

AQA A-LEVEL PSYCHOLOGY

PSYCHOLOGY



EXAM QUESTION PACK

UNIT 4 (PSYB4) OLD SPECIFICATION PAPERS

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A-level PSYCHOLOGY (SPECIFICATION B)

Unit 4 Approaches, Debates and Methods in Psychology

Tuesday 14 June 2016

Morning

Time allowed: 2 hours

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 PSYB4.
- Choose **one** option from **Section A**, either **Option A** or **Option B**. Answer all questions on the option you choose.
- **All** questions in **Section B** and **Section C** are compulsory.
- Do all rough work in the 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 60.
- The 12-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Approaches in Psychology

There are two options in this section: Option A and Option B.

Choose **one** of these options. Answer **all** questions on the option you choose.

Each option carries 20 marks.

Option A

- | | | | |
|---|----------|--|-------------------|
| 0 | 1 | Outline the first two stages of Freud's theory of psychosexual development. | [2 marks] |
| <p>Freud treated a 23-year-old Russian aristocrat called Sergei. Sergei first had a recurring nightmare about wolves when he was four years old, at around the time he was told a fairy tale about a wolf. Freud interpreted the nightmare as representing a fear of castration, with the wolf representing the boy's father.</p> | | | |
| 0 | 2 | Explain Sergei's 'fear of castration'. Refer to the relevant stage of Freud's theory of psychosexual development in your answer. | [2 marks] |
| 0 | 3 | Discuss at least one criticism of Freud's interpretation of his case studies. Refer to Sergei in your answer. | [4 marks] |
| 0 | 4 | Outline and compare social learning theory and operant conditioning. | [12 marks] |

Option B

A researcher conducted a repeated measures design experiment. She wanted to find out how long it took to solve word puzzles in two conditions.

In one condition, participants solved puzzles while listening to music.

In the other condition, participants solved puzzles in silence.

Twenty participants took part in this laboratory experiment and the two conditions were counterbalanced.

- | | | | |
|---|---|--|------------|
| 0 | 5 | Explain how counterbalancing could have been used in the above experiment. | [2 marks] |
| 0 | 6 | Briefly explain one strength of using a laboratory experiment to investigate human cognitive processes. | [2 marks] |
| 0 | 7 | Outline two assumptions of the cognitive approach. For each assumption, illustrate your answer with reference to a topic in psychology. Use a different topic for each assumption. | [4 marks] |
| 0 | 8 | Discuss at least two differences between the humanistic approach and the biological approach in psychology. Refer to at least one topic in your answer. | [12 marks] |

Turn over for Section B

Turn over ►

Section B Debates in Psychology

Answer **all** questions in this section.

This section carries 20 marks.

- | | | |
|----|---|-------------------|
| 09 | Explain what psychologists mean by 'empirical methods'. | [2 marks] |
| 10 | Outline one limitation of the scientific approach in psychology. | [2 marks] |
| 11 | Discuss one advantage of taking a reductionist position on the holism and reductionism debate. Refer to an example in your answer. | [4 marks] |
| 12 | 'Some behaviourists have claimed that you can take any healthy infant and train that child to excel in any field, eg doctor, gymnast, musician...'

In the context of the nature–nurture debate, discuss this view. | [12 marks] |

Section C Methods in Psychology

Answer **all** questions in this section.

This section carries 20 marks.

An increasing number of students carry mobile phones and text during class. Some teachers think texting distracts students from learning. A group of researchers investigated whether students' ability to learn material is affected by texting during lessons.

An opportunity sample of twenty students from a Sixth Form College took part in the experiment. There were 12 girls and 8 boys aged 16–18 years. The students were randomly assigned to either the 'texting' condition or the 'non-texting' condition. There was the same number of students in each condition.

In the 'texting' condition, 10 students were taken to a quiet classroom. A male teacher gave them a 15-minute PowerPoint presentation about a new novel. The students had their phones on vibrate and were told to respond to any texts they received. During the presentation the researchers sent the same three text messages to all the students. At the end of the presentation the students individually completed 10 multiple choice questions about the novel.

In the 'non-texting' condition, 10 students were taken to a similar classroom and were told to switch off their phones. A female teacher gave the same PowerPoint presentation and the students completed the same multiple choice questions.

Before the experiment, the researchers had told the students that they were interested in the benefits of PowerPoint presentations. They did not tell them any other details about the study. All the students were fully debriefed afterwards.

The multiple choice tests were scored out of 10. The findings from the 'texting' condition were: mean = 5.50, standard deviation = 3.16. The findings from the 'non-texting' condition were: mean = 8.25, standard deviation = 1.01.

- | | | |
|-------|---|-----------|
| 1 3 | Write a suitable hypothesis for this experiment. | [2 marks] |
| 1 4 | Using the descriptive statistics from above, construct and label a table to display the data. | [2 marks] |
| 1 5 | Write a brief interpretation of the research findings. Comment on homogeneity of variance in your answer. | [3 marks] |
| 1 6 | Name an appropriate non-parametric test that the researchers could have used to analyse the data. | [1 mark] |
| 1 7 | Outline and explain two extraneous variables that might have affected the results of this study. | [4 marks] |

Turn over ►

1	8
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Explain **one** reason why the students in this investigation were not informed of the full details of the study beforehand.

[2 marks]

1	9
---	---

As part of the procedure for this experiment students were given a set of standardised instructions and were fully debriefed at the end of their participation.

Write:

- a set of standardised instructions that could have been read out to students in the 'texting' condition of this experiment.
- a debriefing that could have been read out to **all** the students at the end of this experiment.

[6 marks]

END OF QUESTIONS

There are no questions printed on this page

There are no questions printed on this page

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A-LEVEL

Psychology (Specification B)

PSYB4 Approaches, Debates and Methods in Psychology

Mark scheme

2185

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.

Section A Approaches in Psychology

OPTION A

01 Outline the **first two** stages of Freud's theory of psychosexual development.

[2 marks]

AO1 = 2

One mark each for an outline of oral and anal stages, with some detail (not just naming).

For example, the outline might include: approximate ages/conflict/fixation point/libidinal energy focused on different parts of the body etc.

02 Explain Sergei's 'fear of castration'. Refer to the relevant stage of Freud's theory of psychosexual development in your answer.

[2 marks]

AO2 = 2

One mark for a clear explanation of castration anxiety with reference to the phallic stage **and** the Oedipus complex/conflict.

Plus

One mark for an effective explanation of the wolf as a symbol/manifest vs latent or unconscious content.

03	Discuss at least one criticism of Freud's interpretation of his case studies. Refer to Sergei in your answer.
	[4 marks]

AO3 = 4

Award up to 4 marks for a discussion of at least one criticism linked to Freud's interpretation of Sergei's case study.

Maximum 3 marks if no explicit reference to Sergei but the criticism is appropriate and there is some discussion.

The answer might be in the form of a detailed discussion of one criticism, or there might be several criticisms presented in less detail.

Marks can be awarded for a counter-argument ie a brief discussion of why it may not be a criticism.

Criticisms of Freud's interpretations are likely to focus on:

- Freud fitted his case studies into his existing theory of psychosexual development;
- Freud took no notes during his sessions and relied on memory – which is fallible;
- Freud's interpretations relied on hypothetical constructs that are not testable etc.
- Freud's interpretations relied on the existence of unconscious motives;

Possible Application:

- There are more parsimonious explanations for Sergei's behaviour e.g. a learned fear from hearing the fairy tale;
- Freud's interpretation of Sergei's recurring nightmare is subjective.

04 Outline **and** compare social learning theory and operant conditioning.

[12 marks]

(AO1 = 4; AO2 = 8)

AO1

Up to 4 AO1 marks to be awarded for knowledge and understanding of the key assumptions/features of the two approaches, which might include:

(a) operant conditioning concepts, such as: learning, consequences of behaviour; positive and negative reinforcement; punishment; schedules of reinforcement etc.

(b) social learning theory concepts, such as: observational learning; expectancy and cognitive processes; identification; imitation; modelling etc.

Usually 2 marks for each theory outlined.

AO2

Up to 8 marks for comparison and discussion/analysis of the similarities and/or differences between social learning theory and operant conditioning.

Similarities include: Role of reinforcement; behaviour is learnt; controlled scientific studies etc.

Differences include: SLT distinguishes between learning and performance whereas operant conditioning theorists see them as the same thing, Operant conditioning research often uses animals whereas SLT do not see animals and humans as the same; importance of expectancy/cognitive processes; SLT focus on vicarious reinforcement and punishment etc.

Credit references to topics/debates that illustrate similarities/differences. For example, social learning theory is considered a soft determinist approach whereas operant conditioning is hard determinism.

Accept a counterargument as part of the discussion; for example, the concept of reinforcement is both a similarity between operant conditioning and social learning theory but it is also a difference with respect to the SLT concept of vicarious reinforcement which is not a feature of operant conditioning.

Credit use of relevant evidence.

Mark bands

10-12 marks Very good answers

The answer is clearly focused on the question and shows sound knowledge and understanding of both social learning theory and operant conditioning. Comparison is effective and includes thoughtful analysis. Most comparative comments are well developed and presented in the context of the answer as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7-9 marks Good answers

Answer shows knowledge and understanding of both social learning theory and operant conditioning. Comparison is evident but will not be as detailed as the top band. However, at the top of the band similarities and/or differences are clear with some analysis. The answer is mostly focused on the question although there may be some irrelevance and/or misunderstanding.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4-6 marks Average to weak answers

Answer shows some knowledge and understanding of both social learning theory and operant conditioning. There must be some attempt at comparison for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and/or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The student expresses basic ideas clearly but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1-3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

OPTION B

05 Explain how counterbalancing could have been used in the above experiment.

[2 marks]

AO3 = 2

Award 2 marks for a clear and accurate explanation plus appropriate application to this study.

One mark for a partial or muddled explanation or accurate definition but no link to this study.

06 Briefly explain **one** strength of using a laboratory experiment to investigate human cognitive processes.

[2 marks]

AO3 = 2

Two marks for an explanation of one strength linked to the use of laboratory experiments to investigate human cognitive processes.

Strengths might include: the high level of control; can infer cause and effect; all participants have the same experience, highly scientific; objective etc.

Award 1 mark for a brief explanation of one strength, second mark for elaboration / link to a cognitive process.

07 Outline **two** assumptions of the cognitive approach. For **each** assumption, illustrate your answer with reference to a topic in psychology. Use a different topic for each assumption.

[4 marks]

AO1 = 2; AO2 = 2

AO1

One mark for each assumption clearly outlined.

Allow only one mark for two assumptions identified but not outlined.

Likely content: thought acts as mediational processes between stimulus and behavioural response; mental processes can be regarded as information processing; computer analogy/mind operates in a similar way to a computer; the use of models to represent mental processes; the role of schemas; mental processes can be scientifically studied etc.

AO2

One mark to be awarded for linking each assumption to a topic. Answers may refer to a variety of topics, eg

For – ‘thought acts as mediational processes between stimulus and behavioural response’ relevant topics might include: observational learning; insight learning; cognitive maps; depression etc

For - ‘mental processes can be regarded as information processing’ relevant topics might include: memory; cognition and law (holistic form theory) etc.

For - ‘computer analogy/mind operates in a similar way to a computer’ relevant topics might include: memory (Atkinson& Shiffrin’s MSM, serial processing; WMM/Connectionist models of memory, parallel processing) etc

For – ‘mental processes can be scientifically studied’ relevant topics might include: memory, perception, language, problem solving, stress (eg locus of control) etc

For – ‘role of schemas’ relevant topics might include: cognitive development, depression, gender etc.

N.B. - the assumption might be embedded in the topic.

08 Discuss **at least two** differences between the humanistic approach and the biological approach in psychology. Refer to **at least one** topic in your answer.

[12 marks]

AO1 = 4; AO2 = 8

AO1

The AO1 marks are for knowledge and outline of at least two differences between the two approaches. Maximum 2 marks for simply outlining the key assumptions/features of the approaches:

Differences include: Individuals can choose behaviour (freewill) according to the humanistic approach vs. biological determinism; scientific research methods used by biological approach vs. non-scientific methods adopted by humanists; study of subjective experience/phenomenology (humanistic) vs. focus on objectivity (biological) etc.

