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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.

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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