

Mark schemes

Q1.

[AO1 = 4]

Level	Mark	Description
2	3-4	There is a clear description of how Bandura investigated social learning with some accurate detail. The answer is generally coherent with effective use of appropriate terminology.
1	1-2	There is limited or partial description of how Bandura investigated social learning. The answer lacks coherence and use of appropriate terminology.
	0	No relevant content.

Possible content:

- children were matched on pre-existing aggression levels and allocated into either the aggressive model condition, the non-aggressive model condition or the control group (no model)
- in the aggressive model condition, the children observed an adult hitting a bobo doll with a hammer and being verbally abusive towards it
- in the non-aggressive model condition, the children observed an adult playing quietly and ignoring the bobo doll
- the children were then placed into a room for 20 minutes which contained various toys including the bobo doll
- observations of the children's behaviour were made through a one-way mirror every 5 seconds.

Credit other relevant content, for example variations on the original study.

[4]

Q2.

[AO3 = 2]

2 marks for a clear and coherent explanation of one limitation explicitly linked to Bandura's studies.

1 mark for a muddled or limited explanation of one possible limitation.

Possible content:

- artificial – there was no interaction between the child and model, the child and model were strangers, the bobo doll was unfamiliar, imitations were immediate etc
- demand characteristics – the children may have thought that they were expected to strike the bobo doll
- ethics – possible harm to children who were exposed to the aggressive model
- problems with generalisability – children all from Stanford University nursery, all aged 3-6 etc.

Credit other relevant limitations.

[2]

Q3.**[AO2 = 4]**

Level	Marks	Description
2	3-4	Explanation of how vicarious reinforcement can explain attitudes to schoolwork is clear and mostly accurate. The material is applied appropriately. The answer is generally coherent with effective use of terminology.
1	1-2	Some explanation of vicarious reinforcement is evident. Application is limited. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate. Responses which only refer to either Steph or Georgie's daughters can be awarded a maximum of 2 marks.
	0	No relevant content.

Possible content:

- Steph's daughter has observed her mother receiving praise/admiration/positive consequence and awards for her work (positive reinforcement)
- Steph's daughter is feeling enthusiastic about doing more work at school as she has indirectly experienced the positive reinforcement her mother experienced when doing work
- Georgie's daughter has heard her mother being shouted at by her boss for missing deadlines and sees her looking tired and staying up late as a result of being pushed too hard at work (punishment)
- Georgie's daughter is feeling anxious about doing difficult work at school as she has indirectly experienced the punishment of being pushed too hard at work
- Steph and Georgie both act as role models for their daughters making vicarious reinforcement more likely.

Credit other relevant material e.g., use of negative reinforcement to explain Georgie staying up late to avoid being shouted at for missing deadlines.

[4]

Q4.**[AO2 = 2 AO3 = 4]****For the strength award:**

3 marks for a clear and coherent strength of social learning theory with appropriate application.

2 marks for a clear and coherent strength of social learning theory **OR** a limited/muddled strength with appropriate application.

1 mark for a limited or muddled strength of social learning theory with no relevant application.

Possible strengths:

- SLT offers a positive approach to explaining behaviour as SLT suggests behaviour can be shaped by our environment, providing the opportunity for Georgie's daughter's attitude to schoolwork to be influenced through positive role modelling.
- SLT is an evidence-based approach – research evidence e.g., Bandura demonstrates that children are able to learn behaviour through observing the behaviour of an adult, therefore there is research evidence to suggest that Georgie and Steph's daughters could have also learned their behaviour by observing the different attitudes of their mothers.
- SLT is a scientific approach with explanatory power – reduces self-blame and provides reasons why Georgie's daughter has a negative attitude to her schoolwork/she is not just being lazy.
- SLT focuses on nurture, looking at how our environment and role models shape our behaviours, and therefore does not assign blame solely to their parents' genes, reducing issues of guilt, suggesting Georgie's daughter's attitude to her schoolwork could be due to her peers, teachers, or other role models rather than blamed on her mother.
- SLT considers mediational processes so is less deterministic (soft determinism) than other approaches e.g., behaviourist approach, so Steph's and Georgie's daughters have an element of choice in whether they imitate the behaviour of their mothers.

