking at mate choice in the context of evolutionary ideas on parental investment. There was impressive cross-cultural agreement that females value financial prospects, ambition and industriousness more than men, while men value good looks and a younger partner more than females. However, for full credit such studies must be interpreted in terms of sex differences in parental investment rather than sexual selection. Given that Buss's study is essentially on mate choice answers focusing on his work are unlikely to move out of the basic band.

Similarly, popular studies on attitudes to casual sex (e.g. Clark & Hatfield, 1989) can only earn AO2/3 credit if discussed explicitly in the context of sex differences in parental investment.

Further commentary could include social and cultural changes that have dramatically affected parenting patterns, such as the increasing number of females in the workplace and the greater sharing of the parental role. These are largely ignored by the evolutionary approach, which is also impossible to test experimentally and which tends to make non-falsifiable statements.

Issues, debates and approaches in this area include the free will-determinism debate. The evolutionary approach states that we choose mates in order to reproduce and on the basis that females require resources and support, while men want to spread their genes as widely as possible and so look for reproductive potential and invest less in the parental role. This is heavily determinist and there are obvious counter examples; couples where the man is much younger, men who are monogamous and faithful, women who are unfaithful, heterosexual couples who have chosen not to have children, homosexual couples, stepparents who love their stepchildren etc. Social and cultural change has led to an emphasis on choice and free will in mating and parenting.

Examiners should also be alert to IDA outside the 'routine' list, such as social sensitivity of the research and perpetuating gender stereotypes. Issues debates and approaches must be used effectively and demonstrate understanding in order to earn marks.

Note that general commentary on the evolutionary approach, such as the issue of falsifiability, cannot earn marks beyond rudimentary unless explicitly linked to parental investment.

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band.

Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/3 Mark Bands – Best Fit

16-13 marks Effective

Commentary demonstrates sound analysis, understanding and interpretation.
The answer is well focused and shows coherent elaboration and/or a clear line of argument.
Issues/debates/approaches are used effectively.
Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary demonstrates reasonable analysis and understanding.
The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.
Issues/debates/approaches are used in a reasonably effective manner.
Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary demonstrates basic, superficial understanding.
The answer is sometimes focused and shows some evidence of elaboration.
Superficial reference may be made to issues/debates/approaches
Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive

4-1 marks Rudimentary

Commentary is rudimentary, demonstrating a very limited understanding.
The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.
If reference is made to issues/debates/approaches, it is muddled and inaccurate.
Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Aggression

Question 06

Outline neural and/or hormonal mechanisms in aggression. (4 marks)

AO1 = 4 marks Outline of neural and/or hormonal mechanisms in aggression

There is a long tradition of research into the neural (brain) and hormonal mechanisms underlying aggressive behaviour. Much of the early work was carried out on non-human animals, but over the last twenty years new technologies have allowed this to be extended into work with humans. Either approach is acceptable. Classic models such as the Papez-Maclean limbic theory involving structures such as the amygdala, septum, and hippocampus have been extended in order to account for conditions such as psychopathy and reactive aggression in humans; areas such as the amygdala, cingulate and prefrontal cortex have been implicated.

Note that neurotransmitters such as serotonin, dopamine and noradrenaline are a critical component of neural mechanisms and as such are creditworthy as neural mechanisms. There is contradictory research evidence on their role in aggression. For example, both increases and decreases in serotonin activity have been linked to increased aggression. As long as research evidence is presented accurately and interpreted appropriately there is no requirement for both sides of the argument to be presented. However, note that the question does not *require* reference to research evidence, though this would be an effective way of illustrating mechanisms. Detailed and accurate outlines of the mechanisms themselves would be sufficient for marks in the top band.

On the hormonal side most research has focused on the role of testosterone in human and animal aggression. Examiners should be sensitive to depth/breadth trade-offs in answers covering both neural and hormonal mechanisms, and also to the time constraints of this question part.

Candidates may introduce material on genetic factors in aggression. Such material cannot earn marks *unless* the implications for neural/hormonal mechanisms are explicit e.g. the association between genetic factors and levels of neurotransmitters.

Candidates are required to cover at least two mechanisms. Those outlining only one are exhibiting partial performance and may receive a maximum of 3 marks. A balance between two mechanisms is **not** required for the top band.

AO1 4 marks knowledge and understanding

4 marks Sound
Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent
3 marks Reasonable
Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent
2 marks Basic
Knowledge and understanding are basic/relatively superficial Organisation and structure of the answer are basic
1 mark Rudimentary
Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate Lacks organisation and structure
0 marks
no creditworthy material

Question 07

Outline and evaluate one social psychological theory of aggression. (4 marks + 16 marks)

AO1 = 4 marks Outline of one social psychological theory of aggression.

Examples of social psychological theories of aggression in the Specification are social learning theory and deindividuation, and candidates are likely to focus on these. Top band answers should be accurate and well detailed, so for social learning theory some of the major processes must be outlined; these should include observation, modelling and vicarious reinforcement. For deindividuation a variety of processes may be involved, such as anonymity, and decreased self-assessment and self-awareness.

Note that description of studies that shows no knowledge of theory cannot earn AO1 credit.

Some answers may focus on institutional aggression. These may earn marks insofar as there is a clear focus on the question and social psychological theory. For instance, deprivation of material goods would not qualify, but deprivation of family would. Importation of aggression would only be relevant if the social origins of aggression were clear. Credit would depend upon the range, accuracy and detail of relevant material.

Examiners should bear in mind that only 4 AO1 marks are available for this question.

AO1 4 marks knowledge and understanding

4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent
2 marks Basic Knowledge and understanding are basic/relatively superficial Organisation and structure of the answer are basic
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate Lacks organisation and structure
0 marks no creditworthy material

AO2/3 = 16 marks Evaluation of one social psychological theory of aggression.

The main source of AO2/3 marks is likely to be the findings of research studies. Implications of the research cited for the target theory must be explicit for marks in the top bands. This may be a particular problem for complex studies such as Zimbardo's original prison study. Credit may only be given if Zimbardo's findings are clearly linked to the theory under discussion. Methodological evaluation of studies is likely to be popular, but may only earn AO2/3 marks if implications for the theory (via the reliability and validity of findings) are clear and explicit. Detailed description of the

procedures and findings of Bandura's Bobo doll studies, without reference to the theory, cannot move beyond Rudimentary.

Comparison with alternative explanations, such as the role of genetics or evolutionary approaches, may earn AO2/3 credit if used effectively as AO2/3. Simple description of alternatives will not earn marks.

Issues, debates and approaches in this area include nature and nurture. Social learning theory in particular emphasises imitation, learning, and the influence of models. This is very much a 'nurture' explanation. It ignores the established importance of biological (e.g. brain neurotransmitters), genetic and evolutionary factors in aggressive behaviour. Candidates may also refer to gender and cultural differences and biases, and ethical issues in social psychological research and research with children. Examiners should also be alert to IDA outside the 'routine' list, such as the implications of research findings for the effects of media on aggression. Issues debates and approaches must be used effectively and demonstrate understanding in order to earn marks.

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/3 Mark Bands – Best Fit

16-13 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation.

The answer is well focused and shows coherent elaboration and/or a clear line of argument.

Issues/debates/approaches are used effectively.

Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding.

The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.

Issues/debates/approaches are used in a reasonably effective manner.

Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding.

The answer is sometimes focused and shows some evidence of elaboration.

Superficial reference may be made to issues/debates/approaches

Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive

4-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding.

The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.

If reference is made to issues/debates/approaches, it is muddled and inaccurate.

Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Eating Behaviour

Question 08

Discuss evolutionary explanations of food preference.

(8 marks + 16 marks)

AO1 = 8 marks Description of evolutionary explanations of food preference

There is a range of material available in this area. Candidates are likely to focus on taste preferences (preferences for sweet, salty and umami, avoidance of sour and bitter) and their adaptive significance. Sweet and umami tastes indicate carbohydrates and protein, basic to survival, salt is essential for cell function, sour and bitter indicate toxins and poisons. Other approaches might include the value of moving to an omnivorous diet and the significance of meat eating for the development for brain size and intelligence. Examiners must be alert to unfamiliar material that is in fact relevant to the question and creditable. An example would be taste aversion learning, where animals, including humans, rapidly learn to avoid foods that are associated with sickness. If the evolutionary basis of this behaviour is explicit, such material is creditworthy.

In addition, overarching evolutionary explanations such as natural selection and survival can be directly relevant and creditworthy.

Although there are technically partial performance criteria for candidates covering only one 'explanation', there can be substantial overlap between evolutionary explanations. Partial performance criteria will not apply, but answers restricted to a limited range of material are unlikely to move out of Basic for either AO1 or AO2/3.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected
There is substantial evidence of breadth and depth .
Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected
There is evidence of breadth and/or depth .
Organisation and structure of the answer are reasonably coherent

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial
A restricted range of material has been presented
Organisation and structure of the answer are basic

2-1 mark Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate
The material presented may be very brief or largely irrelevant
Lacks organisation and structure

0 marks

no creditworthy material

AO2/3 = 16 marks Commentary on evolutionary explanations of food preferences

Research studies on food preferences in babies, children and non-human animals would be a key source of AO2/3 credit. Methodological evaluation of studies may also be creditworthy, but may only earn marks beyond rudimentary if the implications for evolutionary explanations of food preferences are clear. Studies in areas such as taste aversion learning and changes in food preference associated with e.g. pregnancy may be popular, but again can only earn credit if discussed in the context of evolutionary explanations of food preference.

More general commentary may include changes in food preference with age and experience, and the possible role of non-evolutionary factors such as familiarity, modelling and social/cultural factors. These must be discussed in relation to evolutionary explanations to earn AO2/3 marks.

Generic evaluation of evolutionary explanations would also be relevant and creditable, while evolutionary explanations of eating disorders can earn marks if explicitly shaped towards the issue of food preference.

Issues, debates and approaches in this area include biological determinism. The evolutionary approach argues that our food preferences are determined by factors inherited from the EEA, so that high levels of obesity, for instance, arise because our inherited preference for sweet foods was highly adaptive in the EEA. Now that foods are widely available in developed countries we over consume sweet foods high in carbohydrates. Evolutionarily determined food preferences are maladaptive in the face of social and cultural change. Candidates may also refer to biological reductionism, general problems with the evolutionary approach, and nature-nurture. Examiners should also be alert to IDA outside the 'routine' list, such as the application of findings in this area to weight control programmes. Issues debates and approaches must be used effectively and demonstrate understanding in order to earn marks.

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/3 Mark Bands – Best Fit**16-13 marks Effective**

Commentary demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary demonstrates basic, superficial understanding.

The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.
4-1 marks Rudimentary Commentary is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.
0 marks No creditworthy material is presented.

Gender**Question 09****Discuss gender schema theory.****(8 marks + 16 marks)****AO1 = 8 marks** Description of gender schema theory.

AO1 material will be a description of gender schema theory eg Martin & Halverson. This is based on the development of gender identity (boy or girl) at about age 2-3, after which the child actively seeks out appropriate behaviours for their own gender and ignores information that does not 'fit' with their schema. Toys, for instance, become categorised as belonging to boys or girls. The development of gender schemas also leads to the formation of ingroups and outgroups. The concept of 'schemas' is difficult to understand and describe at this level. Therefore AO1 marks should be based on the demonstration of *understanding*, rather than simply on the amount of AO1 material presented.

Various aspects of schemas would also be creditworthy. These include outlines of what a schema is and how they develop and become more detailed and elaborate over time. The origins of gender schemas would also be relevant. Although not completely detailed, there is evidence that parent's gender schemas play an important role.

AO1 8 marks knowledge and understanding

8-7 marks Sound Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected There is substantial evidence of breadth and depth Organisation and structure of the answer are coherent
6-5 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. A range of relevant material has been selected There is evidence of breadth and/or depth Organisation and structure of the answer are reasonably coherent
4-3 marks Basic Knowledge and understanding are basic/relatively superficial A restricted range of material has been presented Organisation and structure of the answer are basic
2-1 mark Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate The material presented may be very brief or largely irrelevant Lacks organisation and structure
0 marks no creditworthy material

AO2/3 – 16 marks Commentary/Evaluation of gender schema theory

There are a number of relevant research studies that would provide an effective route to AO2/3 credit. These generally focus on the early development of gender schemas (e.g Campbell et al., 2004) or the influence of parents (e.g. Tenenbaum & Leaper, 2002). Other studies investigate ingroup and outgroup processes, or the rigidity of gender stereotypes. It is important for marks above Basic that implications of findings for gender schema theory are clear. Methodological

evaluation of studies may earn marks if the implications for the theory (e.g. through the reliability and validity of findings) are clear.

Comparison with alternative theories e.g. Kohlberg, or the biosocial approach to gender, would be another effective source of AO2/3 credit, as long as the focus remains on gender schema theory. General commentary might include the success of gender schema theory in explaining the rigidity of gender stereotypes, or the lack of detail in explaining the origins of schema.

Issues, debates and approaches in this area include the relative contributions of genetics and the environment to gender development i.e. the nature-nurture debate. Gender schema theory emphasises the importance of parents and peers in the formation and maintenance of schema, while the biological approach emphasises the genetic unchangeable nature of gender development. There is evidence for both sides of the argument, which is why the biosocial approach to gender development is increasingly popular. Candidates may also refer to gender differences and biases, cultural differences and biases, free will and determinism, and the ethics of research with children. Examiners should also be alert to IDA outside the 'routine' list, such as the application of theory to child rearing practices. Issues debates and approaches must be used effectively and demonstrate understanding in order to earn marks.

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/3 Mark Bands – Best Fit

16-13 marks Effective

Commentary/evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary/evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary/evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary/evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.

If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Intelligence and Learning

Question 10

Outline and evaluate research studies which have investigated intelligence in non-human animals.
(8 marks + 16 marks)

AO1 = 8 marks Outline of research studies investigating intelligence in non-human animals

Examples of research studies of intelligence in non-human animals are likely to include Machiavellian intelligence (tactical deception, manipulation of others, forming alliances etc), and self-recognition linked to theory of mind and self-awareness. Further acceptable examples could include tool use, foraging, imitation, social learning, complex social behaviours, and complex communication. Criteria for marks in the upper bands will be accuracy and detail of the studies outlined. Examiners should be sensitive to depth-breadth trade-offs in answers, for example, that cover two studies in detail as opposed to outlining several studies more superficially.

Classical and operant conditioning would not be creditworthy for this question.

