

1

Read the item and then answer the question that follows.

Psychologists investigating theoretical models of cognitive processing study human cognitive processing. They sometimes give participants problems to solve then ask them about the experience afterwards. Typical participant responses are as follows:

Response A: 'There were too many things to think about at the same time.'

Response B: 'I had to do one task at a time, then do the next task, and so on.'

Briefly suggest how **each** of these responses might inform psychologists investigating models of human cognitive processing.

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(Total 2 marks)

2

Read the item and then answer the questions that follow.

A behaviourist researcher studying reinforcement carried out a laboratory experiment. He put a cat in a puzzle box. The cat was able to escape from the puzzle box by pulling on a string which opened the door. Each time the cat escaped it was given a food treat. At first, the cat escaped quite slowly, but with each attempt the escape time decreased.

(a) Explain which type of conditioning is being investigated in this experiment?

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(2)

Read the item and then answer the questions that follow.

The data from the laboratory experiment are shown in the table below.

Time taken for the cat to escape from the puzzle box

Attempt	Time taken for the cat to escape from the puzzle box (seconds)
1	63
2	60
3	45
4	37
5	18
6	15
7	5
8	3

(b) Calculate the mean time taken for the cat to escape from the puzzle box. Show your calculations.

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(2)

(c) The researcher compared the time taken for the cat to escape at the first attempt, with the time taken for the eighth attempt. He found that after learning had taken place the cat's escape time was: Shade **one** box only.

- A 9 times faster than it was at the start.
- B 11 times faster than it was at the start.
- C 15 times faster than it was at the start.
- D 21 times faster than it was at the start.

(1)

(Total 5 marks)

3

Read the item and then answer the question that follows.

A psychologist carried out a study of social learning. As part of the procedure, he showed children aged 4-5 years a film of a 4 year-old boy stroking a puppy. Whilst the children watched the film, the psychologist commented on how kind the boy was. After the children had watched the film, the psychologist brought a puppy into the room and watched to see how the children behaved with the puppy.

Outline what is meant by social learning theory and explain how social learning might have occurred in the procedure described above.

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Extra space.....

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(Total 6 marks)

(a) Why are the standard deviation values found in the study above useful descriptive statistics for the cognitive psychologist?

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(2)

(b) Outline **one** problem of studying internal mental processes like memory ability by conducting experiments such as that described in part (a) above.

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(2)

(Total 4 marks)

6

Rita and Holly are identical twins who were separated at birth. When they finally met each other at the age of 35, they were surprised at how different their personalities were. Rita is much more social and out-going than Holly.

Use your knowledge of genotype and phenotype to explain this difference in their personalities.

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(Total 4 marks)

7

Outline and evaluate the social learning theory approach. Refer to evidence in your answer.

(Total 12 marks)

8

Which **one** of the following statements is **false**? Shade **one** box only.

- A Repression can lead to unpleasant memories causing distress
- B Repression causes people to have difficulty accessing unpleasant memories
- C Repression involves people choosing to forget unpleasant memories
- D Repression involves unpleasant memories being kept from conscious awareness

(Total 1 mark)

9

Which **one** of the following statements is **false**? Shade **one** box only.

- A The Id is responsible for pleasure-seeking behaviour
- B The Id is responsible for unreasonable behaviour
- C The Superego is responsible for bad behaviour
- D The Superego is responsible for guilty feelings

(Total 1 mark)

10

Read the item and then answer the question that follows.

In a laboratory study of problem-solving, cognitive psychologists asked participants to solve problems presented in different colours of ink. They found that it took longer to solve problems presented in green ink, than it did to solve problems presented in other colours. They inferred that the mental processing of problems is made more difficult when a problem is presented in green ink.

Explain what is meant by 'inference' in relation to this study.

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(Total 2 marks)

11

Read the item and then answer the question that follows.

Dominic is unhappy and lacks confidence. He also thinks he is not very good-looking and not very clever. He goes to a counselling therapist for help. The therapist suggests that Dominic lacks congruence.

Outline what is meant by 'congruence'. Explain **one** way in which Dominic might achieve 'congruence'.

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(Total 4 marks)

12

Discuss the contribution of behaviourist psychologists such as Pavlov and Skinner to our understanding of human behaviour.

(Total 16 marks)

13

A phenotype is the result of the combined effect of
Shade **one** box only.

- A neurotransmitters and environment.
- B inheritance and environment.
- C genetic makeup and neurotransmitters.
- D genotype and evolution.

(Total 1 mark)

14

Which **one** of the following statements about evolution is **false**?

Shade **one** box only.

- A Evolution involves adapting to the environment.
- B Evolution involves breeding of those best able to survive.
- C Evolution involves common genetic material between species.
- D Evolution involves changes in behaviour from one generation to the next.

(Total 1 mark)

15

Read the item and then answer the question that follows.

Bradley has just started to play snooker and is keen to play well. He watches carefully when his partner takes a difficult shot then tries to copy the same shot. He thinks about how his partner was holding the snooker cue and whether he can do the same.

Social learning theorists refer to the role of mediational processes in learning. Referring to Bradley's experiences, explain the role of mediational processes in learning.