Credit other relevant strengths.

For the limitation award:

3 marks for a clear and coherent limitation of social learning theory with appropriate application.

2 marks for a clear and coherent limitation of social learning theory **OR** a limited/muddled limitation with appropriate application.

1 mark for a limited or muddled limitation of social learning theory with no relevant application.

Possible limitations:

- SLT is deterministic with behaviours being shaped by our environment and

role models rather than empowering the individual with free will, suggesting that Steph's and Georgie's daughters' behaviours are determined and thus they are not able to change their attitudes

- SLT focuses on nurture which may assign blame to role models, suggesting Georgie's attitude may have shaped her daughter's behaviour which could cause Georgie to feel guilty/assign guilt
- SLT is too simplistic, ignoring the influence of hormones or genetics on behaviour therefore time could be wasted trying to shape Georgie's daughter's attitude with positive role models (teachers/peers).
- The validity of the research supporting SLT can be questioned e.g., the artificial environment in Bandura's research does not provide a relevant basis to explain Steph's and Georgie's daughters' behaviour.

Credit other relevant limitations.

[6]

Q5.

[AO1 = 3]

3 marks for a clear and coherent outline of how Pavlov investigated classical conditioning using accurate terminology.

2 marks for an outline of how Pavlov investigated classical conditioning with some relevant detail or for a clear and coherent outline without accurate terminology

1 mark for a muddled or limited outline of how Pavlov investigated classical conditioning.

Possible content:

- detail of Pavlov's classical conditioning experiments into salivation reflex in dogs
- knowledge of Pavlovian concepts in the context of Pavlov's experiments: unconditioned stimulus; conditioned stimulus; unconditioned response; conditioned response; learning by association; temporal association/contiguity.

Credit other relevant description of how Pavlov investigated classical conditioning.

[3]

Q6.**[AO2 = 5]**

Level	Marks	Description
3	4-5	Application of social learning theory to explain why Grace might be more likely to tidy her room in the future is clear and has some detail. The answer is generally coherent with appropriate use of terminology.
2	2-3	Application of social learning theory to explain why Grace might be more likely to tidy her room in the future is evident but lacks clarity. Terminology is used appropriately on occasions.
1	1	Very brief or muddled application of social learning theory to explain why Grace might be more likely to tidy her room in the future. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- observational learning may occur as Grace observes Lily's behaviour/tidy room
- if Grace sees her mother reward Lily for tidying her room, she is more likely to tidy her own room in the future (vicarious reinforcement)
- Grace may identify with her sister and see Lily as a role model
- Grace may start to imitate Lily's tidiness and tidy her own room
- mediational processes may be involved, eg Grace notices her mother rewarding Lily, this increases Grace's motivation to replicate the behaviour etc
- eventually internalisation may take place/Grace may continue to tidy her room because she wants it to be tidy.

Credit other relevant content/alternative wording.

[5]

Q7.**[AO2 = 6]**

Level	Marks	Description
3	5-6	Application is clear and effective showing sound understanding of social learning theory. The answer is coherent and well organised with effective use of specialist terminology.
2	3-4	There is some effective application, showing some understanding of social learning theory. The answer is mostly clear and organised, with appropriate use of specialist terminology. OR one person's comments at L3.
1	1-2	Application is limited/muddled showing limited understanding of social learning theory. Specialist terminology is either absent or inappropriately used. OR one person's comments at L1/2.
	0	No relevant content.