Partial performance criteria apply to the AO1 and AO2/3 marks for this question. Answers that focus only on one study can receive a maximum of 5 marks for AO1 and 9 marks for AO2/3.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected
There is substantial evidence of breadth and depth .
Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected
There is evidence of breadth and/or depth .
Organisation and structure of the answer are reasonably coherent
Partial performance is **sound (maximum 5 marks)**

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial
A restricted range of material has been presented
Organisation and structure of the answer are basic
Partial performance is **reasonable**

2-1 mark Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate
The material presented may be very brief or largely irrelevant
Lacks organisation and structure
Partial performance is **basic**

0 marks

no creditworthy material

AO2/3 = 16 marks Evaluation of research studies investigating intelligence in non-human animals

Interpretation and implications of findings should provide one main source of AO2/3 marks, as there are by now many studies on intelligent behaviour in non-human animals. Implications of findings may include evidence for self-awareness and/or levels of intelligence that appear similar to human intelligence. Alternatively findings might imply that so-called intelligent behaviour in non-human animals can be explained through basic associative learning principles such as classical and operant conditioning.

Methodological evaluation of studies would be another direct and important source of AO2/3 marks e.g. the relatively uncontrolled nature of the 'mirror' paradigm for self-recognition, and the lack of control in observational field studies.

General commentary on findings might include the evolution of intelligence, the role of 'intelligence' in animal behaviour and reproductive success, and comparison between species and also comparison with human intelligence.

Issues, debates and approaches in this area include the debate on the role of animals in research. If it can be shown that some animal species have high levels of intelligence, perhaps linked to social behaviour, it implies that they are more similar to humans than was once thought. On the one hand this justifies using non-human animals in psychological research as results can possibly be generalised to humans, but on the other hand it suggests that they would be highly sensitive to psychological and physical harm, and so should not be used. Candidates may also refer to the nature-nurture debate in this area. Issues debates and approaches must be used effectively and demonstrate understanding in order to earn marks.

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/3 Mark Bands – Best Fit**16-13 marks Effective**

Evaluation demonstrates sound analysis, understanding and interpretation.
The answer is well focused and shows coherent elaboration and/or a clear line of argument.
Issues/debates/approaches are used effectively.
Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding.
The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.
Issues/debates/approaches are used in a reasonably effective manner.
Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.
Partial performance is **effective (maximum 9 marks)**

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive Partial performance is reasonable
4-1 marks Rudimentary Evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive. Partial performance is basic
0 marks No creditworthy material is presented.

Cognition and Development

Question 11

Discuss the development of children's understanding of others. (8 marks + 16 marks)

AO1 = 8 marks Description of the development of children's understanding of others

There is a range of material that could be relevant to this question. Selman's stages of perspective taking are directly focused on the understanding of others. Order of stages is crucial; however the age ranges of the different stages differs slightly from book to book so examiners should accept ages that are roughly in the appropriate range.

Selman's Stages

Undifferentiated (egocentric) perspective-taking	3 - 6 years
Social-informational perspective-taking	5 - 9 years
Self-reflective perspective-taking	7 - 12 years
Third-party (or mutual or bystander) perspective-taking	10 - 15 years
Social and conventional system (societal) perspective-taking	14 - adulthood

Development of theory of mind (ToM) is also directly relevant to the question as it involves children's understanding of themselves as a precursor to understanding of others. If the link between ToM and understanding of others is explicit answers focusing on the development of theory of mind can earn marks across the scale. If the link is not explicit, such answers on ToM can receive a maximum mark at the top of Basic.

Some candidates may refer to the mirror neuron system and research that underpins this system. If the focus is on the role of mirror neurons in the development of the understanding of others then such material is creditworthy. Note that it may be used as either AO1 description or AO2/3 commentary (explaining the origins of our understanding of others).

Finally, candidates may present stages in the development of the self as it interacts with others e.g. imitation, gaze cueing, protoimperative pointing and pretend play. Such material may earn marks insofar as the focus of the answer is on the understanding of others.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected
There is substantial evidence of breadth and depth .
Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected
There is evidence of breadth and/or depth .

Organisation and structure of the answer are reasonably coherent
4-3 marks Basic Knowledge and understanding are basic/relatively superficial A restricted range of material has been presented Organisation and structure of the answer are basic
2-1 mark Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate The material presented may be very brief or largely irrelevant Lacks organisation and structure
0 marks no creditworthy material

AO2/3 = 16 marks Commentary on the development of children's understanding of others.

Research evidence should provide effective AO2/3 material whichever approach is taken to the question, as there are many studies investigating the development of the self and the understanding of others. These include studies of both perspective taking and theory of mind. Implications of findings should be clear, and a consideration of inconsistent findings would be an effective source of AO2/3. Methodological evaluation, such as the complicating role of language development and problems of working with small children, would be relevant as it affects the validity and/or reliability of research findings; credit earned would depend on how well the implications of methodological issues are linked to a particular theory. General commentary may include the rapid changes in methods of communication in the digital age, the problem of individual differences, and applications of research to e.g. education. Cultural and gender issues are also central to this area.

Issues, debates and approaches in this area include applications of findings. Some psychological disorders, such as autism, seem to reflect problems in the development of theory of mind, and consequently in the understanding of others. This would help explain some key symptoms of autism, such as the deficits in social communication and social behaviour. Candidates may also refer to cultural differences and bias in research, and the nature-nurture debate. Issues debates and approaches must be used effectively and demonstrate understanding in order to earn marks.

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/3 Mark Bands – Best Fit**16-13 marks Effective**

Commentary demonstrates sound analysis, understanding and interpretation.
 The answer is well focused and shows coherent elaboration and/or a clear line of argument.
 Issues/debates/approaches are used effectively.
 Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary demonstrates reasonable analysis and understanding.
 The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.
 Issues/debates/approaches are used in a reasonably effective manner.
 Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary demonstrates basic, superficial understanding.
 The answer is sometimes focused and shows some evidence of elaboration.
 Superficial reference may be made to issues/debates/approaches
 Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive

4-1 marks Rudimentary

Commentary is rudimentary, demonstrating a very limited understanding.
 The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.
 If reference is made to issues/debates/approaches, it is muddled and inaccurate.
 Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Assessment Objectives

Question	AO1	AO2/3	Total
01	4		4
02	4	16	20
Total	8	16	24
03	4		4
04	4	16	20
Total	8	16	24
05	8	16	24
Total	8	16	24
06	4		4
07	4	16	20
Total	8	16	24
08	8	16	24
Total	8	16	24
09	8	16	24
Total	8	16	24
10	8	16	24
Total	8	16	24
11	8	16	24
Total	8	16	24



General Certificate of Education
Advanced Level Examination
June 2013

Psychology (Specification A) PSYA3

Unit 3 Topics in Psychology

Monday 10 June 2013 1.30 pm to 3.00 pm

For this paper you must have:

- an AQA 16-page answer book.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Examining Body** for this paper is AQA. The **Paper Reference** is PSYA3.
- Choose **three** topics. Answer **all** questions on the topics you choose. Where appropriate, refer to theories and/or studies, approaches, issues and debates in your answers.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 72.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Choose **three** topics.

Answer **all** questions on the topics you choose.

Each topic carries 24 marks.

Where appropriate, refer to theories and/or studies, approaches, issues and debates in your answers.