Note that the AO1 might be embedded in the discussion.

Other assumptions/features of the two approaches which may be used to illustrate differences include:

- (a) Humanistic approach: humans rational/conscious beings; holistic; humans and animals dissimilar etc.
- (b) Biological approach: physiological processes underlie behaviour; the role of the CNS and chemical processes; evolutionary basis of behaviour including genetics etc.

AO2

Up to 8 marks for discussion and analysis of at least two differences identified between the humanistic and biological approaches.

Accept a counterargument as part of the analysis. This could be, for example if a difference in methodology was being discussed, that although the biological approach adopts scientific research methods such as experiments and physiological measures, and the humanistic approach largely uses non-scientific methods such as unstructured interviews, there has been an attempt to introduce more scientific methods by humanists such as the Q-sort/POI developed by Rogers.

Expect reference to at least one topic which might come from a variety of areas, eg Treatments (drug therapy, client-centred therapy); Research methods – eg twin studies etc for Sz/depression/substance abuse etc.

Credit reference to debates as part of the discussion.

Credit use of relevant evidence.

Maximum 8 marks if there is no reference to a topic.

Maximum 8 marks if only 1 difference.

Mark bands

10-12 marks Very good answers

The answer is clearly focused on the question and shows sound knowledge and understanding of at least two differences between the biological approach and the humanistic approach. The differences are clearly identifiable. Discussion is full and includes thoughtful analysis. Most comparative/evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7-9 marks Good answers

Answer shows knowledge and understanding of at least one difference between the biological approach and the humanistic approach. At the top of the band at least two differences are identifiable and there is some discussion of each difference. Analysis is evident and the answer is mostly focused on the question although there may be some irrelevance and/or misunderstanding.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised using sentences and paragraphs. Errors of grammar,

punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4-6 marks Average to weak answers

Answer shows some knowledge and understanding of difference(s) between the two approaches. There must be some attempt at discussion/contrast/analysis for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and/or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The student expresses basic ideas clearly but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1-3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Section B Debates in Psychology

09 Explain what psychologists mean by 'empirical methods'.

[2 marks]

(AO3 = 2)

A 1 mark answer will show some understanding of processes related to empiricism e.g. replication, quantitative data, scientific nature, controlled research e.g. experiments/observations etc.

For 2 marks answer should refer to 'direct sensory experience'/objectivity.

10 Outline **one** limitation of the scientific approach in psychology.

[2 marks]

(AO3 = 2)

Award 1 mark for identification and brief outline of an appropriate limitation. Further mark for expansion as to why this is a limitation. This may be in the form of an example.

Answers are likely to focus on: mechanistic, deterministic view of human thought and behaviour; view of people as predictable and controllable; reductionist view of human nature; use of empirical methods leads to lack of ecological validity; scientific methods more open to sources of bias and demand characteristics etc.

11 Discuss **one** advantage of taking a reductionist position on the holism and reductionism debate. Refer to an example in your answer.

[4 marks]

(AO2 = 4)

1 mark for an outline of an advantage.

1 mark for elaboration of same advantage.

1 mark for an example to illustrate that advantage.

1 mark for contrast with holism.

Advantages are likely to focus on: scientific way of attempting to understand, predict, control and explain human behaviour; the scientific investigation of component parts allows for empirical investigation and theory to be investigated and tested (eg memory); the reductionist approach demonstrates the importance of biology to understanding and explaining human behaviour eg the role of genes; enables the development of treatments.

Accept answers that refer to different levels of explanation to explain human thought and behaviour if used as part of the discussion.

Examples might refer to:

Topics: eg schizophrenia, mood disorders, stress etc;

Approaches: eg biological, behaviourist etc;

Methods: eg scientific reductionism.

12 In the context of the nature–nurture debate, discuss this view.

[12 marks]

(AO1 = 4; AO2 = 8)

AO1

Up to 4 marks for relevant knowledge and understanding of the main features of the nature-nurture debate. Given the quote that is to be discussed, expect better answers to focus on the nurture side of the debate.

Award maximum 1 mark for a definition of the debate ie. whether nurture (environment) is more or less important than nature (heredity) in determining psychological characteristics.

Further AO1 marks for knowledge and understanding relevant to the nature-nurture debate, including explanations of behaviour relating to both nature and nurture; knowledge and understanding of relevant terminology such as nativism, empiricism, interactionism, shared and non-shared environments, pre- and post-natal environments; heritability coefficient; methods of research used in relation to the debate etc.

Credit knowledge of link to behaviourist approach.

Maximum 1 mark for description of evidence.

AO2

Up to 8 marks for discussion of behaviourist view in relation to the nature-nurture debate. Answers will possibly link to topic(s) in which case discussion will depend on the topic(s) chosen; students may decide to choose a topic that agrees with the quote (say, behaviourist explanations/treatments for anxiety) or a topic that argues against the quote (such as biological explanations for schizophrenia) – or both.

One mark should be reserved for an accurate reference to the behaviourist view as being on the extreme nurture side of this debate.

Credit reference to relevant approaches if they are presented as part of the discussion.

Credit reference to other debates/interactionism **only** if they are presented as part of the discussion.

Mark bands

10 - 12 marks Very good answers

The answer is clearly focused on the question and shows sound knowledge and understanding of the nature-nurture debate. Discussion is full, includes thoughtful analysis and appropriate links to the nurture view expressed in the stem. Answers have clearly discussed the behaviourists' position on the nurture side of this debate. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling.

The overall quality of language is such that the meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of the nature-nurture debate. There is evidence of discussion appropriately linked to the nurture view expressed in the stem, although the answer may not be as coherent as the top band answer. The answer is mostly focused on the question although there may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of the nature-nurture debate. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and /or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and /or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and /or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Section C Methods in Psychology

13 Write a suitable hypothesis for this experiment.

[2 marks]

AO3 = 2

Award 2 marks for an appropriate hypothesis that contains all components: Identifies (and operationalises) the IV and DV.

Award 1 mark for **either (i)** a muddled hypothesis, but which attempts **both** IV and DV,

Or (ii) for a good hypothesis with superfluous information e.g. prefaced with an aim.

Accept directional, non-directional (can also credit null hypothesis).

For example:

There will be a (significant) difference in test scores between the participants in the 'texting' condition and participants in the 'non-texting' condition.

Do not accept just "scores" for an operationalised DV.

14 Using the descriptive statistics from above, construct and label a table to display the data.

[2 marks]

AO3 = 2

Award 2 marks for the table. For full marks the table should include:

- a title, including reference to the two conditions and the DV
- row and column labels,
- accurate data regarding the mean and sd.

If one of the above bullet points is missing, award 1 mark only.

If more than 1 of the above bullet points is missing award 0 marks.

Example Table:

A table to show the mean and s.d. for MCQ scores for the texting and non-texting conditions.

	Texting	Non-Texting
Mean	5.50	8.25
S.D	3.16	1.01

15 Write a brief interpretation of the research findings. Comment on homogeneity of variance in your answer.

[3 marks]

AO3 = 3

Award 1 mark each for:

- Appropriate reference to the mean difference e.g. mean is higher in the non-texting condition.
- Appropriate reference to the standard deviation e.g. the spread of scores is greater in the texting condition.
- There is no Homogeneity of Variance in this case (unlikely).

16 Name an appropriate non-parametric test that the researchers could have used to analyse the data.

[1 mark]

AO3 = 1

Award 1 mark for the identification of the Mann-Whitney (U) Test.

17 Outline and explain **two** extraneous variables that might have affected the results of this study.

[4 marks]

AO3 = 4

2 marks available for each Extraneous Variable.

Award 1 mark for a brief outline of a plausible extraneous variable and award 2nd mark for clear and coherent elaboration e.g. explaining how the outlined extraneous variable might have affected the results on this study.

Possible Extraneous Variables include:

Some students may simply have better memories/attention etc. and this (not the manipulation of the IV) would account for their superior performance.

Random allocation may have resulted in mainly Male or Female in one condition etc. and therefore these students perform better because

Participants may have spent differing amounts of time actually engaged in texting.....

Students in the texting condition may have responded to messages from other people as well as from researchers.....

Some students might be more interested in the subject (new novel) and therefore would be more motivated to pay attention.....

Any difference between conditions may be due to a difference in presenters eg male presenter for the texting condition and female presenter for the non-texting condition.....

Having students responding to texts might have put the teacher off so his delivery was not as good, resulting in

(Credit other relevant answers).

18 Explain **one** reason why the students in this investigation were not informed of the full details of the study beforehand.

[2 marks]

AO3 = 2

Award 1 mark for identifying/briefly outlining a reason.

Award 2 marks for a coherent explanation of why students in this study were not given full information about the study beforehand.

The most likely reason is because of demand characteristics. This may not be named, but should be identifiable and explained for 2 marks.

19 As part of the procedure for this experiment students were given a set of standardised instructions and were fully debriefed at the end of their participation.

Write a set of standardised instructions that could have been used in the 'texting' condition of this experiment.

Write a debriefing that could have been read out to **all** the students at the end of this experiment.

[6 marks]

3 marks for the standardised instructions

3 marks for the debrief.

AO3 = 3

Standardised Instructions:

1 mark for each bullet point.

- Information to the participants about what will take place eg 15 minute PP presentation, MCQ etc
- Instructions re: mobiles must be switched on (vibrate) and responding to texts
- Reminder of the participants right to withdraw at any time during the study.

If students fail to provide the information in verbatim format deduct 1 mark.

AO3 = 3

Debrief:

1 mark for each bullet point.

- Reference to at least one ethical issue, e.g. right to withdraw, confidentiality, permission to use data, right to see the Report, opportunity to ask questions etc.
- The aim/hypothesis of the study.
- An explanation of the two conditions.

If students fail to provide the information in verbatim format deduct 1 mark.

PSYB4 JUNE 2016

Question	AO1	AO2	AO3	Total
1	2			2
2		2		2
3			4	4
4	4	8		12
5			2	2
6			2	2
7	2	2		4
8	4	8		12
9			2	2
10			2	2
11		4		4
12	4	8		12
13			2	2
14			2	2
15			3	3
16			1	1
17			4	4
18			2	2
19			6	6
Total	10	22	28	60



General Certificate of Education
Advanced Level Examination
June 2015

Psychology (Specification B)

PSYB4

Unit 4 Approaches, Debates and Methods in Psychology

Tuesday 16 June 2015 9.00 am to 11.00 am

For this paper you must have:

- an AQA 16-page answer book.

Time allowed

- 2 hours

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **paper reference** is PSYB4.
- Choose **one** option from **Section A**, either **Option A** or **Option B**. Answer **all** questions on the option you choose.
- **All** questions in **Section B** and **Section C** are compulsory.
- 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 60.
- The 12-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Approaches in Psychology

There are two options in this section: Option A and Option B.

Choose **one** of these options. Answer **all** questions on the option you choose.

Each option carries 20 marks.

Option A

0 1

Ella is a two-year-old child. She has started to misbehave when she is out shopping with her parents. In the supermarket, she often throws a tantrum, screaming and kicking. Her parents always respond by shouting at Ella but this has not stopped her tantrum behaviour.

Using your knowledge of behaviourism, explain how Ella's parents could encourage Ella to be better behaved when out shopping.

[4 marks]

Researchers investigating the genetic basis of ADHD (attention deficit hyperactivity disorder) studied relatives of individuals already diagnosed with ADHD to see if they too had the same disorder. They found the following concordance* rates:

Table 1 Concordance* rates (%) for ADHD between family members

Sibling	Non-identical Twin	Identical Twin
35%	38%	82%

*Concordance rates show the extent to which two groups of people share the same characteristic.

0 2

With reference to the percentages in **Table 1**, explain what can be concluded about the genetic basis of ADHD. Justify your answer.

[2 marks]

0 3

Explain **one** limitation of the type of investigation described in question **0 2**.

