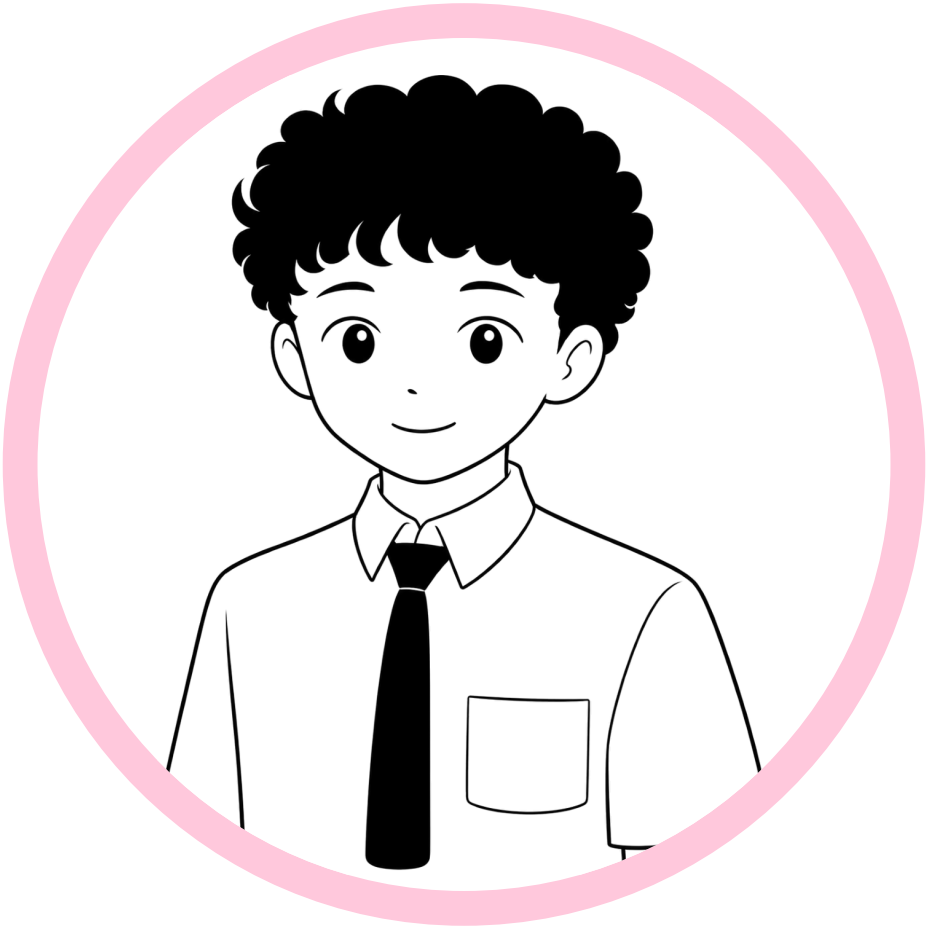
PEARSON EDEXCEL A-LEVEL PSYCHOLOGY · 9PS0

PSYCHOLOGY



MARK SCHEME

TOPIC 4: LEARNING THEORIES

SCORE	PERCENTAGE
/107	%

STEMUP

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Mark Scheme

Q1.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • The participants were 33 boys and 33 girls aged between 42 months and 71 months from the Stanford University Nursery school. • The children were randomly assigned to three different groups with 11 boys and 11 girls in each group. • A 5-minute film of a male role model being aggressive to the Bobo doll was shown to the children after which they watched the model be either rewarded, punished or given no consequences. • Two observers then observed the children's behaviour for 10 minutes in a different room playing with the Bobo doll. **AO3** • The participants were of an equal gender mix which prevents androcentric bias in findings, so they are more generalisable to children of both genders. • Randomisation means they were not matched for prior aggression levels so one group may have had higher aggression prior to exposure to the role model. • The standardised film clip showing the process of vicarious reinforcements give internal consistency in the exposure to the role model conditions, increasing the reliability of the findings. • A 10-minute observation may not reflect how vicarious reinforcement influences children's learned behaviour in the long-term, limiting the application of the findings about learned aggression. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q2.