Topic: Biological Rhythms and Sleep

- | | |
|---|---|
| 0 | 1 |
|---|---|
- Discuss research into the disruption of biological rhythms (eg shift work, jet lag).
-
- (8 marks + 16 marks)

Topic: Perception

- | | |
|---|---|
| 0 | 2 |
|---|---|
- Outline and evaluate
- one**
- research study into perceptual development in infants.
-
- (4 marks + 8 marks)

- | | |
|---|---|
| 0 | 3 |
|---|---|
- Discuss Bruce and Young's theory of face recognition.
-
- (4 marks + 8 marks)

Topic: Relationships

- | | |
|---|---|
| 0 | 4 |
|---|---|
- Outline and evaluate
- one**
- theory of the maintenance of romantic relationships.
-
- (4 marks + 8 marks)

- | | |
|---|---|
| 0 | 5 |
|---|---|
- Discuss research into the influence of culture on romantic relationships.
-
- (4 marks + 8 marks)

Topic: Aggression

- | | |
|---|---|
| 0 | 6 |
|---|---|
- Outline an evolutionary explanation of
- one**
- example of group display in humans.
-
- (4 marks)

- | | |
|---|---|
| 0 | 7 |
|---|---|
- Discuss genetic factors involved in aggressive behaviour.
-
- (4 marks + 16 marks)

Topic: Eating Behaviour

- | | |
|---|---|
| 0 | 8 |
|---|---|
- Outline and evaluate
- one**
- psychological explanation and
- one**
- biological explanation of
- one**
- eating disorder.
-
- (8 marks + 16 marks)

Topic: Gender

0	9
---	---

 Discuss Kohlberg's theory of gender development. (8 marks + 16 marks)

Topic: Intelligence and Learning

1	0
---	---

 Discuss research into genetic and/or environmental factors associated with intelligence test performance. (8 marks + 16 marks)

Topic: Cognition and Development

1	1
---	---

 Outline and evaluate Vygotsky's theory of cognitive development. (8 marks + 16 marks)

END OF QUESTIONS

There are no questions printed on this page



General Certificate of Education (A-level)
June 2013

Psychology A

PSYA3

(Specification 2180)

Unit 3: Topics in Psychology

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from: aqa.org.uk

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PSYA3: Topics in Psychology

Topic: Biological Rhythms and Sleep

Question 01 Discuss research into the disruption of biological rhythms (e.g. shift work, jet lag).

(8 marks + 16 marks)

AO1 = 8 marks Outline of research into the disruption of biological rhythms

The term 'research' refers to both theory/explanations and studies, and so there are two possible routes through this question. One is to outline theory/explanations relevant to the disruption of biological rhythms as AO1 material, with studies as AO2/3. The other is to outline studies as AO1 and to use the implications of these studies as AO2/3. Examiners should also be alert to answers that use both approaches.

In the context of biological rhythms the focus is far more likely to be on the findings of research studies. AO1 material is therefore likely to focus on research studies into shift work and jet lag, although other examples, such as seasonal affective disorder, could also be relevant if presented in the context of the disruption of biological rhythms. Effects of disrupting biological rhythms through shift work and jet lag can be behavioural (e.g. lowered productivity), psychological (e.g. tiredness, depression, anxiety), or physiological (e.g. increased vulnerability to heart disease and cancer). For each of these and for both shift work and jet lag there are many accessible research studies.

More anecdotal answers that simply describe effects of disrupting biological rhythms without reference to research studies may earn marks as the description is based on research, but will not move out of Basic however accurate and detailed. This includes reference to real world events such as Chernobyl and Three Mile Island.

Some candidates may begin by outlining the mechanisms behind the disruptive effects, such as the dislocation of endogenous pacemakers and external zeitgebers i.e. outlining an *explanation* for the effects of disrupting biological rhythms. This would then become AO1 material, and studies used to support or contradict this explanation would become AO2/3.

Examiners should be sensitive to depth-breadth trade-offs in answers that cover two or more examples of disruption. There are no partial performance criteria for this question.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected
There is substantial evidence of breadth and depth.
Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected
There is evidence of breadth and/or depth.
Organisation and structure of the answer are reasonably coherent

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial
A restricted range of material has been presented
Organisation and structure of the answer are basic

2-1 mark Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate
The material presented may be very brief or largely irrelevant
Lacks organisation and structure

0 marks

no creditworthy material

AO2/3 = 16 marks Commentary on the effects of disrupting biological rhythms

For answers focusing on the findings of research studies as AO1 material methodological evaluation of these studies would be directly relevant to the question and an important source of AO2/3 marks. Studies on jet lag or shift work in the real world raise major issues of validity and reliability that affect the generalisability of their findings. However the link between evaluative points and the reliability/validity of findings must be explicit for marks to be awarded. Comments on the consistency or otherwise of findings would also be an effective route to AO2/3 credit.

Further commentary might include the implications of findings for our understanding of the mechanisms of the effects of disruption, and application of findings to reduce the impact of disruption e.g. by changes to shift work patterns, or by adjusting behaviour when crossing time zones. For full credit such applications should be linked to mechanisms/explanations. Treatments for jet lag e.g. melatonin, would be creditable as long as there is an explicit link to biological rhythms e.g. via the role of melatonin in biological clocks.

For answers that present the mechanisms of disruption as AO1 material, the findings of relevant research studies would be the most accessible source of AO2/3 credit, as long as they are used to support or contradict our understanding of these mechanisms.

Indicative issues, debates and approaches in the context of the disruption of biological rhythms include practical applications of findings. Some convincing studies show that modifying shift work patterns can have significant beneficial effects on behaviour and health. Other relevant IDA may include reductionism and the nature/nurture debate.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In

order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Commentary

16-13 marks Effective

Commentary demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Topic: Perception

Question 02 Outline and evaluate **one** research study into perceptual development in infants. (4 marks + 8 marks)

AO1 = 4 marks **Outline of one study into perceptual development in infants**

AO1 marks should be awarded for the outline of one study into perceptual development in infants. The classic 'visual cliff' experiments of Gibson & Walk and others are likely to be popular, while there are many alternative studies on the development of other visual abilities in infants e.g. face recognition (e.g. Fantz), size and shape constancies (e.g. Bower). Accuracy in the description of studies is essential for marks beyond Basic. Although it is not necessary for candidates to cover all aspects of a study for full marks, procedures and findings/conclusions must be included for 4 marks. If only procedures OR findings conclusions are outlined, a maximum of 2 AO1 marks may be awarded. Although unlikely, studies into perceptual development in non-human animals (e.g. studies using the visual cliff) would be relevant to this question part.

Theories of perceptual organisation, such as Gregory and Gibson, are not relevant to this question.

Examiners should be sensitive to the time constraints of this question part.

AO1 4 marks knowledge and understanding

4 marks Sound

Knowledge and understanding are accurate and well detailed.
Organisation and structure of the answer are coherent
There is reference to both procedures and findings/conclusions

3 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
Organisation and structure of the answer are reasonably coherent
There is reference to both procedures and findings/conclusions

2 marks Basic

Knowledge and understanding are basic/relatively superficial
Organisation and structure of the answer are basic
Answer does not cover both procedures and findings/conclusions

1 mark Rudimentary

Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate
Lacks organisation and structure

0 marks

no creditworthy material

AO2/3 – 8 marks **Evaluation of one study into perceptual development in infants**

Evaluation of one study can follow various routes. Methodological evaluation, including ethical issues, is fully creditable and is the most likely source of AO2/3 marks given the many problems of doing research with infants, human or non-human. For marks in the higher bands the implications of methodological evaluation for the reliability and validity of findings should be explicit. The second major route is likely to be the implications of findings for e.g. the nature-nurture debate in relation to perceptual development in infants. Implications must be explicit and accurate for marks to be awarded.

Reference to other studies may also earn AO2/3 credit if embedded in an evaluation of the target study e.g. as clearly supporting or contradicting the findings.

Indicative issues, debates and approaches in the context of one study of perceptual development in infants include the nature-nurture debate, as referred to above. Any single study usually produces findings supporting one or other side of the debate, although no single study is decisive. Other IDA in this area may include cultural differences and biases, use of non-human animals in research, and the free will/determinism debate.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 8 Marks Evaluation

8-7 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

6-5 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

4-3 marks Basic

Evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

2-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Topic: Perception

Question 03 Discuss Bruce and Young's theory of face recognition.