[2 marks]

0 4

Outline what is meant by an eclectic approach in psychology. Discuss the merits of taking an eclectic approach to explaining **and/or** treating human behaviour. In your answer refer to **at least one** topic you have studied in psychology.

[12 marks]

Option B

0	5
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Humanistic psychologists refer to promoting personal growth. Explain what **either** Maslow **or** Rogers meant by 'promoting personal growth'.

[4 marks]

0	6
---	---

Freud used case studies to highlight his psychodynamic concepts. Explain why some psychologists regard Freud's use of case studies to support his theory as unscientific.

[4 marks]

0	7
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Choose **two** approaches in psychology. Discuss **at least one** practical application of **each** approach that you have chosen.

[12 marks]

Turn over for Section B

Turn over ►

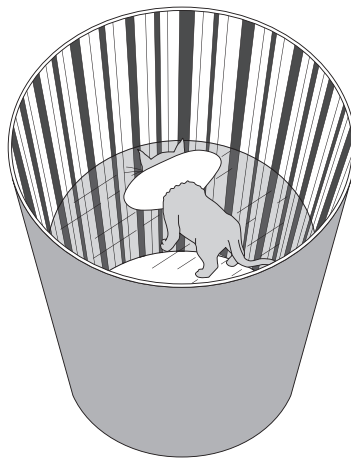
Section B Debates in Psychology

Answer **all** questions in this section.

This section carries 20 marks.

Researchers studied healthy kittens born with normal vision. From birth to five months old the kittens were raised in an environment where the only thing they could see was vertical lines (see **Figure 1**). Following this period, the kittens were put in a normal environment. In this normal environment, they could not perceive horizontal stimuli so they bumped into horizontal objects.

Figure 1 Picture of a kitten confined to a world of vertical lines



- 0 8** How does the study above demonstrate the interaction of nature and nurture? [2 marks]
- 0 9** Briefly explain why a study such as this would have benefitted from the use of a control group. Suggest a suitable control group for this type of study. [2 marks]
- One of the major debates in psychology is the holism and reductionism debate.
- 1 0** Briefly outline what is meant by 'holism' in the context of this debate. [1 mark]
- 1 1** Briefly discuss **at least one** strength of holistic explanations of human behaviour. [3 marks]
- 1 2** Outline features of the scientific approach. Discuss **at least one** strength and **at least one** limitation of the scientific approach in psychology. [12 marks]

Section C Methods in Psychology

Answer **all** questions in this section.

This section carries 20 marks.

Health psychologists were researching levels of physical activity in pre-school children. They carried out naturalistic observations of 30 children (15 boys and 15 girls) aged four years at a nursery school. They were interested in recording the levels of physical activity during the afternoon outdoor break period.

Each child was observed at 30-second intervals during the 15-minute break period. The observers recorded four physical activity categories: running, walking, standing and sitting. Inter-observer reliability was assessed and a correlation of +0.95 was found between the data from the two observers.

After all the data had been collected, the observations from the 15-minute break were split into three time periods: the first five minutes; the middle five minutes; the last five minutes.

Table 2 The number of times children were recorded running, walking, standing or sitting during the three 5-minute periods

5-minute periods	Running	Walking	Standing	Sitting
0–5 mins	142	67	61	30
6–10 mins	88	60	90	62
11–15 mins	35	58	98	109

- 1 3** What could you conclude about levels of physical activity from the data in **Table 2**? Justify your answer. [2 marks]
- 1 4** Identify **one** variable that might have been a confounding variable in this study. Justify your answer. [2 marks]
- 1 5** Explain what a correlation of +0.95 suggests about the reliability of the observations in this study. [2 marks]
- 1 6** Discuss **one** strength of a naturalistic observation. Refer to this study in your answer. [3 marks]

Section C continues on the next page

Turn over ►

In the second part of the study, the psychologists analysed the data to see if there were differences in levels of activity between boys and girls. The psychologists looked at the first 30 seconds of outdoor play for each child. They classified the physical activity levels as either 'active' (running and walking) or 'passive' (standing and sitting). The results are set out in **Table 3** below:

Table 3 The number of boys and girls engaging in 'active' or 'passive' physical activities in the first 30 seconds of break

Physical Activity Levels	Boys	Girls
Active	13	6
Passive	2	9

1 7

Write a suitable hypothesis for the second part of the study.

[2 marks]

1 8

A Chi-square test was used to analyse the data in **Table 3**. The calculated value of Chi-square was 7.03.

Using **Table 4** below, interpret the results of the study. Justify your answer.

[3 marks]

Table 4 Critical values of Chi-square (χ^2)

Level of significance for two-tailed test				
df	0.1	0.05	0.01	0.001
1	2.706	3.841	6.635	10.831

(The calculated value of Chi-square has to be equal to or greater than the table value for the result to be significant.)

The psychologists decided to carry out a further investigation into the effect of duration of outdoor breaks on activity levels. They predicted that children would take more steps during three short breaks than during one long break. Ten nursery children took part in the study. Each child wore a pedometer to measure the number of steps that he or she took during breaks. On the first day the children had their usual 15-minute break. The next day the children had three separate five-minute breaks.

1	9
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Explain how the results from this study could be analysed. Give reasons for your answer. You should refer to the following:

- descriptive statistics that could be used to analyse the data
- the significance level
- whether the researchers would use a one-tailed or two-tailed test
- the statistical test that could be used to analyse the data, with justification.

[6 marks]

END OF QUESTIONS

There are no questions printed on this page

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Figure 1: Reprinted by permission from Macmillan Publishers Ltd: Nature, Development of the Brain depends on the Visual Environment, Blakemore and Cooper, 1970, Vol 228, Issue 5270

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A-LEVEL

Psychology B

PSYB4: Approaches, Debates and Methods in Psychology
Mark scheme

2185
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

Section A Approaches in Psychology

OPTION A

01	Using your knowledge of behaviourism, explain how Ella's parents could encourage Ella to be better behaved when out shopping.	[4 marks]
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[AO1 = 1 mark; AO2 = 3 marks]

One AO1 mark for the selection and knowledge of at least one feature of behaviourism eg positive reinforcement, negative reinforcement, punishment; schedules of reinforcement; shaping; extinction; operant conditioning; contingency of reinforcement etc.

Up to 3 AO2 marks for the explanation which must be related to the stem, include appropriate behaviourist term(s) and focus on changing behaviour.

One mark for each relevant suggestion about how to change Ella's behaviour from the following. Alternatively, full credit for one or two suggestions which are elaborated.

- To change Ella's behaviour the parents need to identify the contingency of reinforcement that is involved by identifying the response and the reinforcer
- The shouting is the response which has become a positive reinforcer because of the attention received from the parent(s);
- To change the tantrum behaviour the parents could ignore the undesired behaviour by not responding to the tantrums – which should lead to extinction;
- The parents could encourage good behaviour by positively reinforcing Ella when she is quiet or behaving well etc through shaping;
- Shaping is where a new response is gradually acquired through reinforcing successive approximations to the required response – with respect to Ella

Accept other relevant points.

02 With reference to the percentages in **Table 1**, explain what can be concluded about the genetic basis of ADHD. Justify your answer.

[2 marks]

[AO3 = 2 marks]

1 mark for the conclusion – i.e. the data suggest there is a genetic basis to ADHD.

1 mark for the justification eg

- the 82% concordance for ADHD in identical twins is much higher than for siblings/non-identical twins
- As identical twins share 100% genes and siblings/non-identical twins share only 50% genes, the higher concordance found for ADHD in identical twins can be explained by the higher genetic similarity.
- The results indicate a likely environmental component since even MZs do not have 100% concordance, where there is less of a shared environment, there are even lower concordance rates.

03 Explain **one** limitation of this type of investigation described in question 02.

[2 marks]

[AO3 = 2 marks]

Award 1 mark for brief explanation of an appropriate limitation.
Further mark for expansion as to how or why this is a limitation.

Answers are likely to focus on:

- the nature of concordance studies (only correlation)
- twins reared in highly similar environments and share similar experiences
- concordance not 100% etc
- sample sizes of twin studies
- determining zygosity.

Accept other relevant limitations.

04 Outline what is meant by an eclectic approach in psychology. Discuss the merits of taking an eclectic approach to explaining **and/or** treating human behaviour. In your answer refer to **at least one** topic you have studied in psychology.

[12 marks]

[AO1 = 4 marks; AO2 = 8 marks]

AO1

Up to four marks for relevant knowledge and understanding of an eclectic approach.

Content likely to include: an eclectic approach combines different approaches; can take different forms e.g. theoretical, methodological or applied; may include information from other sciences e.g. biochemistry which is incorporated into psychological explanations. Credit reference to the Trimodal theory (Stevens).

Candidates may gain credit through reference to specific examples, which may be explanations or treatments or both.

Credit description of relevant evidence up to one mark.

AO2

Up to eight marks for analysis, discussion and application of knowledge.

Discussions may focus on application to topic area(s). Possible topic areas are gender, memory, anxiety disorders, autism, cognitive development, schizophrenia, mood disorders, stress, substance abuse, offending behaviour, methods in psychology. Answer may discuss explanations or treatments or both.

Possible merits/strengths: an eclectic approach may provide a fuller and richer picture/many topics in psychology can be better understood by integrating findings/explanations from several approaches. Allows new ideas to be generated. An eclectic approach has proved useful in therapy. Allows the therapist to meet the treatment needs of the client.

A discussion of the merits/strengths presented may include the following limitations:

Difficult to identify the individual contributions of each approach; practical difficulty in investigating the integration of the approaches. Characteristics of some of the approaches are contradictory and cannot be combined. Scientific psychology requires a paradigm and an eclectic approach therefore undermines psychology as a science. It could be confusing for the client to have multiple treatments.

Credit use of relevant evidence.

Maximum 8 marks if there is no reference to a topic

Mark bands

10 - 12 marks Very good answers

The answer is clearly focused on discussion of the **merits/strengths** of the eclectic approach in psychology and shows sound knowledge and understanding. Discussion is full and includes thoughtful analysis and may include consideration of limitations. There is reference to at least one topic. Most discussion points are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of the eclectic approach in psychology. Discussion is evident and the answer is mostly focused on the question although there may be some irrelevance and /or misunderstanding. At the top of the band references to a topic are apparent though these are perhaps not linked so clearly to the discussion as for the top band.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of the eclectic approach in psychology. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and /or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and /or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and /or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

OPTION B

05 Humanistic psychologists use the term promoting personal growth. Explain what either Maslow **or** Rogers meant by the term ‘promoting personal growth’.

[4 marks]

[AO1 = 1 mark; AO2 = 3 marks]

One (AO1) mark for knowledge of the term ‘promoting personal growth’ – i.e. the idea that individuals are motivated towards developing their potential. Note that this may be implicit in the explanation.

Three (AO2) marks for outlining how personal growth is promoted with respect to either Maslow’s theory or Rogers’ theory.

For 1 mark a link should be made to a named theorist and a brief outline of their view of how personal growth is promoted.

For 2 marks more detail is required about the promotion of personal growth.

For 3 marks a detailed, accurate and coherent explanation of promoting personal growth, linked to either Maslow or Rogers.

The answer may also give detail of how personal growth is prevented/frustrated.

Likely content of the explanation may include some of the following points:

Maslow: Personal growth is an essential part of what it is to be human and this occurs through the satisfaction of deficiency needs which then allow for growth needs to be satisfied and for self-actualisation to occur (reaching full potential).

For Maslow, personal growth is promoted when the individual has the following needs met: physiological needs, safety needs, belongingness and love, self-esteem needs. (Satisfying these needs promotes personal growth). Once these needs are satisfied then self-actualisation can occur which is the pinnacle of personal growth. Answers may refer to measures of self-actualisation including peak experiences and ‘theory of flow’.

Rogers: Personal growth is an essential part of what it is to be human and this occurs with the fully functioning person. People who are able to self-actualise (achieve all their goals and desires in life) become a fully functioning person according to Rogers. Such a person lives for the ‘here and now’, is in touch with their subjective feelings/experiences and is continually growing and changing. The fully functioning person is an ideal state which is rarely achieved. Helping to achieve congruence in the self-concept promotes personal growth and self-actualisation. Answers may also refer to incongruence in the self-concept which prevents personal growth.