Question Number	Answer	Mark
	AO2 (3 marks) One mark for each point describing an observation in the supermarket. For example: • A standardised list of behaviours that demonstrate the helping behaviours could be used (1). A participant observation would be used which involves the researcher asking for help to reach the top shelf (1). Helping and not helping behaviour in the supermarket could be recorded using a tally chart (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(3)**

Q3.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Classical conditioning (Pavlov, 1927) proposed that a neutral stimulus became associated with an unconditioned instinctive response. • Operant conditioning developed to account for human responses that were conditioned because of consequences. • Bandura extended operant conditioning to explain learning behaviour from observing others rather than direct reinforcement. • Bandura advanced social learning theory with social cognitive theory to account for individual autonomy and new sources of modelled behaviour. **AO3** • Pavlov (1927) gave a narrow explanation of human conditioning, although this remains valid for a limited range of behaviours, such as phobias, however it has been superseded over time by more comprehensive explanations of learning behaviour. • Operant conditioning principles remain in use for many reward systems, such as token economy programmes, but there has been limited direct development of this theory over time. • Bandura's research in the 1960s showed role models could increase aggression through modelling with recent studies such as Bastian et al. (2011) continuing this research with modern media. • Bandura (1999) continues to develop social cognitive theory reflecting further understanding of cognitive processes and how changes in society, such as social media, are changing the way behaviour is modelled and reproduced. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.**		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Q4.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Social learning involves an individual admiring a role model and copying their behaviour. • Social learning involves attention, which is the process of noticing and being interested in the behaviour. • If an individual is rewarded they are more likely to reproduce the learned behaviour and continue displaying it in future. • The learned behaviour may make the individual feel proud or good internally so serve as self-reinforcement. **AO2** • Holly may see her father as a role model and want to imitate his behaviour with the fork. • Holly will notice and be interested in how her father holds the fork and how he stabs the food. • Tom saying "well done" to Holly for using the fork correctly is a reward, which will encourage Holly to use her fork again. • Holly is smiling and laughing when stabbing the food with the fork correctly so this could show she is proud and so is self-reinforcement. **Look for other reasonable marking points.**	**(8)**

Level	**Mark**	**Descriptor**
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.**		
Level 0	0	No rewardable material
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q5.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO2 (4 marks) For example: Key question: Is the influence of role models and celebrities something that causes anorexia? **AO1** • Anorexia is diagnosed when BMI falls below 17.5 • Anorexia costs the NHS money to treat the disorder so trying to prevent anorexia would save money. • Ana Carolina Reston was a model who died from anorexia and could have learned this from her role models • Symptoms of anorexia could lead to sufferers not working and this affects society as a whole. **AO2** • Advertisers use classical conditioning to associate thinness/fashion with fame and popularity which encourages weight loss and reduced BMI. • Operant conditioning suggests if someone is complimented on initial weight loss they would continue losing weight and this makes them ill. • Celebrities and models are used to advertise products such as fashionable clothing so individuals will observe and imitate these role models. • The link between celebrities and anorexia is purely correlational and there are other factors involved in the disorder that may be why they cannot work. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.**		
Level 0	0	No rewardable material
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q6.

Question Number	Indicative content	Marks
	AO1 (4 marks), AO2 (4 marks),	**(8)**
	AO1 • Operant conditioning shows that when rewarded, behaviour is repeated and when punished/ignored, it stops, as Skinner (e.g. Schacter et al., 2011) showed. • Classical conditioning shows that an unconditioned stimulus leads to an unconditioned response, which is reflex behaviour. • Even when conditioned responses are extinguished and the association between the unconditioned stimulus and neutral stimulus is no longer present, there can be spontaneous recovery, as Pavlov (1929) showed. • When a stimulus is presented alongside the unconditioned stimulus, that stimulus can lead to the same response but is now a conditioned response. And the original/unconditioned stimulus is no longer needed. • Social learning theory holds that people learn through observation. There is imitation of role models (e.g. Bandura et al., 1961 and 1963). • There are stages of observational learning, including there being motivation to learn and attention to the behaviour that will be copied. • Vicarious reinforcement occurs when role models are seen to be gaining the reward desired by the young person. • Role models will be people like them in some way, people they admire and look up to, or of the same gender.	
	AO2 • Advertisers use classical conditioning to associate products with pleasurable feelings, e.g. thinness/fashion with fame and popularity, and operant conditioning may also have an effect as there are rewards in terms of peer approval for following fashion. Young people can be affected by such associations, as can other people. • Companies use operant conditioning to increase magazine sales by special offers, e.g. free lipstick (positive reinforcement). Young people are affected by what they see as a reward; it has to appeal to them.	