(4 marks + 8 marks)

AO1 = 4 marks

Outline of Bruce & Young's theory of face recognition

Given the marks available it is not necessary for candidates to outline all components of the Bruce & Young model for full marks. More important is that they demonstrate an understanding of general features of the model, and supplement this with reference to subcomponents. For instance, an outline that includes reference to a stage model, and to some stages being sequential and some working in parallel, combined with a brief outline of e.g. expression analysis and face recognition units, would earn 4 marks. A listing of two or more subcomponents without reference to overall features of the model would receive a maximum of 2 marks. Candidates need not refer to the updated version of the model published recently.

Diagrams can be an effective way of presenting the model, but there must be some indication of *process* as well as key components for marks above Basic, e.g. through use of directional arrows.

Examiners should be sensitive to the time constraints of this question part.

AO1 4 marks knowledge and understanding

4 marks Sound

Knowledge and understanding are accurate and well detailed.
Organisation and structure of the answer are coherent

3 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
Organisation and structure of the answer are reasonably coherent

2 marks Basic

Knowledge and understanding are basic/relatively superficial
Organisation and structure of the answer are basic

1 mark Rudimentary

Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate
Lacks organisation and structure

0 marks

no creditworthy material

AO2/3 – 8 marks

Commentary/Evaluation of Bruce & Young's theory of face recognition

Commentary/evaluation of the Bruce and Young model should focus on the wealth of research evidence. There are many studies on both neurotypicals and on case studies of brain-damaged patients (e.g. prosopagnosics) that provide both support and some contradictory findings relevant to the model. The key to marks in the higher bands will be the extent to which candidates link findings to specific aspects of the model e.g. whether they provide support for specific modules within the model, such as the distinction between face recognition units and name generation. Alternative interpretations of data would also be an effective source of AO2/3 material. Methodological evaluation of studies is likely to be popular, but may only earn marks if implications for the *theory* are explicit i.e. commentary on ethical issues is unlikely to be creditworthy, while references to the limitations of case studies may well earn AO2/3 marks.

Indicative issues, debates and approaches in the context of the Bruce & Young theory of face recognition include reductionism and holism – the model breaks face recognition down into several subcomponents and strategies, as opposed to approaches that emphasise the holistic aspects of face recognition. Other IDA in this area might include the applications of findings e.g. to interpreting the effects of brain damage.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 8 Marks Evaluation

8-7 marks Effective

Commentary/evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

6-5 marks Reasonable

Commentary/evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

4-3 marks Basic

Commentary/evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

2-1 marks Rudimentary

Commentary/evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Topic: Relationships

Question 04 Outline and evaluate **one** theory of the maintenance of romantic relationships.
(4 marks + 8 marks)

AO1 = 4 marks **Outline of one theory of the maintenance of romantic relationships**

A variety of theories can be used to explain the maintenance of romantic relationships. Economic models such as social exchange theory, equity theory and investment models focusing on rewards and costs of relationships, are concerned with the maintenance of relationships, but this needs to be explicit for marks in the top band. Other approaches, such as filter theory, reward/need satisfaction or the matching hypothesis focus on formation and can only earn marks if there is some convincing and explicit justification for their relevance to maintenance. A similar argument applies to evolutionary approaches; these can be relevant to both formation and maintenance of relationships, so marks awarded will depend upon the degree to which the focus is clearly on maintenance.

Where candidates explicitly present two or models under a single umbrella term such as economic theories, they can be treated as one theory for the purposes of this question. However examiners should also be sensitive to the time constraints of this question part.

AO1 4 marks knowledge and understanding

4 marks Sound

Knowledge and understanding are accurate and well detailed.
Organisation and structure of the answer are coherent

3 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
Organisation and structure of the answer are reasonably coherent

2 marks Basic

Knowledge and understanding are basic/relatively superficial
Organisation and structure of the answer are basic

1 mark Rudimentary

Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate
Lacks organisation and structure

0 marks

no creditworthy material

AO2/3 – 8 marks **Evaluation of one theory of the maintenance of romantic relationships**

For each of the major models, such as Rusbult & van Lange's investment model, there is some research support that can be used as an effective source of AO2/3; in turn some of these studies can be criticised as lacking ecological validity and generalisability. Economic models also suffer from a restricted view of people and what they look for in relationships, ignoring concepts such as fairness. Also relevant is the ability of different theories to explain e.g. people who stay in abusive relationships, the maintenance of gay and lesbian relationships, or gender differences in attitudes to long-term relationships.

Alternative theories may be used to evaluate the target theory, but may receive credit only if used as part of sustained and effective evaluation and not simply discussed in their own right.

Indicative issues, debates and approaches in the context of one theory of the maintenance of romantic relationships include cultural differences and biases. Research has been mostly conducted from a Western point of view, ignoring factors more relevant to less developed societies. Other relevant IDA may include gender differences and biases, and ethical issues/socially sensitive research

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 8 Marks Evaluation

8-7 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

6-5 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

4-3 marks Basic

Evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

2-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Topic: Relationships

Question 05 Discuss research into the influence of culture on romantic relationships.
(4 marks + 8 marks)

AO1 = 4 marks **Outline of research into the influence of culture on romantic relationships**

As the term 'research' refers to both theory/explanations and to research studies, there are two possible routes through this question. Candidates may choose to present as their AO1 material an outline of *how* culture might influence romantic relationships. This might include cultural differences in attitudes to the role of romantic love, voluntary versus involuntary (arranged) marriages, or variations in attitudes to divorce across different cultures. AO2 /3 material would then become the findings of research studies that confirm or contradict some of these influences.

An alternative approach would be for candidates to present the findings of research studies as AO1 material, with the implications of these findings being the main source of AO2/3 credit.

Whether used as AO1 or AO2/3 material, there are many research studies in this area that can be used – for instance, Jankowiak (1995) and attitudes to 'love' in 166 different cultures, Yelsma & Athappilly, 1988 and Xiaohe & Whyte, 1990, on the relative 'happiness' of arranged and voluntary marriages, or Zaidi & Shuraydi (2002) on the effects of acculturation on cultural attitudes to marriage.

Some candidates may choose to discuss subgroups within a culture such as people involved in online relationships. This approach can only earn marks if there is some explicit justification for the use of the term 'culture' in relation to such groups. Buss's cross-cultural study of mate preferences is part of the evolutionary approach, emphasising the lack of cultural differences in mate choice, but could be made relevant to this question part and earn marks as long as the focus is on romantic relationships.

Examiners should be sensitive to the time constraints of this question part.

AO1 4 marks knowledge and understanding

4 marks Sound
Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent
3 marks Reasonable
Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent
2 marks Basic
Knowledge and understanding are basic/relatively superficial Organisation and structure of the answer are basic
1 mark Rudimentary
Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate Lacks organisation and structure
0 marks
no creditworthy material

AO2/3 – 8 marks Commentary on research into the influence of culture on romantic relationships

If AO1 material consists of the findings of research studies, then the implications of these findings would be credited as AO2 /3. Research studies from Hofstede's (1980) pioneering work onwards (including those mentioned above) can be used to support cultural distinctions in attitudes to romantic relationships. However increased mobility and integration has also pointed to a lessening of cultural differences e.g. the increasingly voluntary nature of marriages in British Hindu communities. Commentary might include medium and long-term outcomes of marriages in individualistic and collectivist societies in relation to Western notions of 'romantic love'. A further point would be that the terms 'individualistic' and 'collectivist' may themselves obscure cultural differences within these two types of social organisation.