Accept other valid points.

06 Freud used case studies to highlight his psychodynamic concepts. Explain why some psychologists regard Freud's use of case studies to support his theory as unscientific.

[4 marks]

[AO3 = 4 marks]

The answer should focus on why 'Freud's use of case studies' is unscientific, and not just be general limitations of case studies or general evaluations of Freudian theory/concepts. Answers may develop one point in detail or refer to more than one issue with the use of case studies.

Answers are likely to focus on particular case studies such as 'Little Hans'.

The main problems with Freud's use of case studies which are likely to appear in answers include:

- Freud's studies were conducted in an unscientific manner: subjective interpretation, bias, not replicable, reliance on memory etc.
- Freud's use of case study to support theory was unscientific: Freud fitted his own subjective interpretation of a case study into his already existing theory (eg Hans' phobia due to the oedipal crisis during psychosexual development).
- The issue of generalising from Freud's case studies

1 Mark	General criticism of case studies and /or general criticism of Freud's theory as unscientific.
2 Marks	Must be some focus on Freud's use of case studies, but quite minimal.
3 – 4 Marks	Clear and explicit links to Freud's use of case studies. At the top of the band the explanation should be accurate, full and coherent.

07 Choose **two** approaches in psychology. Discuss **at least one** practical application of **each** approach that you have chosen.

[12 marks]

[AO1 = 4 marks; AO2 = 8 marks]

AO1 = 4

Up to four marks for relevant knowledge and understanding of at least one practical application linked to each approach. The practical applications will depend on the approaches chosen, but examples include:

- Biological Approach: Drugs eg anti-psychotics for schizophrenia; anti-depressants for Mood Disorders etc.
- Behaviourist Approach: Behaviour therapy based on classical and operant conditioning. Behaviour modification etc
- Social Learning Theory Approach: The concept of self-efficacy applied in a number of areas e.g. addiction, stress etc.
- Cognitive Approach: Therapy eg RET, CBT; Cognitive Interview; EWT; Cognitive development eg metacognition, discovery learning, spiral curriculum etc;
- Psychodynamic Approach: Therapeutic techniques; Child psychoanalysis etc.

- Humanistic Approach: Therapy and counselling; unconditional positive regard in education/training; Hierarchy of needs applied in organisational psychology etc.

Maximum of 2 marks, for knowledge of chosen approaches, one for each approach.
Credit relevant evidence linked to practical application/s, up to 1 mark.

AO2 = 8 marks

This question may elicit a wide range of responses, although candidates are likely to focus on therapy.

Up to eight marks for discussion of the practical applications which should be clearly linked to specific approaches.

NB How an approach has contributed to understanding of behaviour/experience is only creditworthy if used to discuss practical applications.

There should be a discussion of the usefulness of the applications: for example linked to the biological approach, the benefits of drug therapy for schizophrenia; linked to the cognitive approach how the cognitive interview has been beneficial to the police etc. The discussion is likely to draw on evidence to support the benefits proposed. The discussion should also examine any limitations (if applicable) and may offer possible alternatives. With biological therapy this could be in the form of problems with side effects of drugs and alternative psychological therapies, for example.

Credit use of relevant evidence when linked to discussion of practical application.

Maximum 7 marks if only refer to one approach with relevant practical application.

Mark bands

10 - 12 marks Very good answers

The answer is clearly focused on the question and shows sound knowledge and understanding of practical applications in psychology. There is reference to two approaches (with a good balance between the 2) which are clearly linked to appropriate practical applications.

Discussion is full and includes thoughtful analysis. Most points are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7 -9 marks Good answers

Answer shows knowledge and understanding of practical applications in psychology. At the top of the band there is reference to two approaches each linked to at least one practical application, though these are perhaps not linked so clearly to the discussion as for the top band. Discussion is evident and the answer is mostly focused on the question although there may be some irrelevance and /or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of at least one practical application which is linked to an approach in psychology. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive and/or not focus so clearly on practical applications. There may be considerable irrelevance and /or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and /or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and /or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Section B Debates in Psychology

08	How does the study above demonstrate the interaction of nature and nurture?	[2 marks]
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[AO2 = 2 marks]

Two marks for a detailed application which shows knowledge of the role of nature and nurture in this study and explains how they interact.

The kittens were born with normal vision/potential to perceive vertical and horizontal objects (nature) but because of the environment they were raised in (nurture) their perception is limited (interaction).

1 mark for reference to only either nature or nurture in the context of the study.

09	Briefly explain why a study such as this would have benefitted from the use of a control group. Suggest a suitable control group for this type of study.	[2 marks]
-----------	--	------------------

[AO3 = 2 marks]

1 mark for brief explanation of the benefit:

- Basis for comparison
- Establish cause and effect
- Minimise extraneous variables

1 mark for a suitable control group: a similar group of kittens allowed to develop in a normal environment or similar environment but with both horizontal and vertical lines.

10	Briefly outline what is meant by 'holism' in in the context of this debate.	[1 mark]
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[AO1=1 marks]

Award 1 mark for an appropriate outline of holism.

For example: Holism is the focus on the whole living organism rather than being concerned with the component parts.

11 Briefly discuss **at least one** strength of holistic explanations of human behaviour.

[3 marks]

[AO2=3 marks]

Answer might be in the form of a detailed discussion of one strength or several strengths presented in less detail.

1 mark for an appropriate strength briefly stated

2nd mark for expansion/discussion of strength or further strength

3rd mark for further expansion of one strength or 2 or more strengths in less detail

Strengths include:

Holism provides a more complete picture of behaviour and experience than reductionist approaches; because holistic explanations do not ignore the complexity of human behaviour they can be more meaningful; an holistic approach has led to therapies (e.g. humanistic) which have proved successful; holism can integrate different components e.g. memory and consciousness etc. Reference might be made to an interactionist approach and levels of explanation - whereby to understand a person fully both reductionist and holistic explanations are adopted.

The discussion might include a counterargument, i.e. why it might not be a strength.

12 Outline features of the scientific approach. Discuss **at least one** strength and **at least one** limitation of the scientific approach in psychology.

[12 marks]

[AO1 = 4 marks; AO2 = 6 marks, AO3 = 2 marks]

AO1

Up to four marks for relevant knowledge and understanding of the main features of the scientific approach. These would include:

theory construction; hypothesis testing; general laws; empirical methods of testing; objectivity; replicability; definable subject matter; paradigm etc.

AO2/AO3

Up to 8 marks for discussion of at least one strength and at least one limitation of the scientific approach in psychology.

Strengths include: an understanding of causality; objective and empirical support for a theory; enables progress of understanding within the discipline; adds to creditability/scientific status/funding; practical applications to behaviour; prediction and control of behaviour; replication; objectivity etc.

Limitations may address the difficulty of applying a scientific approach to the study of humans and problems such as: the control of variables; demand characteristics; ethical issues including dehumanization; constraints and mechanistic view of humans; artificiality of some experimental environments; Lack of ecological validity; reductionism*; determinism*; it is difficult to investigate unobservable subject matter and subjective private experience etc.

*NB May also argue for these as strengths.

Mark bands**10 - 12 marks Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of the scientific approach. At least one strength and one limitation of the scientific approach are discussed. Discussion is full and includes thoughtful analysis. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of the scientific approach. There is evidence of discussion and the answer is mostly focused on the question although there may be some irrelevance and / or misunderstanding. May only present strength(s) or limitation(s).

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of the scientific approach. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and /or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and /or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and /or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Section C Methods in Psychology

13	What could you conclude about the levels of physical activity from the data in Table 2? Justify your answer.	[2 marks]
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[AO3 = 2 marks]

Award one mark for a sensible, global conclusion and a 2nd mark for some justification.
The conclusion is that physical activity levels decline with increased duration of outdoor play (1) because there were 142 recordings of 'running' at the beginning of play and only 35 recordings by the final 5 minutes of play. (1)
Alternatively, answers might focus on the increase in 'sitting' behaviour as the break progresses.

14	Identify one variable that might be a confounding variable in this study. Justify your answer.	[2 marks]
-----------	---	------------------

[AO3 = 2 marks]

Award 1 mark for identification of appropriate variable. Answers might include: weather; children hungry/tired/poorly; demand characteristics etc.
Award 1 mark for the justification e.g. reference to change over the 15 minute observation.
Accept other valid answers.

15	Explain what a correlation of +0.95 suggests about the reliability of the observations in this study.	[2 marks]
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[AO3 = 2 marks]

Award 1 mark for the notion that .95 is a strong positive correlation and 2nd mark for expansion. Eg this means the data recording is very reliable / both observers are recording behaviour categories in the same way (or similar).

16 Discuss **one** strength of a naturalistic observation. Refer to this study in your answer.

[3 marks]

[AO3 = 3 marks]

Award 1 mark for the identification of an appropriate strength of a naturalistic observation.

Award 1 mark for application to the study.

Award 1 mark for discussion of why **this is or is not** a strength.

Max 2 marks if not related to study.

For example:

One strength of a naturalistic observation is that it has ecological validity (takes place in a real-life setting). This is a strength because children are behaving in their normal manner in the pre-school playground. However, this is provided that the observers remain unobtrusive, as behaviour may not be realistic if the children are aware they are being watched.

17 Write a suitable hypothesis for the second part of the study.

[2 marks]

[AO3 = 2 marks]

Award 2 marks if the hypothesis is a testable statement about difference or association, with operationalised IV and DV. No marks for a correlational hypothesis.

If either IV or DV is not operationalised 1 mark (for DV accept reference to both 'active' and 'passive'; physical activity **levels**).

Accept directional, non-directional OR null hypothesis.

For example: Significantly more boys than girls will engage in 'active' physical activities (running and walking) than 'passive' physical activities (standing and sitting).

18 A Chi-square test was used to analyse the data in **Table 3**. The calculated value of Chi-square was 7.03. Using **Table 4** below, interpret the results of the study. Justify your answer.

[3 marks]

[AO3 = 3 marks]

Award 1 mark for stating this is a significant result, n.b. this is significant at $p < 0.05$ and $p < 0.01$

Award 1 mark for justification, for comparing calculated value of 7.03 to the table [critical] value of 3.84 or 6.64.

Award 1 mark for stating the H1 would be supported and/or the H0 rejected.

19	Explain how the results from this study could be analysed. Give reasons for your answer.	[6 marks]
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[AO3 = 6 marks]

- Descriptive statistics should refer to both a suitable measure of central tendency and/or suitable measure of dispersion. This data would illustrate the strength and direction of the results between the two conditions: C1 = 1 x 15 minute break and C2 = 3 x 5 minute breaks. Accept levels of measurement as justification or other valid points.
- Significance level of $P \leq 0.05$ or $P \leq 0.01$ should be stated with reason(s). For example, $P < .05$ as this is the conventional level and there is no reason to set a more stringent level, $P < .01$ as one can then be more certain that the results are not due to chance; Accept appropriate reference to type 1 error and or type 2 error.
- Would use 1-tailed test as a directional hypothesis has been set.
- Appropriate statistical test (eg Related t-test/Wilcoxon) and reasons. Answers may refer to parametric criteria. Justification: Related t-test as the design is repeated measures, the study is looking for a difference and the data collected (number of steps taken) is interval. Or, Wilcoxon as the design is repeated measures, the study is looking for a difference and the data collected (number of steps taken) should be treated as ordinal (as steps are not a recognised units of measurement) etc.

1-2 marks	At least 1 point addressed accurately and with some justification/explanation or 2/3 points with minimal/no justification/explanation
3-4 marks	Award 3 marks if 2 points are fully justified; award 4 marks for at least 3 points addressed with some justification/explanation.
5-6 marks	All 4 points addressed and mostly justified/explained for 5 marks. For 6 marks the answer should include all 4 points with justification/explanation and little misunderstanding.