Question Number	Indicative content	Marks
cont.	• Celebrities are used to advertise products such as fashionable clothing. Social learning theory suggests that consumers will imitate these role models. Young people will imitate those they see as role models/someone like them/someone they want to be like. • If the models in the media are seen to be rewarded, the consumer will be vicariously reinforced to buy the product. This will apply to young people, such as when they see someone they see as like them or someone they want to be like. • Bandura (1963, 1965) provides strong evidence for the imitation of role models and for the effect of vicarious reinforcement. • Media programmes can present role models that young people might imitate, such as the X Factor showing 'ordinary' people getting rewards from being in the limelight. • Anderson and Dill (2000) show how boys are affected by video game playing and become aggressive towards others if playing violent games. • Becker et al. (2002) carried out a study in Fiji, looking at before and after TV to see if levels of anorexia grew, and they found a link between the introduction of TV and girls focusing more on diet. • Bastian et al. (2011) found that playing violent video games made people show less humanity. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.**		
Level 0	0	No rewardable material
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

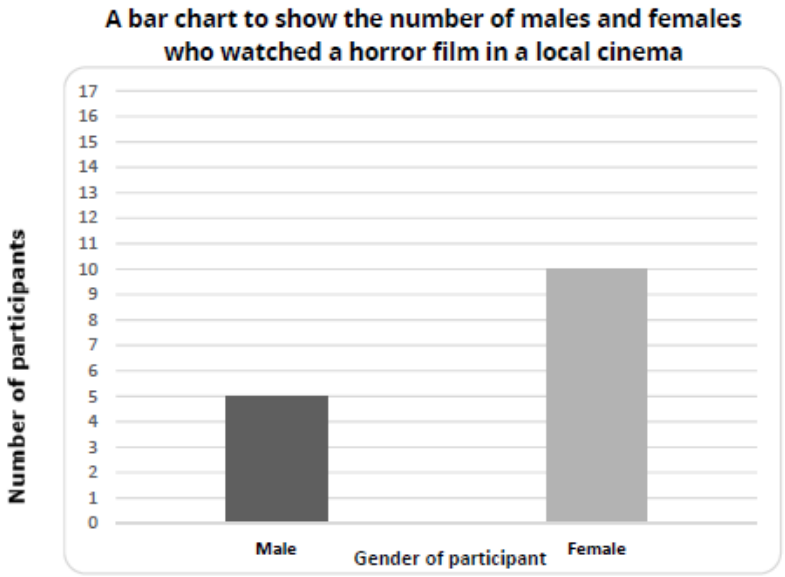
Q7.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Reductionism means looking at the smaller, isolated parts of human behaviour when studying and measuring it. • Holism looks at the whole person instead as it considers the influences of experience/culture/socialisation on human behaviour. • Watson and Rayner (1920) focussed on the pairing of a stimulus and response between a rat and Little Albert's emotional reaction. • Scientific research may reduce complex human actions into isolated specific variables when testing the learning of behaviour. **AO3** • Operant conditioning reduces learning to simplistic rewards and punishments in suggesting that a desired consequence can sufficiently explain learned behaviour. • Social learning theory suggests learning is more holistic and includes cognitive processes involved attention to role models that individuals identify with, so not all theories of learning are reductionist. • As Watson and Rayner (1920) only focussed on stimulus-response associations they ignored possible external factors for Little Albert's emotional reaction, some features of learning theory could be considered reductionist. • Learning theories may ignore the whole picture involved in learning behaviours because of their focus on the isolated components of behaviour as they are underpinned by empiricism and scientific testing, such as Skinner's (1948) study of pigeons. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.**		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Q8.

Question Number	Answer	Mark
(a)	**AO2 (1 mark)** **One** mark for identification of the observation type. For example: • Covert observation. **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
(b)	**AO2 (3 marks)** **One** mark for correct/appropriate title (see graph below for a suitable example) **One** mark for correct/appropriate labelling of axes (see graph below for a suitable example) **One** mark for correct plots of data points (see graph below for correct plotting)  **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
(c)	**AO2 (4 marks)** **One** mark for accurate completion of O-E column. **One** mark for accurate completion of $(O-E)^2$ column. **One** mark for accurate completion of $(O-E)^2/E$ column. **One** mark for correct answer **2.98** to two decimal places. **Look for other reasonable marking points.**	**(4)**

		Observed	Expected	O-E	$(O-E)^2$	$(O-E)^2/E$
Males	Comedy Films	12	9.5	**2.5**	**6.25**	**0.66**
	Horror Films	5	7.5	**-2.5**	**6.25**	**0.83**
Females	Comedy Films	7	9.5	**-2.5**	**6.25**	**0.66**
	Horror Films	10	7.5	**2.5**	**6.25**	**0.83**
					Chi-squared =	**2.98**

Question Number	Answer	Mark
(d)	**AO2 (1 mark)** **One** mark for accurate determination of a significant difference. For example: • There is no significant difference between male and female film choice because the calculated value (2.98) is less than the critical value (3.84) for a two-tailed test at p=0.05 (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
(e)	**AO2 (1 mark), AO3 (1 mark)** **One** mark for identification of a weakness in relation to the scenario (AO2) **One** mark for justification of the weakness (AO3) For example: • Collecting quantitative data about film choice at the cinema may lack validity in terms of why someone went to see that film (1). This is because Malik will not know the underlying reasons why the participants chose to see a horror or comedy film so cannot be sure it was their personal choice to pick the type of film (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Q9.