If AO1 material consists of an outline of the effects of culture on romantic relationships, then the findings of research studies used to support/contradict these effects would be a key source of AO2/3 material. Note that methodological evaluation of studies is likely to be popular. As always, the 'shaping' of this material to the question is critical in awarding marks. Evaluation that refers explicitly to e.g. problems with validity/reliability/generalisability of findings and/or implications for theories/explanations may be creditworthy, while reference to ethical issues is unlikely to qualify.

Indicative issues, debates and approaches in the context of cultural influences on romantic relationships include cultural biases. Research in this area may have cultural bias built-in in terms of the research questions asked, the questionnaires used etc. Other relevant IDA may include the debate over socially-sensitive research, and gender differences.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 8 Marks Evaluation

8-7 marks Effective

Commentary demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

6-5 marks Reasonable

Commentary demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

4-3 marks Basic

Commentary demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

2-1 marks Rudimentary

Commentary is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Topic: Aggression

Question 06 Outline an evolutionary explanation of **one** example of group display in humans. (4 marks)

AO1 = 4 marks **Outline of an evolutionary explanation of one example of group display in humans**

Although there is a range of possible explanations available to candidates they must include key characteristics. In particular they must relate to group display i.e. the evolutionary advantages of being a member of a group. The evolutionary background comes from natural selection and updated versions such as the selfish gene; the original imperative was to pass on one's genes. In warfare, for instance, group membership gives the individual a greater chance of survival and also the chance to show off their bravery as a warrior (and so attract mates). It is also aimed at gaining or defending resources (territory, food, mates). This model can be straightforwardly related to modern day examples such as sports teams (the New Zealand rugby team and their 'haka' is an excellent example), where the whole approach is aggressive and success is closely related to status.

Examples such as lynch mobs are not explanations, but may earn marks if used to demonstrate *understanding* of a particular explanation (e.g. the evolutionary imperative of competition for resources combined with ingroups and outgroups). If more than one example of group display is presented, all should be marked and the best one credited.

Outline of a potential evolutionary explanation of group display that is not explicitly linked to group display in humans can earn a maximum of 1 mark. Examples of group display with no reference to evolutionary explanations, zero marks.

Examiners should be sensitive to the time constraints of this question part.

AO1 4 marks knowledge and understanding

4 marks Sound
Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent
3 marks Reasonable
Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent
2 marks Basic
Knowledge and understanding are basic/relatively superficial Organisation and structure of the answer are basic
1 mark Rudimentary
Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate Lacks organisation and structure
0 marks
no creditworthy material

Topic: Aggression

Question 07 Discuss genetic factors involved in aggressive behaviour.

(4 marks + 16 marks)

AO1 = 4 marks

Outline of genetic factors involved in aggressive behaviour

AO1 marks will be earned by an outline of potential genetic factors involved in aggressive behaviour. Given the range of potential genetic factors and the fact that only 4 marks are available for this question part, research studies (e.g. twin studies) should be credited as AO2/3 material, and not as AO1 illustrations of possible factors.

A number of such factors have been proposed over the years, including the XYY genotype, genes for dopaminergic and serotonergic receptors, and the MAOA gene. One complication in this area is that contradictory results implicate both increases and decreases in e.g. serotonin levels, in aggression. Examiners therefore need to be aware of such contradictions when assessing answers.

Genetic approaches often implicate neurotransmitters and an outline of these relationships would be part of genetic factors in aggression. Answers that focus only on neurotransmitters cannot earn marks in this question part, although if a general link between e.g. neurotransmitters and genetics is made, it need not be detailed for the full range of marks to be available. Similarly with hormones such as testosterone and cortisol. Unless there is some explicit link to genetic factors such answers cannot earn marks in this question part.

Evolutionary explanations are part of the genetic approach, and as long as the focus is on genetic aspects of evolutionary explanations of aggressive behaviour, such answers can earn AO1 marks across the scale.

The question refers only to 'aggressive behaviour' and material relevant to both humans and non-human animals is therefore creditable.

Note that although the question refers to 'factors', there are no partial performance criteria on this question part. Answers providing detailed outlines of one factor may earn AO1 marks in the top band, while examiners should also be sensitive to depth-breadth trade-offs in answers that cover more than one factor.

Examiners should be sensitive to the time constraints of this question part.

AO1 4 marks knowledge and understanding

4 marks Sound

Knowledge and understanding are accurate and well detailed.
Organisation and structure of the answer are coherent

3 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
Organisation and structure of the answer are reasonably coherent

2 marks Basic

Knowledge and understanding are basic/relatively superficial
Organisation and structure of the answer are basic

1 mark Rudimentary

Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate
Lacks organisation and structure

0 marks

no creditworthy material

AO2/3 – 16 marks Commentary on genetic factors involved in aggressive behaviour

The most effective source of AO2/3 marks is likely to be the use of research evidence to establish the contribution of particular genetic factors to aggressive behaviour. This may range from MZ/DZ twin and adoption studies investigating genetic factors in aggressive behaviour, to specific investigations of candidate genes such as MAOA, and breeding studies with non-human animals. There are a large number of accessible studies and a key feature will be the extent to which findings are appropriately interpreted and developed into a line of argument. Methodological evaluation of studies may only earn AO2/3 marks if the implications for the reliability/validity of findings in relation to genetic factors in aggression are explicit. It is therefore unlikely that e.g. ethical issues would earn AO2/3 marks.

Commentary can include the complexity of aggressive behaviour and the likely interaction between genetic and environmental factors. Alternative explanations of aggression, such as hormones and social psychological approaches, may earn marks if used as part of sustained and effective evaluation of genetic mechanisms.

Indicative issues, debates and approaches in the context of genetic factors in aggressive behaviour include reductionism. The genetic approach is as low a level of explanation as is possible and is highly reductionist. This does not mean that it is wrong, simply that by ignoring higher level influences such as social and cultural factors it may not provide a complete explanation of aggressive behaviour. Other relevant IDA may include the nature /nurture and the free will/determinism debate, gender differences, and socially sensitive research.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Commentary

16-13 marks Effective

Commentary demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Topic: Eating Behaviour

Question 08 Outline and evaluate **one** psychological explanation and **one** biological explanation of **one** eating disorder. (8 marks + 16 marks)

AO1 = 8 marks **Outline of one psychological and one biological explanation of one eating disorder**

Eating disorders in the Specification are anorexia nervosa, bulimia nervosa and obesity. For AO1 marks candidates are required to outline one psychological and one biological explanation of their chosen disorder. For each of the disorders there is a range of potential explanations: e.g.

for anorexia nervosa: cognitive, social learning and psychoanalytic approaches; the role of serotonin and the hypothalamus; genetics; the evolutionary approach

for bulimia nervosa: cognitive, social learning and psychoanalytic approaches; genetics

for obesity: socio-cultural factors such as changes to the built environment, accessibility of high carbohydrate foods and lifestyle changes (these would be creditable together under the umbrella term of a psychological or socio-cultural explanation); body weight control systems; genome lag

Although two explanations have to be outlined there still needs to be reasonably accurate detail for AO1 marks above Basic. This is a particular issue for psychological explanations such as social learning theory and psychoanalytic approaches; there must be some reference to underlying psychological processes for marks in the higher bands.

Note that evolutionary models of any of these disorders would be considered part of the biological approach. Note also, as mentioned above, that it is acceptable for two or more explanations to be accepted under an umbrella term such as 'the behavioural approach' or the 'biological approach'.