PSYB4 JUNE 2015**Assessment Objective Grid**

Question	AO1	AO2	AO3	Total
1	1	3	0	
2			2	
3			2	
4	4	8		
Total	5	11	4	20
5	1	3		
6			4	
7	4	8		
Total	5	11	4	20
8		2		
9			2	
10	1			
11		3		
12	4	6	2	
Total	5	11	4	20
13			2	
14			2	
15			2	
16			3	
17			2	
18			3	
19			6	
Total			20	20
Total	10	22	28	60



General Certificate of Education
Advanced Level Examination
June 2014

Psychology (Specification B)

PSYB4

Unit 4 Approaches, Debates and Methods in Psychology

Wednesday 11 June 2014 9.00 am to 11.00 am

For this paper you must have:

- an AQA 16-page answer book.

Time allowed

- 2 hours

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **paper reference** is PSYB4.
- Choose **one** option from **Section A**, either **Option A** or **Option B**. Answer **all** questions on the option you choose.
- **All** questions in **Section B** and **Section C** are compulsory.
- 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 60.
- The 12-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Approaches in Psychology

There are two options in this section: Option A and Option B.

Choose **one** of these options. Answer **all** questions on the option you choose.

Each option carries 20 marks.

Option A

0	1
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Sophie has made new friends at her 6th Form College. She has recently passed her driving test and has the use of her parents' car. Her parents are concerned because Sophie stays out until after midnight during the week, even though she has promised to be home by 11 pm.

Explain how Sophie's parents could use **two** different types of reinforcement to encourage Sophie to be home by 11 pm.

[4 marks]

0	2
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Explain **one** similarity between the behaviourist approach and social learning theory.

[2 marks]

0	3
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Behaviourists often use animals in their research. Briefly discuss **one** strength of using animals in research and then applying the findings to human behaviour.

[2 marks]

0	4
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Outline Freud's psychodynamic theory and **one** post-Freudian theory. Compare these two theories.

[12 marks]

Option B

0	5
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Ben's parents expect him to become a doctor, like his father and grandfather. He has applied to study medicine at university, but he really wants to be an actor. Ben feels that he cannot speak to his parents about becoming an actor because he thinks that they will be disappointed in him, and will not support him financially. Ben is now beginning to feel sad and miserable.

With reference to **two** features of the humanistic approach, explain how Ben's situation could affect his personal growth.

[4 marks]

0	6
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To explain internal cognitive processes such as memory, cognitive psychologists often use an information processing model based on the computer analogy.

Briefly explain why computer analogies are used to help us understand human cognitive processes.

[2 marks]

0	7
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Cognitive psychologists often use the experimental method in their investigations. Briefly discuss **one** strength of using experiments to investigate cognitive processes in humans.

[2 marks]

0	8
---	---

Discuss the biological approach in psychology. Refer to **at least one other** approach in your answer.

[12 marks]

Turn over for Section B

Turn over ►

Section B Debates in Psychology

Answer **all** questions in this section.

This section carries 20 marks.

- | | | |
|-------|--|------------|
| 0 9 | Briefly explain what is meant by a 'paradigm' in science. | [1 mark] |
| | | |
| 1 0 | Explain one role of hypothesis testing in psychology. | [2 marks] |
| | | |
| 1 1 | Explain the role of peer review in validating research. | [3 marks] |
| | | |
| 1 2 | The approaches in psychology take different positions on the free will and determinism debate.

Briefly explain why behaviourism is considered to be a deterministic approach. | [2 marks] |
| | | |
| 1 3 | Discuss idiographic and nomothetic approaches in psychology. In your answer, refer to at least one topic area that you have studied in psychology. | [12 marks] |

Section C Methods in Psychology

Answer **all** questions in this section.

This section carries 20 marks.

Researchers were interested in children's use of social networking sites, such as 'Facebook' and 'Twitter'. They asked children to write an essay about their use of social networking. In their essays, the children were asked to consider how often they used social networking sites, who they communicated with and the main topics discussed.

There were 80 participants in the study: twenty children aged 13–14 years from each of four different schools in the Birmingham area. There were equal numbers of boys and girls.

Before the study began, the researchers devised a set of categories to be used to analyse the children's essays. These included the following categories: number of social networking friends; daily use of sites; topics discussed.

- | | | | |
|---|---|---|-----------|
| 1 | 4 | The researchers used random sampling to obtain equal numbers of boys and girls aged 13–14 years from the four schools. Outline how random sampling could have been carried out in this study. | [2 marks] |
| | | | |
| 1 | 5 | Briefly explain how far the results from this study can be generalised. | [2 marks] |
| | | | |
| 1 | 6 | Briefly explain why this study is an example of content analysis. | [2 marks] |
| | | | |
| 1 | 7 | Briefly explain one strength of content analysis. | [1 mark] |
| | | | |
| 1 | 8 | Outline how the reliability of the analysis of the children's essays could be checked. | [3 marks] |

Section C continues on the next page

Turn over ►

The researchers found a link between gender and daily use of social networking sites. This is shown in the table below.

Table 1 The number of boys and girls who say they do or do not use social networking sites daily

	Boys	Girls
Social networking sites used daily	11	34
Social networking sites not used daily	29	6

1 | 9

Identify an appropriate statistical test that the researchers could have used to analyse the data in Table 1. Justify your answer.

[3 marks]

2 | 0

The results of the statistical test were significant at the 5% level. Explain what this means in relation to this study.

[2 marks]

2 | 1

The researchers were interested in finding out detailed information about the children's experiences of bullying and social networking. They decided to carry out individual interviews with eight volunteers from the original sample. The issue of consent was dealt with before the interviews took place.

Explain how the researchers could carry out the interviews. Justify your decisions. In your answer, you should include details of the following:

- the type of interview
- a sample question
- details of the procedure to be followed
- ethical considerations, other than consent.

[5 marks]

END OF QUESTIONS

There are no questions printed on this page

There are no questions printed on this page

A-LEVEL PSYCHOLOGY B

PSYB4: Approaches, Debates and Methods in Psychology
Mark scheme

2185
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

Section A Approaches**OPTION A****Question 01**

Sophie has made new friends at her 6th Form College. She has recently passed her driving test and has the use of her parents' car. Her parents are concerned because Sophie stays out until after midnight during the week, even though she has promised to be home by 11 pm.

Explain how Sophie's parents could use two different types of reinforcement to encourage Sophie to be home by 11pm. [4 marks]

AO1 = 2 marks, AO2 = 2 marks

Credit for application of knowledge of positive and negative reinforcement, although some candidates might refer to partial reinforcement schedules/vicarious/primary/secondary reinforcement etc.

Note that one mark can be given for each of two identifiable types of reinforcement outlined (not simply named).

For example: Positive Reinforcement:

Sophie's parents could use positive reinforcement by rewarding Sophie each time she arrives home on time (1).

Second mark could be for either a concrete example of a reinforcer eg extra money or clothes or for elaboration of operant conditioning principles eg stamping in of appropriate behaviour (1).

For example: Negative Reinforcement:

Sophie's parents could use negative reinforcement by warning Sophie of consequences if she arrives home late (1).

Second mark could be for either a concrete example of a negative reinforcer eg she will be 'grounded'/lose the use of the car, or for elaboration of operant conditioning principles eg Sophie should comply with the expected behaviour to avoid the unpleasant consequence (1).

Do not accept answers that merely describe punishment rather than negative reinforcement.

Question 02

Explain one similarity between the behaviourist approach and social learning theory. [2 marks]

AO2 = 2 marks

One mark for brief explanation of a similarity between the behaviourist approach and social learning theory, a second mark for expansion of the similarity.

Similarities include: reinforcement, learning, S-R approach, use of experiments, position re: nature v nurture, the role of experience etc.

Expect a clearly identified similarity for 1 mark.

If examples are used and you are left to infer the similarity – maximum 1 mark.

For example:

One similarity is that both social learning theory and behaviourists use carefully controlled scientific experiments that generate laws that apply to all/social learning theorists use laboratory experiments to investigate observational learning and imitation and the behaviourists conduct laboratory experiments to investigate learning.

Question 03

Behaviourists often use animals in their research. Briefly discuss one strength of using animals in research and then applying the findings to human behaviour. [2 marks]

AO3 = 2 marks

One mark for a relevant strength of the use of animals and a second mark for elaboration/counterarguments.

For example:

Strengths of using animals in research include: controlled research on animals is easier to conduct (smaller, shorter gestation period); some argue animal research is ethically more acceptable.

Answers may also refer to evolutionary similarities between humans etc.

Any animal research can be credited.

Question 04

Outline Freud's psychodynamic theory and one post-Freudian theory. Compare these two theories. [12 marks]

AO1 = 4 marks

Up to four marks for relevant knowledge and understanding of Freud's psychodynamic approach and one post-Freudian theory (probably Erikson, although alternatives are acceptable). Award 2 x AO1 marks for each theory. Knowledge will most likely focus on the key assumptions/features of the approaches:

Freud: Tripartite structure of personality, theory of psychosexual development, levels of consciousness, libido, life and death instincts, anxiety, defence mechanisms etc.

Erikson: Psychosocial development, emphasis on the ego, psychosocial theory etc.

Klein: Object relations theory, developmental positions etc.

Jung: Individuation, ego, persona, self, collective unconscious, shadow, archetypes, symbolism etc.

Credit description of relevant evidence up to one mark.

AO2 = 8 marks

Up to 8 marks for identification of points of similarity/difference and for analysis of the comparative points identified between Freud's theory and one post-Freudian theory.

Discussion may focus on one similarity and one difference in detail or a broader discussion of a number of comparisons.

Discussion and analysis should be focused on the comparisons identified.

Award up to 2 marks for general evaluation.

Credit use of relevant evidence.

Comparison points might include:

Differences –

Erikson defined stages in psychosocial terms unlike Freud's theory of psychosexual development; Erikson had 8 stages, 4 of which focused on the years after puberty unlike Freud who had 5 stages that ended at puberty.

Erikson focussed on lifespan whereas Freud focussed on childhood.

Erikson's theory presents a positive and optimistic view of humans whilst Freud had a negative view of human conflict.

Methods: Erikson – psycho-histories/cross-cultural research whilst Freud conducted case studies.

Erikson focussed on the ego whilst Freud's emphasis was on the id.

Similarities –

Both Erikson and Freud had stage theories and both agreed on the levels of consciousness and 3 parts of personality.

Also common to both Erikson and Freud was a conflict to be resolved at each stage of development and both had a belief in strong instinctual forces and defence mechanisms.

Mark bands**10-12 marks Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of Freud's psychodynamic approach and one post-Freudian theory. Comparison is full and includes thoughtful analysis. Most comparative comments are well developed. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7-9 marks Good answers

Answer shows knowledge and understanding of Freud's psychodynamic approach and one post-Freudian theory. Comparison is evident and the answer is mostly focused on the question although there may be some irrelevance and/or misunderstanding.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4-6 marks Average to weak answers

Answer shows some knowledge and understanding of Freud's psychodynamic approach and one post-Freudian theory. There must be some attempt at comparison/evaluation for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and/or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The student expresses basic ideas clearly but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1-3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Section A Approaches

OPTION B

Question 05

Ben's parents expect him to become a doctor, like his father and grandfather. He has applied to study medicine at university, but he really wants to be an actor. Ben feels that he cannot speak to his parents about becoming an actor because he thinks that they will be disappointed in him, and will not support him financially. Ben is now beginning to feel sad and miserable.

With reference to two features of the humanistic approach, explain how Ben's situation could affect his personal growth. [4 marks]

AO1 = 2 marks, AO2 = 2 marks

Two marks each for (recognisable) features of the humanistic approach linked to Ben's situation. Knowledge of relevant concept 1 mark, application to Ben 1 mark. Answers are likely to focus on:
Self Actualisation: the need for personal growth and the innate drive towards self-actualisation is present throughout life but as Ben feels restrained by his parents he cannot fulfil his aspirations to become an actor and may never self-actualise.

Incongruence: Ben's ideal self (his desire to be an actor) and actual experience (he feels compelled to become a doctor to please his parents) are incongruent, which is likely to result in him feeling unsatisfied and unfulfilled.