Possible content:

- observational learning – both teachers' comments suggest that they believe their behaviour will influence their students' behaviour eg, Miss Honey says, "I think it will inspire them to be more active themselves!".
- imitation – Mrs Wilson does not feel students will want to imitate her – "I think I may have put them off sport forever!", whereas Miss Honey feels students will want to imitate her – "I really think it will inspire them to be more active themselves!"
- modelling – the teachers will act as role models for their students as they have higher status in school
- identification – students are more likely to identify with Miss Honey (than Mrs Wilson) as Mrs Wilson said to Miss Honey, "you're young and the students like you".
- vicarious reinforcement – when students see Miss Honey rewarded for adopting a more active lifestyle, eg, Miss Honey says, "I felt proud to win the staff step count challenge and receive the medal in assembly". When students see Mrs Wilson "tripping over" in netball they will not want to imitate her and so will not adopt a more active lifestyle.

Credit other relevant applications.

[6]

Q8.**[AO2 = 4]**

Level	Marks	Description
2	3-4	Application is clear and appropriate showing sound understanding of mediational approaches. There is appropriate use of specialist terminology.
1	1-2	Application is limited/muddled showing limited understanding of mediational approaches. The answer lacks detail. Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- **attention** – students will notice their teachers demonstrating a more active lifestyle, eg competing in staff netball matches during breaktime/Miss Honey receiving the medal for the step count challenge in assembly/Mrs Wilson falling over, etc
- **retention** – students' memories will be strengthened through seeing repetition of the activities, eg daily netball matches and/or emotional/funny event, eg Mrs Wilson tripping over in netball
- **reproduction** – the active behaviours being modelled can be reproduced by the students, eg step count challenge is a simple activity that does not require inaccessible equipment/fitness to be able to perform
- **motivation** – students are more likely to adopt the demonstrated active lifestyle if the perceived rewards (eg winning the step count medal or as seeing the 'joy of sport') outweigh any costs (eg tripping over in netball).

Credit other relevant material.

Note: not all mediational processes are needed to award full marks.

[4]

Q9.**[AO1 = 4]**

Level	Mark	Description
2	3-4	Knowledge of Pavlov's studies of classical conditioning is clear and generally well detailed. The answer is generally coherent with appropriate use of terminology.
1	1-2	Knowledge of Pavlov's studies of classical conditioning is limited. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- detail of Pavlov's classical conditioning experiments into salivation reflex in dogs
- knowledge of Pavlovian concepts in the context of Pavlov's experiments: unconditioned stimulus; conditioned stimulus; unconditioned response; conditioned response
- detail of Pavlovian theory – learning by association; temporal association/contiguity.

Credit other relevant material.

Note: information presented in a diagram can be credited.

[4]

Q10.**[AO2 = 4 AO3 = 2]**

Level	Mark	Description
3	5-6	Application of knowledge of two types of reinforcement to training the rat is clear and effective. The answer is generally coherent with appropriate use of terminology.
2	3-4	Application of knowledge of type(s) of reinforcement to training the rat is evident and mostly effective. The answer lacks clarity in places. Terminology is used appropriately on occasions. OR one type of reinforcement at level 3.
1	1-2	Application of knowledge of type(s) of reinforcement to training the rat is limited or inappropriate. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used. OR one type of reinforcement at level 1/2.
	0	No relevant content.

Possible content:

- positive reinforcement – when Lily/Jemima open the cage door they can give the rat treats like chocolate drops for coming to the cage door when they open it. This will make the rat more likely to come to the door the next time they open the cage
- negative reinforcement – have something unpleasant like spraying the rat with water or playing loud music/alarm and then stop this when the rat comes to the door so that over time when they open the cage the rat will be more likely to come to the door
- schedules of reinforcement – applied to training Lily and Jemima's rat.

Credit also answers based on vicarious reinforcement if given in an appropriate context.

Credit other relevant material.

[6]

Q11.**[AO2 = 4]**

Level	Mark	Description
2	3-4	The role of mediational processes relevant to Carissa's situation is clear with some accurate detail. The answer is generally coherent with effective use of appropriate terminology.
1	1-2	The role of mediational process(es) relevant to Carissa's situation is partial or has limited detail. The answer lacks coherence and use of appropriate terminology.
	0	No relevant content.