The question requires coverage of one psychological and one biological explanation. Candidates outlining only one are demonstrating partial performance and can receive a maximum of 4 marks for AO1 and 8 marks for AO2/3. If more than one psychological or biological explanation is covered, all should be marked and the best one credited.

Note that answers with a clear lack of balance in coverage of psychological and biological explanations (close to partial performance) can receive a maximum mark at the top of Basic. Answers with some imbalance can receive a maximum mark at the top of 'Reasonable'.

It is unlikely but possible that a candidate may interpret the question as requiring one psychological explanation of one disorder and one biological explanation of a second disorder. This is a valid though unintended interpretation of the question and such answers can receive marks across the board.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected
There is a reasonable balance between the two explanations
Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected
There is some lack of balance between the two explanations
Organisation and structure of the answer are reasonably coherent

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial
A restricted range of material has been presented
There is a clear imbalance between the two explanations
Organisation and structure of the answer are basic
Partial performance is Sound (max 4 marks)

2-1 mark Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate
The material presented may be very brief or largely irrelevant
Lacks organisation and structure
Partial performance is Basic (1 mark) or Reasonable (2 marks)

0 marks

no creditworthy material

AO2/3 – 16 marks Evaluation of one psychological and one biological explanation for an eating disorder

Sources of AO2/3 marks will depend upon which disorder is chosen and which explanations are discussed. In some areas (e.g. social learning theory and anorexia nervosa; metabolic rate in obesity) there is research evidence that would provide very effective AO2/3; this includes cross-cultural and twin studies. In other areas, besides research evidence, commentary could cover some extremely critical points; why only some young girls seem susceptible to media images, conditions such as obesity probably involving more than one single explanation; the interplay between psychological and biological factors in all disorders.

Effective methodological evaluation could include the problems of demonstrating that e.g. increasing car use and sedentary pastimes have a cause-effect relationship with obesity; or that low self-esteem and body image disturbance have cause-effect relationships with bulimia nervosa; or that physiological and neural changes in anorexia nervosa are causes and not consequences of weight loss. Note that methodological evaluation of studies that is not related explicitly to explanations cannot earn AO2/3 credit.

Alternative explanations may earn AO2/3 marks if used as sustained and effective evaluation of the target explanations.

As with AO1, there needs to be a reasonable balance in evaluation of two explanations for marks in the top band. For answers where there is imbalance in evaluation, see AO2/3 mark bands.

Indicative issues, debates and approaches in the context of explanations of one eating disorder include gender and cultural differences. Sufferers from anorexia nervosa and bulimia nervosa are predominantly female and they occur far more frequently in western developed societies. Obesity affects both women and men but is again more common in

developed societies. Other relevant IDA may include reductionism, nature/nurture, applications of findings and socially-sensitive research.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Evaluation

16-13 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation.
The answer is well focused and shows coherent elaboration and/or a clear line of argument.
There is a reasonable balance in evaluation of the two explanations
Issues/debates/approaches are used effectively.
Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding.
The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.
There is some imbalance in evaluation of the two explanations.
Issues/debates/approaches are used in a reasonably effective manner.
Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding.
The answer is sometimes focused and shows some evidence of elaboration.
There is a clear imbalance in evaluation of the two explanations
Superficial reference may be made to issues/debates/approaches
Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive
Partial performance is Effective (max 8 marks)

4-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding.
The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.
If reference is made to issues/debates/approaches, it is muddled and inaccurate.
Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.
Partial performance is Basic (up to 2 marks) or Reasonable (3 or 4 marks)

0 marks

No creditworthy material is presented.

Topic: Gender

Question 09 Discuss Kohlberg's theory of gender development. (8 marks + 16 marks)

AO1 = 8 marks Outline of Kohlberg's theory of gender development

However detailed the description of the stages of Kohlberg's theory, it does not accurately reflect the full theory, and can therefore earn a maximum of 6 marks for AO1. To move into the top band there needs to be some detail of underlying processes, concepts or assumptions of the theory e.g. maturation, universality, socialisation etc. The stages themselves are: gender identity, gender stability, gender constancy (or consistency). Each stage has particular characteristics and occurs at specified ages (e.g. 2-3 years old, 3-7 years old, 7-12 years old). Although absolute precision in relation to ages is not required for marks in the top bands, they should be within reasonable limits. Note that candidates often confuse gender stability (the idea that gender is permanent and unchangeable, that they were always male or female and will always be male or female), with gender constancy/consistency (the idea that even if girls wear jeans or cut their hair short, they still remain girls). It is essential that answers above Basic are reasonably accurate and detailed.

Kohlberg's theory of gender development is separate from his theory of moral development, and material on the latter cannot earn marks. However such answers should be read carefully for any relevant material.

AO1 8 marks knowledge and understanding

8-7 marks Sound Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected Organisation and structure of the answer are coherent
6-5 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. A range of relevant material has been selected Organisation and structure of the answer are reasonably coherent
4-3 marks Basic Knowledge and understanding are basic/relatively superficial A restricted range of material has been presented Organisation and structure of the answer are basic
2-1 mark Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate The material presented may be very brief or largely irrelevant Lacks organisation and structure
0 marks no creditworthy material

AO2/AO3 = 16 marks Evaluation of Kohlberg's theory of gender development

An effective source of AO2/AO3 marks would be relevant research evidence, either from Kohlberg himself or from other investigators. Detail and interpretation of e.g. the classic Slaby & Frey study must be accurate for marks above Basic. In general Kohlberg's sequence of stages has been supported. However subsequent research (e.g. emerging from gender schema theory) has suggested that gender development (e.g. sex-role stereotyping) may begin earlier than Kohlberg suggests. Issues of cultural bias would be relevant. Other approaches, such as gender schema theory or the biological and psychodynamic perspectives, may earn AO2/AO3 marks if used as sustained and effective evaluation of Kohlberg.

Additional routes to AO2/AO3 credit include the methodological evaluation of relevant research evidence, as long as the implications for Kohlberg's theory are clear i.e. issues of informed consent and psychological damage are unlikely to be creditworthy.

Indicative issues/debates/approaches in the context of Kohlberg's cognitive developmental theory of gender development: approaches – cognitive and developmental, biological, behavioural, psychodynamic: gender and cultural issues. For instance, there is research evidence that there may be gender differences in gender development that Kohlberg does not allow for.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Evaluation

16-13 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation.
The answer is well focused and shows coherent elaboration and/or a clear line of argument.
Issues/debates/approaches are used effectively.
Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding.
The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.
Issues/debates/approaches are used in a reasonably effective manner.
Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding.
The answer is sometimes focused and shows some evidence of elaboration.
Superficial reference may be made to issues/debates/approaches
Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive

4-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding.
The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.

If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Topic: Intelligence and Learning

Question 10 Discuss research into genetic and/or environmental factors associated with intelligence test performance. (8 marks + 16 marks)

AO1 = 8 marks

Outline of research into genetic and/or environmental factors associated with intelligence test performance

As the term 'research' can refer to either theories/explanations or to research studies, there are two possible routes through this question. Most likely candidates will present a number of studies without any specific context setting at the start. These studies then become AO1 material, while the implications of the findings become a source of AO2/3 credit. These implications could, of course, include broader ideas such as the nature-nurture debate.

Alternatively candidates may present research findings explicitly in the context of e.g. the nature-nurture debate, or a listing of factors influencing IQ e.g. environmental influences. An initial outline of the debate or list of factors (which represents theories/explanations relevant to intelligence test performance) then becomes AO1 and relevant research findings become AO2/3 material.