Question Number	Answer	Mark
(a)	**AO2 (3 marks)** Up to **three** marks for a description of the procedure for the learning theories practical investigation. For example: • In pairs we stood at the front of college, one person tallied the gender of the driver of each car that went past the college (1) and one person recorded the time taken to drive between two fixed points for each car (1). We took detailed notes about the environment, such as traffic or pedestrians that could affect the speed of the drivers (1). **Look for other reasonable marking points.** **Answers must relate to the practical investigation.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
(b)	**AO2 (2 marks), AO3 (2 marks)** **One** mark for each identification of an improvement in relation to the practical investigation (AO2). **One** mark for justification of each improvement (AO3). For example: • We could have completed a pilot study to check whether the vantage points we used would allow us to see the driver clearly (1), which would have ensured we were all recording the gender of the car drivers accurately and reliably (1). • We should have repeated the observation at different times of the day and on several different days of the week (1) to gather a more representative sample of the target population of road users (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(4)**

Q10.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Observations can be non-participant where the researcher is not involved in the group being observed. • When the researcher infiltrates the group to observe their behaviour it is a participant observation. • Structured observations are when a researcher observes individuals in an environment that has been manipulated. • A covert observation can be used to investigate behaviour without the participant knowing they are being watched. **AO3** • Non-particpant observations are useful as you would be able to concentrate on recording the behaviour being displayed. • Participant observations allow the researcher to gain a more valid insight into the reasons behind the behaviour being observed which are useful for practical application. • Structured observations are less useful as there is low validity in the human behaviour seen due to the artifically constructed in the setting. • Covert observations could be seen as unethical under the BPS code of ethics as participants cannot give prior informed consent but are useful for observing natural behaviour. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.**		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q11.

Question Number	Answer	Marks
(a)	**AO2 (2 marks)** One mark for a partially correct operationalised directional hypothesis and two marks for a fully correct operationalised directional hypothesis. For example: 'Females will stop more times than males to help a woman carry her baby's pushchair up the stairs' (2). For example: 'Females will stop more times than males to help' (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Marks
(b)	**AO2 (2 marks)** Two marks for any two of the following points about the study details justifying chi-squared: • Male versus female helping behaviour is being compared for any significant difference, therefore it needs a test of difference/association (between groups) (1). • The data gathered is nominal (males or females, help or not). Each person can only belong to one category (1). • The independent variable is gender (males and females), so the research design is 'independent measures/independent groups'/ 'between subjects design' (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Marks
(c)	**AO2 (1 mark), AO3 (2 marks)** One mark for identification of an improvement (1 AO3), one mark for how this would be carried out (1 AO2) and one mark for how it would improve reliability (1 AO3). For example: • The students could use inter-rater reliability, which would involve them using more than one observer to rate the behaviour (1). The scores from the raters could be compared to see if they showed a positive correlation/matched (1). This would ensure that the tallying of helpful behaviour was accurate/objective and consistent/reliable (1). OR • The students could ensure reliability through retest, which would mean that they carried out the same observation again at different times/stations (1). Then the results from the two observations could be compared to see if they matched/correlated (1). This would ensure the finding was not a one-off and would allow for a measure of consistency(1). **Look for other reasonable marking points.**	**(3)**

Q12.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Systematic desensitisation begins with a client and therapist undertaking a functional analysis, where the triggers of the phobia are discussed before any intervention takes place. • The therapist will teach the client relaxation techniques, such as breathing skills, muscle relaxation and calming the heart rate. • A client and therapist would construct a fear hierarchy that ranks the fear stimuli from least fearful to most fearful. • The therapist will gradually expose the client to each level of the hierarchy where the client will use the relaxation techniques when presented with the feared stimulus. **AO2** • Astrid would explain her fear of flying and the impact it has on her life choices, such as how it prevents her from travelling abroad. • Astrid would use the relaxation strategies when being exposed to her fear stimulus of flying during her therapy and can continue to use these on the flight to her friend's wedding. • The hierarchy may start with images of a plane, followed by video clips, getting on a plane that does not move, a simulator and then an actual flight. • Astrid would use breathing and relaxation when watching a video of a flight until she was calm and able to watch the video without a fear response being triggered, then move on to the next level. **Look for other reasonable marking points.**	**(8)**