Conditional Positive Regard: Because Ben is only praised and approved for behaving in ways that his parents think are correct (ie he is given conditional positive regard) he doesn't feel loved/admired for the person he is. As Ben is not given unconditional positive regard (UPR) he does not feel free to try new things and this will mean he is less likely to thrive.

Other concepts apply eg self-worth, fully functioning person, hierarchy of needs, client-centred therapy (CCT), conditions of worth etc.

Question 06

To explain internal cognitive processes, such as memory, cognitive psychologists often use an information processing model based on the computer analogy.

Briefly explain why computer analogies are used to help us understand human cognitive processes. [2 marks]

AO2 = 2 marks

One mark for a brief, relevant point and a second mark for elaboration or example of a similarity between a computer and cognitive processes in humans.

For example:

The computer analogy is helpful because computers and humans process information in similar ways - both humans and computers use coding, have a CPU for manipulating information, and have storage capacity etc.

Answers may make general points about analogies, eg analogies are used to explain something complicated in a simpler way; analogies are useful if the two things being compared are similar in significant ways. Such points should be given credit but for 2 marks answer must refer to computer analogy/human cognitive processing.

Question 07

Cognitive psychologists often use the experimental method in their investigations. Briefly discuss one strength of using experiments to investigate cognitive processes in humans. [2 marks]

AO3 = 2 marks

One mark for a relevant strength of the experimental method and a second mark for elaboration linked to cognitive processes. Credit counterargument.

Likely strengths include: Cause and effect; role of inference; control; replication; general laws etc.

For example:

Experiments allow cause and effect to be established. In cognitive processes like memory psychologists can use experiments and make inferences about properties of memory eg capacity.

Question 08

Discuss the biological approach in psychology. Refer to at least one other approach in your answer. [12 marks]

AO1 = 4 marks

Up to four marks for relevant knowledge and understanding of the biological approach in psychology. This will most likely focus on the key assumptions of the approach: role of genes, neurological processes (brain), hormones, nervous system, and neurochemistry etc. Credit reference to methodology and use of appropriate terminology eg reductionist, determinist etc.

Credit examples of topics in psychology where the biological approach has been valuable.

Credit description of relevant evidence up to one mark.

AO2 = 8 marks

Up to eight marks for analysis, comparisons with other approaches, evaluation of the approach including its contributions and application of knowledge.

Discussion may focus on comparison with one other approach though candidates may broaden their discussion to include more than one approach. All approaches are acceptable, but the most likely approach will be behaviourism. Credit references to debates eg nature-nurture, to reductionist explanations and to the implications of a scientific approach to investigating behaviour. Credit use of relevant evidence if used to discuss the biological approach.

Maximum 8 marks if there is no reference to another approach.

Mark bands**10-12 marks Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of the biological approach. Discussion is full and includes thoughtful analysis and use of at least one other approach in psychology. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7-9 marks Good answers

Answer shows knowledge and understanding of the biological approach. Discussion is evident and the answer is mostly focused on the question although there may be some irrelevance and/or misunderstanding. At the top of the band references to at least one other approach are apparent although these are perhaps not linked so clearly to the discussion as for the top band.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4-6 marks Average to weak answers

Answer shows some knowledge and understanding of the biological approach. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and/or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The student expresses basic ideas clearly but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1-3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Section B Debates**Question 09**

Briefly explain what is meant by a ‘paradigm’ in science. [1 mark]

AO3 = 1 marks

One mark for an explanation of the term ‘paradigm’, eg a paradigm is a unifying and agreed-upon subject matter and/or method within any scientific field. Appropriate alternative answers should be credited.

Question 10

Explain one role of hypothesis testing in psychology. [2 marks]

AO3 = 2 marks

Two marks to be awarded for the role of hypothesis testing. Identification of the role for 1 mark, 2nd mark for expansion.

Likely role is:

The role of the hypothesis is to test a theory. If the predictions are not confirmed when tested (ie the hypothesis is not supported), then the theory is not supported. [If the predictions are confirmed then the theory is supported]. Accept other valid roles of hypothesis testing.

Question 11

Explain the role of peer review in validating research. [3 marks]

AO3 = 3 marks

Credit any 3 valid points although reference to the role of peer review is necessary for full marks. Can award 3 marks for 1 point fully elaborated. The role of peer review is:

- To validate the quality and relevance of research. Peer review involves specialists in the relevant field (objective and unknown to the author/researcher) whose role is to read and assess the quality of work, in particular ensuring that the formulation of hypotheses, the methodology chosen and statistical tests used for analysing the data are appropriate and that the conclusions drawn are correct.
- Reviewers may suggest minor revisions of the work and thereby improve the report or they may conclude that it is inappropriate for publication.
- Independent peer evaluation also takes place to decide whether or not to award funding for a proposed research project.

Question 12

The approaches in psychology take different positions on the free will and determinism debate.

Briefly explain why behaviourism is considered to be a deterministic approach. [2 marks]

AO2 = 2 marks

One mark for a brief explanation of why behaviourism is considered to be deterministic and a second mark for expansion or further point. Students may refer to specific behaviourists (eg Pavlov/Skinner) or give a more general answer. Expect reference to some of the following concepts:

- Environmental or external determinism.
- All behaviour is caused by the external environment through association, past experience and conditioning
- According to Skinner, behaviour is a product of prior reinforcements (positive and negative) and punishment
- Radical behaviourists believe free will is an illusion

Question 13

Discuss idiographic and nomothetic approaches in psychology. In your answer, refer to at least one topic area that you have studied in psychology. [12 marks]

AO1 = 4 marks

Up to four marks for relevant knowledge and understanding of idiographic and nomothetic approaches in psychology. The idiographic approach involves the assumption that each human is unique, whereas the nomothetic approach involves studying large samples to create general laws that can apply to all. The nomothetic approach uses scientific methods such as experiments and is a quantitative approach, whereas the idiographic approach is qualitative and makes use of non-experimental methods such as case studies and autobiographies.

Credit knowledge of idiographic and nomothetic approaches as applied to topics.

Credit description of relevant evidence up to one mark.

AO2 = 8 marks

Up to eight marks for analysis and discussion of the idiographic and nomothetic approaches. Discussion will probably include strengths and limitations of both idiographic and nomothetic approaches. Discussion of the topic(s) in relation to the idiographic and nomothetic approaches should gain AO2. Topics could include gender, memory, child development, phobias etc. Credit references to psychological approaches and debates where used in the context of the question. Comparison of nomothetic and idiographic approaches will probably feature as part of the discussion and should be credited. Students may refer to the value of combining both approaches. Credit use of relevant evidence.

Maximum 8 marks if there is no reference to a topic.

Mark bands

10-12 marks **Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of idiographic and nomothetic approaches. Discussion is full and includes thoughtful analysis. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7-9 marks **Good answers**

Answer shows knowledge and understanding of idiographic and nomothetic approaches. Discussion is evident and the answer is mostly focused on the question although there may be some irrelevance and/or misunderstanding. At the top of the band, reference to at least one topic is apparent although this is perhaps not linked so clearly to the discussion as for the top band.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4-6 marks **Average to weak answers**

Answer shows some knowledge and understanding of idiographic and nomothetic approaches. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and/or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The student expresses basic ideas clearly but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1-3 marks **Poor answers**

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks **No relevant content**

Section C Research Methods

Question 14

The researchers used random sampling to obtain equal numbers of boys and girls aged 13-14 years from the four schools. Outline how random sampling could have been carried out in this study. [2 marks]

AO3 = 2 marks

One mark for reference to selection by male/female **or** separate schools with reference to randomness

Two marks for reference to selection by male/female **and** separate schools with reference to randomness

For example:

For each school, all 13-14 year old girls would be given a number which would be entered onto a computer programme. Ten numbers would then be randomly generated for each of 4 schools to make a sample of 40 girls. This would be repeated for boys.

Credit answers that explain using other methods eg box, hat.

Question 15

Briefly explain how far the results from this study can be generalised. [2 marks]

AO3 = 2 marks

One mark for very brief answer eg only to 13/14 year olds **OR** only to Birmingham

Two marks for expansion eg not representative of other age groups **OR** people from other locations.

Can base answer on age/location/use of social networking sites/limited number of schools.

Question 16

Briefly explain why this study is an example of content analysis. [2 marks]

AO3 = 2 marks

One mark each for appropriate point **OR** can award maximum marks for one point elaborated.
Both marks should refer to this study

For example:

This study is an example of content analysis because a systematic analysis of the essays is carried out to identify/code features such as the frequency of use of social networking by boys and girls.

Question 17

Briefly explain one strength of content analysis. [1 mark]

AO3 = 1 mark

Answers might focus on the qualitative nature of content analysis – thematic (this gives more detailed information), OR categorising material to make it quantitative (as in this study) which is a strength as statistical analysis can be carried out.

Strengths also include: ability to analyse a wide range of materials without the necessity for direct contact with participants; fewer ethical/practical problems, validity etc.

Question 18

Outline how the reliability of the analysis of the children's essays could be checked. [3 marks]

AO3 = 3 marks

One mark for knowledge of inter-/intra-rater (observer) reliability (this may be named or implicit in the application)

Plus up to two marks for applying knowledge of how reliability of the category system could be assessed in this study.

If more than one way of checking reliability is presented, can credit two marks for one way and one mark for the other.

For example:

The consistency between the recordings of two researchers would be assessed by asking each researcher to categorise the essays independently into the pre-selected categories. The categories would then be compared and if similar then the analysis is reliable.

Question 19

Identify an appropriate statistical test that the researchers could have used to analyse the data in Table 1. Justify your answer [3 marks]

AO3 = 3 marks

One mark for identifying a test – Chi Square

Two marks for justification – any 2: nominal data, independent design, looking for differences/association.

N.B. If the test is wrongly named but the rationale is correct in relation to this study, 2 marks can be gained.

Question 20

The results of the statistical test were significant at the 5% level. Explain what this means in relation to this study. [2 marks]

AO3 = 2 marks

Award one mark for brief explanation

Second mark for elaboration

There must be a link to the study for full marks

For example:

Because the researchers have found significant results, this means there is only a 5% probability (or less) that any difference between girls and boys is due to chance/can accept the research hypothesis (can credit the following - reject the null hypothesis).

The answer might focus on explaining that the frequencies differ from what would have been expected by chance.

Candidates might refer to the possibility of a Type 1 error.

Question 21

Explain how the researchers could carry out the interviews. Justify your decisions. In your answer, you should include details of the following:

- the type of interview
- a sample question
- details of the procedure to be followed
- ethical considerations, other than consent. [5 marks]

AO3 = 5 marks

Candidates should:

- Refer to a particular type of interview (eg structured/unstructured/semi-structured/formal/informal) with appropriate justification.
- Include at least one sample question (linked to the study).
- Include any detail of the procedure. For example location, how the interview was conducted eg face to face, telephone, in private, individually, quiet room, etc.
- Include ethical considerations.

1-2 marks At least 1 point addressed with some expansion/detail

3 marks 2 points addressed fully with detail/justification
or
3 points addressed with some detail/justification

4 marks 4 points addressed, may lack full detail/justification

5 marks All 4 points addressed with detail/justification (ethics must include **at least two** from confidentiality, protection and debrief that includes the aim/purpose of the study)

Assessment Objectives

Question	AO1	AO2	AO3	Total
1	2	2	0	4
2	0	2	0	2
3	0	0	2	2
4	4	8	0	12
				20
5	2	2	0	4
6	0	2	0	2
7	0	0	2	2
8	4	8	0	12
				20
9	0	0	1	1
10	0	0	2	2
11	0	0	3	3
12	0	2	0	2
13	4	8	0	12
				20
14	0	0	2	2
15	0	0	2	2
16	0	0	2	2
17	0	0	1	1
18	0	0	3	3
19	0	0	3	3
20	0	0	2	2
21	0	0	5	5
Total	16	34	30	20

UMS conversion calculator www.aqa.org.uk/umsconversion



General Certificate of Education
Advanced Level Examination
June 2013

Psychology (Specification B) PSYB4

Unit 4 Approaches, Debates and Methods in Psychology

Monday 17 June 2013 9.00 am to 11.00 am

For this paper you must have:

- an AQA 16-page answer book.