Whether used as AO1 or AO2/3 material, a variety of studies have investigated genetic and environmental contributions to intelligence test performance, in particular twin studies and cross-cultural studies. It is important that answers above Basic demonstrate understanding of the rationale behind twin studies. Other studies have investigated a range of environmental factors implicated in IQ, including parental and school influences, socio-economic status, and cultural variables.

The Specification refers to 'intelligence test performance' and candidates are expected to focus on IQ as measured through these tests. However some candidates may refer to aspects of intelligence and intelligent behaviour other than IQ scores. Such answers can receive a maximum mark at the top of 'Reasonable' for AO1 and AO2/3.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed.
A good range of relevant material has been selected
There is substantial evidence of breadth and depth.
Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected
There is evidence of breadth and/or depth.
Organisation and structure of the answer are reasonably coherent

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial
A restricted range of material has been presented
Organisation and structure of the answer are basic

2-1 mark Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate The material presented may be very brief or largely irrelevant Lacks organisation and structure
0 marks no creditworthy material

AO2/3 – 16 marks Commentary on research into genetic and/or environmental factors associated with intelligence test performance

If research studies and their findings are presented as AO1 material, then the implications of the findings for e.g. the nature-nurture debate, would provide effective AO2/3 material. For marks in the higher bands answers should demonstrate clear understanding of the relevance and interpretation of e.g. MZ/DZ concordance rates in twin studies.

If the candidate has clearly focused on the nature-nurture debate as the context for their answer, then the findings of research studies should be the main source of AO2/3 credit. Implications of the findings for the nature-nurture debate should be explicit.

Whatever approach is taken, commentary on research into genetic and/or environmental factors associated with intelligence test performance (IQ) is likely to focus on some of the many research studies in this area. MZ/DZ twin studies have a long history and provide material for both genetic and environmental camps. Enrichment and educational intervention programmes are also central to this area, while general observations such as the Flynn effect may be used as relevant to the environmental approach.

There are several major controversies in this area that candidates are likely to bring up in their general discussion. These include the nature of intelligence, the problem of disentangling genetic and environmental influences, what exactly is being measured by IQ tests, the origin of IQ differences between ethnic groups, and the notion of 'culture-fair' tests. If these are set in the context of the question (the association between genetic and/or environmental factors and intelligence test performance) then they may earn credit. Some, such as the controversy over Burt's so-called 'faked' results, may be described in detail but are not directly relevant to the question and are unlikely to earn AO2/3 marks unless their impact on the genetics/IQ debate is explicit.

Indicative issues, debates and approaches in the context of genetic and/or environmental factors in intelligence test performance include the central nature/nurture debate and the implications of the debate for e.g. educational policy and ethnic differences in IQ scores. Other relevant IDA may include gender and cultural differences and biases, free will/determinism (especially the distinction between genetically-based 'hard' determinism and environmentally-driven 'soft' determinism), and the ethics of socially sensitive research.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Evaluation

16-13 marks Effective

Commentary demonstrates sound analysis, understanding and interpretation.
The answer is well focused and shows coherent elaboration and/or a clear line of argument.
Issues/debates/approaches are used effectively.
Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary demonstrates reasonable analysis and understanding.
The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.
Issues/debates/approaches are used in a reasonably effective manner.
Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary demonstrates basic, superficial understanding.
The answer is sometimes focused and shows some evidence of elaboration.
Superficial reference may be made to issues/debates/approaches
Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive

4-1 marks Rudimentary

Commentary is rudimentary, demonstrating a very limited understanding.
The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.
If reference is made to issues/debates/approaches, it is muddled and inaccurate.
Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Topic: Cognition and Development

Question 11 Outline and evaluate Vygotsky's theory of cognitive development.
(8 marks + 16 marks)

AO1 = 8 marks Outline of Vygotsky's theory of cognitive development

Vygotsky's theory of cognitive development can be described at various levels. He emphasises the sociocultural context of cognitive development and the key role of language. Other important ideas include the zone of proximal development (ZPD) and the importance of the instructor and scaffolding. At a more detailed level he proposes stages of concept formation (vague syncretic etc.) and also proposes different functions for speech at different stages of development.

Vygotsky's stages of speech: pre-intellectual or social speech (0 – 3 years old), egocentric speech (3 – 7 years old), inner speech (7+ years old).

Stages of concept formation: vague-syncretic (trial and error); complex (appropriate strategies, but main attributes not identified); potential concept stage (identify one attribute or feature at a time); mature concept stage (identify several attributes/features at a time).

Not all of Vygotsky's ideas are necessary for marks in the top band. However, while there must be a good range of material that is presented with accuracy and detail - e.g. outlines of the role of culture and language, the ZPD, and an outline of the stages of concept formation - there must also be a sense of coherence that provides a rounded view of Vygotsky's theory.

AO1 8 marks knowledge and understanding

8-7 marks Sound

Knowledge and understanding are accurate and well detailed
A good range of relevant material has been selected
There is substantial evidence of breadth and depth
Organisation and structure of the answer are coherent

6-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.
A range of relevant material has been selected
There is evidence of breadth and/or depth
Organisation and structure of the answer are reasonably coherent

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial
A restricted range of material has been presented
Organisation and structure of the answer are basic

2-1 mark Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate
The material presented may be very brief or largely irrelevant
Lacks organisation and structure

0 marks

no creditworthy material

AO2/3 – 16 marks Evaluation of Vygotsky's theory of cognitive development

Although relatively understudied relative to Piaget's theory there are by now a number of accessible studies that examine various aspects of Vygotsky's model. In particular the zone

of proximal development and the role of the instructor have been investigated (e.g. Mc Naughton & Leyland, 1990). Another important area for evaluating the theory is through its applications to education, for instance the teacher's role in the ZPD and scaffolding, peer tutoring, the importance of language and inner speech in early learning.

Further commentary might include the cultural relativity of Vygotsky's work, and his overemphasis on sociocultural factors at the expense of biological influences on cognitive development. Candidates may introduce alternative theories such as Piaget's, and these can earn AO2/3 marks if used as part of sustained and effective evaluation of Vygotsky's ideas. However the focus must remain on Vygotsky, and overlong descriptions of Piaget's theory and associated research will not move out of rudimentary.

Indicative issues, debates and approaches in the context of Vygotsky's theory of cognitive development include applications of elements of the theory to education, as mentioned above in relation to the zone of proximal development. Other relevant IDA may include the nature/nurture debate and the relative roles of innate mechanisms versus the influence of society/culture.

AO2/3 Mark bands – Best fit

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

AO2/3 16 Marks Evaluation

16-13 marks Effective

Evaluation demonstrates sound analysis, understanding and interpretation.
The answer is well focused and shows coherent elaboration and/or a clear line of argument.
Issues/debates/approaches are used effectively.
Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Evaluation demonstrates reasonable analysis and understanding.
The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.
Issues/debates/approaches are used in a reasonably effective manner.
Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Evaluation demonstrates basic, superficial understanding.
The answer is sometimes focused and shows some evidence of elaboration.
Superficial reference may be made to issues/debates/approaches
Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive

4-1 marks Rudimentary

Evaluation is rudimentary, demonstrating a very limited understanding.
The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.
If reference is made to issues/debates/approaches, it is muddled and inaccurate.
Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Assessment Objectives

Question	AO1	AO2/A03	Total
01	8	16	24
Total	8	16	24
02	4	8	12
03	4	8	12
Total	8	16	24
04	4	8	12
05	4	8	12
Total	8	16	24
06	4		4
07	4	16	20
Total	8	16	24
08	8	16	24
Total	8	16	24
09	8	16	24
Total	8	16	24
10	8	16	24
Total	8	16	24
11	8	16	24
Total	8	16	24