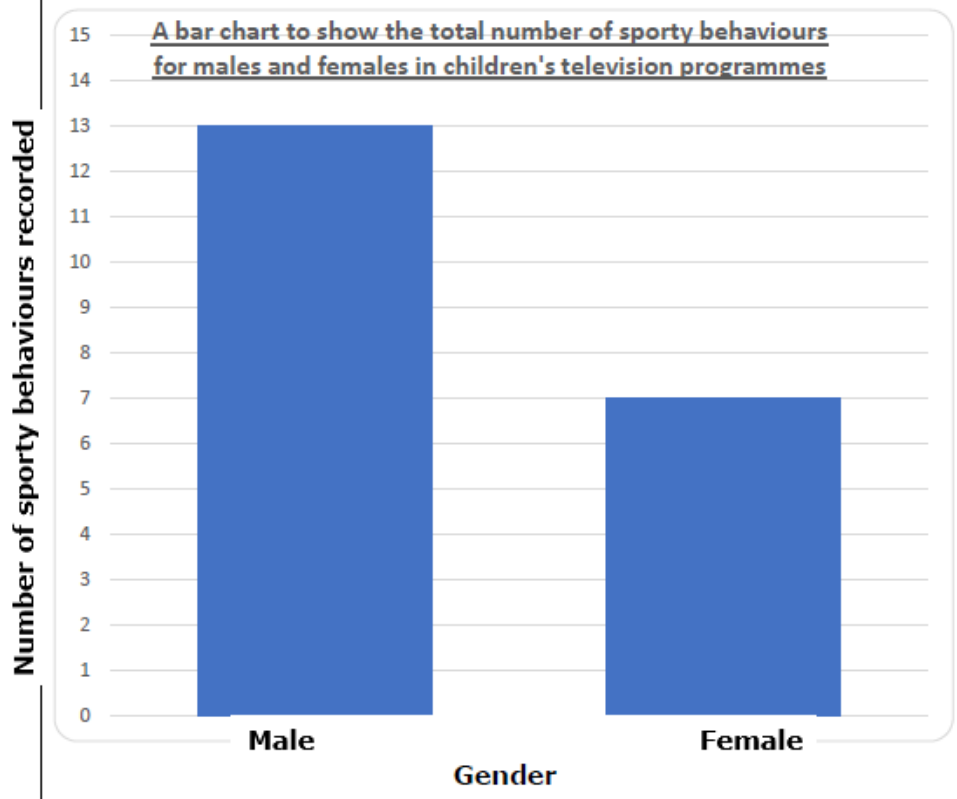
Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer**		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments, but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q13.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Watson and Rayner (1920) aimed to see if they could condition an emotional reaction in an infant aged between 9 and 11 months old through classical conditioning. • They initially tested Little Albert to see what he was naturally afraid of as a baseline measure of his phobic responses. • Little Albert was presented with a white rat and when he went to touch it they hit a metal bar with a hammer to cause an unconditioned fear response to a loud bang. • Watson and Rayner (1920) found that Little Albert showed a conditioned fear response to the white rat when it was presented without the loud bang of the hammer on the metal bar. **AO3** • Little Albert was the only infant studied so the findings may not be representative of other children or the adult population. • There is some debate about whether the level of placid behaviour Albert showed was that of a fully healthy baby so the results may not be a valid outcome for conditioned reactions. • There were strict controls during the experiment, such as the timing of hitting the metal bar, so the study could be replicable in order to retest the results for reliability. • The findings about conditioning emotional reactions can be used to help develop therapies to treat phobias by pairing a phobic object with a relaxation response. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer**		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
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Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q14.

Question Number	Answer	Mark
(a)	**AO2 (3 marks)** **One** mark for appropriate title **One** mark for appropriate labelling of axes **One** mark for correct plots in two bars For example:  **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
b	**AO2 (1 mark), AO3 (1 mark)** **One** mark for identification of an appropriate conclusion (AO2) **One** mark for justification of the conclusion (AO3) For example: • Mandeep and Priya could conclude that stereotypes of male and female characteristics were reinforced in both television programmes (1), which is shown by males being presented as more sporty, less emotional and stronger than females (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
c	**AO2 (1 mark), AO3 (1 mark)** **One** mark for identification of a methodological issue (AO2) **One** mark for justification of the methodological issue (AO3) For example; • Mandeep and Priya only investigated two children's programmes which may be of the same genre (1) which means the findings of their investigation can only be generalised to the two programmes chosen and not all children's television programmes (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**