Time allowed

- 2 hours

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 PSYB4.
- Choose **one** option from **Section A**, either **Option A** or **Option B**. Answer **all** questions on the option you choose.
- **All** questions in **Section B** and **Section C** are compulsory.
- 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 60.
- The 12-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Approaches in Psychology

There are two options in this section: Option A and Option B.

Choose **one** of these options. Answer **all** questions on the option you choose.

Each option carries 20 marks.

Option A

0	1
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A psychology student made the following observation to his teacher.

‘The behaviourist approach has been presented to us as helpful in understanding human behaviour. However, most of the data have been obtained from research using animals.’

Briefly discuss the value of behaviourism in helping us to understand human behaviour.
(5 marks)

0	2
---	---

A psychodynamic psychologist wished to investigate the function of dreams. He asked five friends to keep a ‘dream diary’ for a week by writing a descriptive account of their dreams as soon as they woke up in the morning. He interpreted the content of their dreams as an expression of their repressed wishes.

Referring to the study above, explain why psychodynamic psychologists have often been criticised for neglecting the rules of the scientific approach.
(3 marks)

0	3
---	---

Outline key features of the cognitive approach in psychology. Compare the cognitive approach with the psychodynamic approach.
(12 marks)

Option B

0	4
---	---

A researcher believed that there is a biological basis to aggression in males. She predicted that there would be a significant difference between the levels of the hormone testosterone in aggressive males and the levels of the hormone testosterone in non-aggressive males. In order to test her prediction, the researcher statistically analysed the levels of testosterone in saliva samples from 20 aggressive males and 20 non-aggressive males.

Outline **three** ways in which the study described above could be considered to be scientific. (3 marks)

0	5
---	---

Explain **one** way in which social learning theory overlaps with **one other** approach in psychology. (2 marks)

0	6
---	---

Mr Benson is a primary school teacher. He has noticed that some of the children in his class push to the front of the queue when it is time to leave the classroom.

Suggest how Mr Benson might use vicarious reinforcement to alter the behaviour of these children. Explain your answer with reference to social learning theory. (3 marks)

0	7
---	---

It has been claimed that the humanistic approach has little to offer psychology. Outline and evaluate the humanistic approach in psychology. Refer to **at least one other** approach in your answer. (12 marks)

Turn over for the next section

Turn over ►

Section B Debates in Psychology

Answer **all** questions in this section.

This section carries 20 marks.

0 8 Explain why generalisation is an important principle of the scientific approach. (1 mark)

0 9 Briefly outline **two** problems that might arise when making generalisations on the basis of psychological research findings. (4 marks)

1 0 With reference to a behaviour, explain the distinction between hard determinism and soft determinism. (3 marks)

1 1 'Nature and nurture interact; both are vital to understanding and explaining human behaviour.'

Referring to this statement, discuss the nature-nurture debate in psychology. (12 marks)

Section C Methods in Psychology

Answer **all** questions in this section.

This section carries 20 marks.

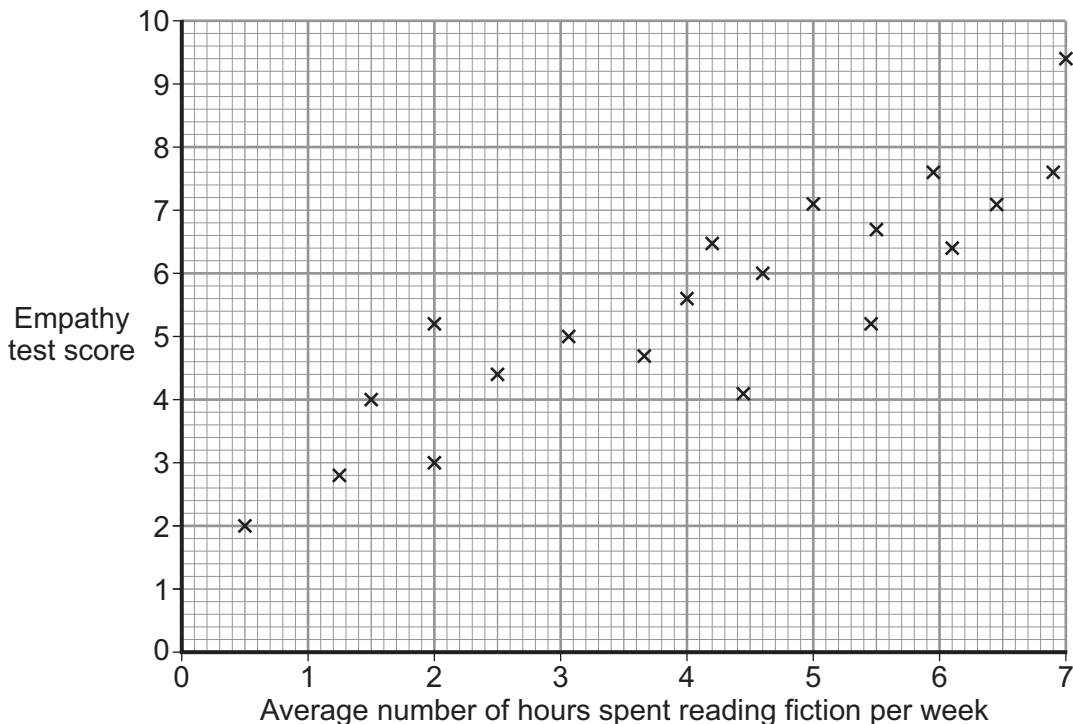
A student teacher was interested in the relationship between empathy (consideration and feelings for others) and the time spent reading fiction. She decided to investigate whether or not such a relationship was present in children.

The student teacher designed her own questionnaire to measure empathy in 8-year-old children. The higher the score achieved, the greater the empathy. Twenty children, all from one school, took part. Each child completed the questionnaire individually.

The student teacher designed another questionnaire to measure 'time spent reading fiction'. Each child was given this questionnaire to take home and complete with his or her parents over a four-week period. 'Time spent reading fiction' included the time spent by parents reading to the child as well as the time the child spent reading independently. Using the responses to this questionnaire, the student teacher calculated how much time per week, on average, each child spent reading fiction.

The data obtained are shown in **Figure 1** below.

Figure 1: Scattergram of children's scores on a test of empathy and the average number of hours spent reading fiction per week.



- 1 | 2** Outline the relationship between empathy and the average number of hours spent reading fiction per week shown in **Figure 1**. (1 mark)
- 1 | 3** Name an appropriate test to determine whether or not there is a significant relationship between the two variables in **Figure 1**. Justify your answer with reference to levels of measurement. (2 marks)
- The student teacher decided to use a two-tailed test.
- 1 | 4** Explain why she chose to use a two-tailed test. (1 mark)
- 1 | 5** Briefly explain **one** problem that might arise with the use of a two-tailed test. (1 mark)
- 1 | 6** Outline **one** way in which the student teacher could have assessed the validity of the empathy questionnaire. (2 marks)
- 1 | 7** Apart from the issue of validity, identify and briefly explain **one** methodological limitation of the study. (2 marks)
- 1 | 8** Explain why it was appropriate for the student teacher to use a correlation study rather than an experiment. (3 marks)

Turn over for the next question

Turn over ►

1	9
---	---

The student teacher noticed that some students on her course commented that they were better able to recall information if they could read the information rather than listen to it in lectures.

Design an experiment to test the following hypothesis:

‘People who are given written information will recall more than people who hear information in spoken form.’

In your answer, you should refer to the following and justify your design decisions:

- the variables to be considered
- the experimental design to be used
- the sample
- relevant materials
- an outline of the proposed procedure.

(8 marks)

END OF QUESTIONS

There are no questions printed on this page

There are no questions printed on this page



General Certificate of Education (A-level)
June 2013

Psychology B

PSYB4

(Specification 2185)

**Unit 4: Approaches, Debates and Methods 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.

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Section A Approaches in Psychology

Option A

Question 01

[AO1 = 2, AO2 = 3]

AO1 Up to two marks for knowledge of assumptions of the behaviourist approach, behaviourist research and concepts. Content might include: behaviour learned from experience/blank slate; classical and/or operant conditioning; unconditioned stimulus; unconditioned response; conditioned stimulus and response; pairing/association between the two stimuli; focus on stimulus-response associations; consequences of behaviour; reinforcement (positive and negative); punishment; repetition of response; scientific approach/experimental approach.

These may be embedded in the discussion.

AO2 Up to three marks to be awarded for discussion based on detail.
Has value because: success of behaviour therapy, including aversion therapy, systematic desensitization; behaviour modification; scientific approach to understanding human behaviour, etc.
Limited value because: human behaviour is more complex than animal behaviour; consciousness, reflective thought and/or emotions affect how humans think and behave; mechanically responding to a stimulus, effects of reinforcement and punishment on behaviour may be more characteristic of animals than humans; references to reductionism and determinism.
Credit use of relevant evidence/examples of behaviours/topic areas.

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

Question 02

[AO3 = 3]

AO3 Up to three marks for explaining how the psychodynamic approach as depicted in the stem neglects the rules of science. Students may offer a brief elaboration on two or more rules of science identified in the study as 'neglected' or may choose to elaborate on a single one. Likely answers: interpretation of content of dreams open to bias and subjectivity; no verifiable evidence; small sample; opportunity sample of friends and implications for generalizability; qualitative data collected and implications for statistical analysis; retrospective data/memory distortions – reports written on waking; dreams are private experience and covert; problem of replicability. Credit other possible answers if made relevant to the scenario, eg no reference to a testable hypothesis.

Markers should be aware that some of the above points may overlap and should look for a coherent answer for full marks.

Question 03

[AO1 = 4, AO2 = 8]

AO1 Up to four marks for knowledge and understanding of key features/assumptions of the cognitive approach. Likely content: thought, both conscious and unconscious can influence behaviour; thought mediates between stimulus and response; information processing approach; mind works similarly to a computer; use of models; mental processes can be scientifically studied; the human mind actively processes information.
Credit description of relevant evidence up to one mark.

AO2 Up to eight marks for comparing the cognitive approach with the psychodynamic approach.

Possible comparison points: cognitive – people as conscious logical thinkers vs psychodynamic – focus on unconscious thought (though conscious level is acknowledged); cognitive – stages of intellectual/cognitive development including moral development in early years through to teenage years vs psychodynamic – stages of personality development, also early years through to teenage years; cognitive – information processing approach and little focus on emotions vs psychodynamic – focus on emotional life and childhood experience; cognitive – damage to brain and mental processes as explanation of atypical behaviour vs psychodynamic – repression and unconscious conflict; cognitive – people as rational conscious thinkers vs psychodynamic – irrational; cognitive – explanations involve active processing and an element of free will/soft determinism vs psychodynamic – individual is passive and behaviour is determined. Accept comparisons based on therapies and research methods, application to all topic areas and to all the debates. Credit use of relevant evidence.

Mark bands

10 – 12 marks Very good answers

The answer is clearly focused on comparison of the approaches and shows sound knowledge and understanding of the cognitive approach. Comparison is full and includes thoughtful analysis. Most analytical comments are well developed and presented in the context of the comparison as a whole. The answer is well organised and mostly relevant, with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7 – 9 marks Good answers

Answer shows knowledge and understanding of the cognitive approach. Comparison is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 – 6 marks

Average to weak answers

Answer shows some knowledge and understanding of the cognitive approach. There must be comparison for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance and/or inaccuracy.

The student expresses basic ideas clearly but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 – 3 marks

Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks

No relevant content

Total AO1 marks for Question 1:6

Total AO2 marks for Question 1:11

Total AO3 marks for Question 1:3

Total marks for Question 1:20

Option B

Question 04

[AO3 = 3]

- AO3** One mark per outline of a way: each identified feature of the scientific approach explained in relation to the study.
Possible features from the study: measuring levels of hormones; use of saliva samples; sample of 40 participants; prediction based on theory; statistical testing. Accept other features that can be inferred eg replication.
Explanations might refer to: empirical method; factual, verifiable, objective measures; precision/measuring on interval/ratio scale; operational prediction/testable hypothesis derived from theory; theory amenable to scientific testing; possible to replicate the procedure; theory capable of refutation; sample size.