Possible content:

Credit mediational processes relevant to Carissa's situation: attention, competence/reproduction, retention/memory, motivation.

- Carissa pays attention when her aunt is knitting – watches her carefully
- Carissa assesses her own ability or competence – as she thinks about whether she can do the same or can reproduce the actions
- Carissa remembers her aunt holding the needles/pulling the wool – thinks about what her aunt is doing and tries copying it
- Carissa is motivated to pay attention – she wants her knitting to be neat and accurate.

Credit other relevant content/alternative wording.

[4]

Q12.

(a) [AO1 = 2]

2 marks for a clear and coherent outline of one difference between classical and operant conditioning.

1 mark for a muddled/limited outline.

Possible differences:

- the response is involuntary in CC but voluntary in OC
- responses are reinforced in OC but not in CC
- CC explains acquisition of response, OC explains maintenance of response
- CC is learning by association between two stimuli in time, whereas operant conditioning is learning by association between response and consequence.

1 mark if a difference is stated but type of conditioning not made explicit, eg voluntary vs involuntary response.

Credit other relevant differences.

Credit reference to examples, eg phobias used to convey difference.

2

(b) [AO2 = 3]

3 marks for a clear and coherent explanation of the type of reinforcement being used by the teacher with full elaboration.

2 marks for an explanation of the type of reinforcement being used by the teacher with some of the detail given below.

1 mark for a muddled or limited explanation or for an explanation that is not applied.

Possible content:

- this is positive reinforcement for both Group A and Group B
- the reward of either ticks and comments and smiley stickers for Group A or ticks and comments for Group B follows the behaviour
- the rewards/consequences increase the likelihood of the behaviour of good work being repeated
- the rewards shape the behaviours of the children as desired by the teacher.

Credit other relevant content.

3

[5]

Q13.**[AO1 = 6 AO2 = 4 AO3 = 6]**

Level	Mark	Description
4	13-16	Knowledge of operant conditioning accurate and generally well detailed. Application is effective. Evaluation of operant conditioning is thorough and effective. Minor detail and/or expansion of the argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9-12	Knowledge of operant conditioning is evident but there are occasional inaccuracies/omissions. Application/evaluation is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5-8	Limited knowledge of operant conditioning is present. Focus is mainly on description. Any application and/or evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-4	Knowledge of operant conditioning is very limited. Evaluation or application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- basic idea behind Skinner's theory of operant conditioning
- positive reinforcement
- negative reinforcement
- positive/negative punishment.

Possible application:

- negative reinforcement – if students choose not to buy the bottled drinks they no longer have to see the photo of the plastic filled ocean
- students bringing in their own bottles have their behaviour positively reinforced by providing free refills of drinks so chances of students bringing their own bottle is increased
- students returning plastic bottles for recycling have their behaviour positively reinforced by giving them 20p, so the chances of students bringing their own bottle is increased as well as the chances of students collecting plastic bottle litter from around school site and recycling it
- the punishment of the 20p increase in cost of bottled drink acts to decrease the chance of students choosing to buy bottled drinks
- sticker of photo of the plastic filled ocean on bottles bought by students acts as a punishment to reduce the chances of students buying the bottled

drinks.

Possible evaluation:

- issue of determinism/free will
- support for the effectiveness of operant conditioning in shaping behaviour through research studies or real life application, eg Skinner's research, Tranquillity Bay, token economy systems in prisons/psychiatric wards, phobia treatment etc
- counterarguments presented to suggest limitations of using operant conditioning, eg support from Skinner's/animals research cannot necessarily be generalised to humans
- comparison of approaches – discussion of the effectiveness of operant conditioning to shape behaviour compared to SLT or the cognitive approach for example
- issue of reductionism.

Credit other relevant material.

[16]