Markers should be aware that some of the above scientific principles may overlap.
1 mark for two or more features and/or scientific principles named but not explained.

Question 05

[AO1 = 2]

- AO1** Up to two marks for explaining one way in which social learning theory overlaps with one other approach.
One mark for identifying a way in which SLT is similar to another approach. Likely answers will refer to overlap with the behaviourist approach – learning of behaviour and role of reinforcement; overlap with cognitive approach – mental processes in learning. Accept any other possible answers such as overlap with the psychodynamic approach – role of identification in gender/moral development.
One mark for elaboration/further detail or explaining limits of the similarity and/or difference between the SLT and chosen approach.
Credit description of evidence or reference to topics as elaboration.

Question 06

[AO2 = 3]

- AO2** One mark for a suggestion. Answers must include a role model and the opportunity of seeing:
- positive consequences for the model(s) for performing the desired behaviour, eg allowing the children in the queue to exit first and/or praising them /giving them privileges/stars/edible rewards, in front of all the class, for their orderly conduct.
 - negative consequences for undesired behaviour eg show the class a video of children being punished for pushing to the front of the queue.

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

Question 07

[AO1 = 4, AO2 = 8]

AO1 Up to four marks for relevant knowledge of assumptions of the humanistic approach and concepts. Most likely assumptions and concepts will focus on: concern with individual's subjective view and experience of the world and conscious experience; focus on person-centred approach and uniqueness of the individual; holistic approach; the individual has free will; the individual striving for self-actualisation; scientific methods are inappropriate for the study of human minds; aim of psychology is to help people reach their full potential; concept of self; conditions of worth; unconditional positive regard; client-centred therapy; Q-sort/POI. Credit description of relevant evidence up to one mark.

AO2 Up to eight marks for analysis, comparisons with other approaches, evaluation of the approach including its contributions and application of knowledge. Discussion may focus on comparison with one other approach, though students may well broaden their discussion to include more than one. All approaches are acceptable though the behaviourist approach, with its focus on objectivity, determinism, reductionism and scientific and mechanistic approach, is likely. Students may be stimulated to respond to the claim that the approach has little to offer psychology as part of their discussion. Strengths may cover: promotes a positive image of human beings; optimistic view – person can grow and change throughout life; focus on subjective experience makes a valuable contribution to understanding the individual – more sensitive than scientific methods; persons in control of their lives – largely ignored by other approaches; contributes to psychological theories eg mood disorders; effective in some treatments eg counselling for stressful events – insight and control, milieu therapy. Limitations may include: opposition to scientific approach and implications; use of qualitative techniques; focus on individual, and problem of formulating general laws of behaviour/idiographic approach; vagueness of terms – implications for testing; lack of comprehensiveness; culture-bound values. Credit use of relevant evidence.

Maximum of 8 marks if there is no reference to another approach.

Mark bands

10 – 12 marks **Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of the humanistic approach. Discussion is full and includes thoughtful reference(s) to another approach(es) and analysis. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant, with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with consistently effective use of psychological terminology. Arguments are well structured, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7 – 9 marks

Good answers

Answer shows knowledge and understanding of the humanistic approach. Discussion is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding. At the top end of this band, reference(s) to at least one other approach are apparent, although these perhaps are not linked so clearly to the discussion as for the top band.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 – 6 marks

Average to weak answers

Answer shows some knowledge and understanding of the humanistic approach. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and/or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The student expresses basic ideas clearly but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 – 3 marks

Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks

No relevant content

Total AO1 marks for Question 2:6

Total AO2 marks for Question 2:11

Total AO3 marks for Question 2:3

Total marks for Question 2:20

Section B Debates in Psychology

Question 08

[AO3 = 1]

- AO3** One mark for explaining why generalisation is an important principle in science: for theories and findings from research to be of value it is important as science seeks to discover general laws of behaviour.
Accept: as science seeks to discover general laws of behaviour from which predictions can be made.

Question 9

[AO3 = 4]

- AO3** Up to two marks for outlining each problem. One mark for a brief point, 2nd mark for elaboration/explanation.
Possible content: problem of small sample not being representative; individual differences affecting generalisation; problem of sample generalisation including animals to humans; often difficult to represent the many different factors that characterise a population in the sample; problem of generalisability of findings from one culture to another/different cultures; general issue of subject matter being humans, thus varied and less predictable than subject matter in other sciences; generalisability across time; generalisability relating to task, context and location; relating findings from an experiment to life in the real world/beyond the immediate setting (ecological validity).
Credit use of evidence as elaboration.

Question 10

[AO2 = 3]

- AO2** One mark for the definitions of/distinction between hard determinism and soft determinism. Hard determinism is the view that all behaviour is caused by forces outside a person's control/behaviour caused by coercion whereas soft determinism is the view that behaviour is still caused but not by coercion/force/external events/environment but by their own wishes/conscious desires.
Up to two marks for applying the distinction to behaviour.
One mark for an appropriate application to behaviour but incomplete or basic distinction.
Two marks for a clear application which contrasts soft determinism with hard determinism.

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

Question 11

[AO1 = 4, AO2 = 8]

- AO1** Up to four marks for demonstrating knowledge and understanding relevant to the nature-nurture debate, including explanations of behaviour relating to both nature and nurture; knowledge and understanding of relevant terminology such as nativism, empiricism, interactionism, shared and non-shared environments, pre- and post-natal environments; active-passive environments; heritability co-efficient; methods of

research used in relation to the debate, the standing of different approaches is psychology in relation to the debate. Maximum of one mark for defining the debate. Credit description of relevant evidence up to one mark.

- AO2** Up to eight marks for discussion, analysis and application of the debate to behaviour. Behaviour will most likely emerge from topic areas such as schizophrenia and children's thinking, but accept other examples such as PKU and language. Discussion may include the difficulties of establishing the relative contributions of nature and nurture, the implications of the debate for the prediction and control of behaviour, theoretical and methodological complexities including twin studies and the need to take an interactionist approach. Credit references to approaches and to other debates in psychology. Credit use of relevant evidence.

Mark bands

10 – 12 marks Very good answers

The answer is clearly focused on the question and shows sound knowledge and understanding of the nature-nurture debate. Discussion is full and includes pertinent reference to interactionism and thoughtful analysis. Most commentary is well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant, with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with consistently effective use of psychological terminology. Arguments are well structured, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7 – 9 marks Good answers

Answer shows knowledge and understanding of the nature-nurture debate. Discussion is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding and tenuous commentary and reference to the interactionist approach. Answers at the bottom of the band may lack any reference to the interactionist approach.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 – 6 marks Average to weak answers

Answer shows some knowledge and understanding of the nature-nurture debate. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and/or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The student expresses basic ideas clearly but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional

intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 – 3 marks

Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks

No relevant content

Total AO1 marks for Question 3:4

Total AO2 marks for Question 3:11

Total AO3 marks for Question 3:5

Total marks for Question 3:20

Section C Methods in Psychology

Question 12

[AO3 = 1]

AO3 One mark for answers either:

- referring to the strength and the direction of the relationship – a positive correlation between the number of hours spent reading fiction and the empathy test score.

or:

- describing the relationship – the more hours spent reading fiction, the greater the empathy test score.

No credit for just stating type of correlation eg strong positive.

Question 13

[AO3 = 2]

AO3 One mark for naming a test: Spearman's rank order correlation/rho or Pearson's product moment correlation.

One mark for justification. For Spearman's rank order correlation accept: not all data is interval – data collected for empathy test score most likely treated at ordinal level of measurement due to self-report.

For Pearson accept: Pearson's product moment correlation is a robust test, even if not all data can be treated as truly interval.

Just stating ordinal/interval no credit. Accept ordinal or interval providing this is justified with reference to at least one variable.

Unlikely but allow for an informed argument made for treating both sets of data at interval level.

Question 14

[AO3 = 1]

AO3 One mark for a reason for choosing a two-tailed test: no direction of relationship predicted; no previous research findings in evidence.

Question 15

[AO3 = 1]

AO3 One mark for a problem with the use of a two-tailed test: it is more difficult to achieve significant results; the minimum 5% probability of chance is halved to cover each tail. Increase probability of Type 2 error.

Question 16

[AO3 = 2]

AO3 1 mark for a knowledge of a way (not just naming a type of validity) and 2nd mark for explaining how this would be implemented in this case. Most likely answers will address face validity or concurrent validity, but accept any other way such as construct validity, content validity, criterion validity and predictive validity.

For full marks, the answer must refer to either the empathy questionnaire or empathy test items. The 'way' need not be named or defined.

Question 17

[AO3 = 2]

AO3 One mark for the identifying a methodological limitation of the study.
Likely answers: size/composition of sample/one school only; for test of empathy – no evidence of testing reliability; parental involvement in 'time spent reading questionnaire'; self-report measures; correlation study.
One mark for a brief explanation.
Suggested explanations might cover: limits to generalisation; confidence in a test and its findings rests on it being deemed reliable; social desirability of parental responses and consequent bias; honesty of reporting/memory recall; cause and effect issues in correlation studies.
Accept any other plausible answers.

Question 18

[AO3=3]

AO3 Up to three marks for a discussion of reasons for correlation studies rather than experiments when investigating behaviour.
Likely answers: unethical/impossible to manipulate these variables (reading and empathy in children) to investigate cause and effect; impractical to sometimes do an experiment; may discover a link between two existing variables which might suggest future research ideas; interested in relationships **rather than** a causal explanation.
Accept comparison with the experimental approach.
For full marks, the answer must be coherent and applied to this study.
Maximum of two marks for general answers not applied to this study.

Question 19

[AO3 = 8]

AO3 Up to 8 marks for answers demonstrating an ability to design an experiment effectively. Answers should refer to:

- clearly identified independent and dependent variables and at least one extraneous variable identified and control suggested;
- the experimental design – independent groups, repeated measures or matched pairs;
- detail of sample;
- materials required for carrying out the research, eg task for assessing levels of recall, timing device if needed;
- sufficient procedural details to carry out a replication (might include standard instructions, ethics, etc.)

Note: standardised instructions and ethical issues are not required for full marks.

Mark bands

8 – 7 marks

Very good answers

All 5 points well addressed and some sound justification.

Answer shows sound knowledge and understanding and an ability to design an appropriate experiment. The proposal is coherent and feasible, and includes details of all the essential elements of the chosen design.

Information allows for clear understanding of the proposed design. There may be some minor omission(s) at the bottom of the band.

6 – 5 marks

Good answers

3 or 4 points well addressed and some justification.

The design shows knowledge and understanding and some ability to design an appropriate experiment. The proposal is feasible but may lack the clarity and coherence of the top band.

There may be some inaccuracies and omissions.

4 – 3 marks

Average to weak answers

At least 3 points are addressed and attempt at justification.

The answer shows some knowledge and understanding but detail of the proposal may lack clarity.

There are inaccuracies and omissions.

2 – 1 marks

Poor answers

1-2 points are addressed.

There must be some relevant material. The experimental method may not be obvious. There may be substantial confusion, inaccuracy and/or irrelevance.

0 marks

No relevant content

Assessment Objectives

Question	AO1	AO2	AO3	Total
1	2	3	0	5
2	0	0	3	3
3	4	8	0	12
4	0	0	3	3
5	2	0	0	2
6	0	3	0	3
7	4	8	0	12
8	0	0	1	1
9	0	0	4	4
10	0	3	0	3
11	4	8	0	12
12	0	0	1	1
13	0	0	2	2
14	0	0	1	1
15	0	0	1	1
16	0	0	2	2
17	0	0	2	2
18	0	0	3	3
19	0	0	8	8
Total	10	22	28	60

UMS conversion calculator www.aqa.org.uk/umsconversion