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(Total 4 marks)

18

Outline the psychodynamic approach in psychology. Discuss **one or more** differences between the psychodynamic approach and the humanistic approach.

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(Total 8 marks)

19

A young woman says: "When I was 5 years old, I was at a party and a balloon burst with a loud bang in my face. Even after all these years, I cannot bear to go into a room where there are balloons. They terrify me!"

Use your knowledge of classical conditioning to explain why the young woman is terrified of balloons.

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(Total 3 marks)

20

Describe a procedure that behaviourists have used to study operant conditioning.

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(Total 3 marks)

21

Describe the psychodynamic approach to explaining human behaviour. Discuss strengths and limitations of this approach.

(Total 16 marks)

22

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.

(Total 5 marks)

23

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.

(Total 3 marks)

24

Outline key features of the cognitive approach in psychology. Compare the cognitive approach with the psychodynamic approach.

(Total 16 marks)

25

Explain **one** way in which social learning theory overlaps with **one other** approach in psychology.

(Total 2 marks)

26

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.

(Total 3 marks)

27

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.

(Total 16 marks)

28

(a) What is meant by *genotype*?

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(1)

(b) What is meant by *phenotype*?

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(1)

(Total 2 marks)

29

Marc is often frustrated and angry, but most of the time he keeps his feelings under control. One day, during a meeting at work, Marc stormed out of the room and kicked the drinks machine so hard that the glass screen broke.

(a) Suggest how a psychodynamic psychologist might explain Marc's behaviour.

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(2)

(b) Suggest how a behaviourist psychologist might explain violent behaviour such as that shown by Marc.

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(2)
(Total 4 marks)

30

Describe the cognitive approach in psychology.
Evaluate the research methods used by cognitive psychologists.

(Total 16 marks)

31

Read the article below.

Is your child watching you?

Research by social learning theorists into gender development has shown that children learn many of their gender-related behaviours from others. There are many examples of children copying the behaviour of adults, such as a young girl trying on her mother's make-up. Of course, there are many reasons why some adult behaviours or actions seen by children are not copied.

Briefly explain what social learning theorists mean by *modelling* in relation to gender development. Refer to the article above in your answer.

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(Total 2 marks)

32

(a) Outline a psychodynamic explanation for the development of the superego.

(3)

(b) Explain how the superego might affect moral behaviour in the following situation:

Jackie sees a T-shirt that she really likes in a store. She is aware that there are no security cameras nearby and thinks how easy it would be to slip the T-shirt into her bag.

(2)
(Total 5 marks)

33

Emily very much wanted to pass her ballet examination, but after she failed the examination she did not seem upset.

Suggest **one** defence mechanism and use your knowledge of this defence mechanism to explain why Emily was not upset after failing her ballet examination.

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(Total 2 marks)

34

Outline **one** limitation of the psychodynamic approach.

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(Total 2 marks)

35

Describe and evaluate the humanistic approach in psychology.

(Total 16 marks)

36

What do social learning theorists mean by *imitation*?

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(Total 1 mark)

37

When investigating the conditioning of behaviour, Behaviourists such as Pavlov and Skinner collected quantitative data.

Outline what is meant by *quantitative data*. Give an example of quantitative data collected by a psychologist who has studied conditioning.

(Total 2 marks)

38 Give **two** reasons why Behaviourists do not collect qualitative data in their investigations.
(Total 2 marks)

39 Give **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.
(Total 4 marks)

40 A student asked his teacher: “Why are there so many approaches in psychology?”
The teacher replied: “Because each has something different to offer to our understanding of the human mind and behaviour. This means that every approach is unique.”
Discuss what makes the psychodynamic approach unique in psychology. Refer to other approaches in your answer.
(Total 16 marks)

41 Referring to **two** assumptions of the humanistic approach, explain why humanistic psychologists have rejected the scientific method.
(Total 4 marks)

42 Outline and evaluate social learning theory. In your answer, make comparisons with **at least one** other approach in psychology.
(Total 16 marks)

43

Explain **two** strengths of the behaviourist approach in psychology.

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Extra space

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(Total 4 marks)

44

Describe the humanistic approach in psychology and discuss differences between this approach and the psychodynamic approach.

(Total 16 marks)

Mark schemes

1

[AO2 = 2]

1 mark for each relevant application as follows:

1 mark for response A: processing is limited capacity (when performing demanding / novel tasks)

1 mark for response B: processing is sequential (when performing demanding / novel tasks).

Credit other relevant applications.

2

(a) [AO2 = 2]

1 mark for operant conditioning.

Plus

1 mark for an explanation of how this is operant conditioning, ie performance of desired response, pulling strings, results in a positive consequence, escape and treat.

(b) [AO2 = 2]

2 marks for a correct answer 30.75 with workings (eg total time (246) divided by number of trials).

1 mark for correct answer without workings.

1 mark for partial workings (eg total time (246) divided by...) with incorrect answer.

(c) [AO3 = 1]

D

Level	Marks	Description
3	5 – 6	Outline of social learning is generally detailed, clear and coherent. Explanation of how social learning might have occurred in the procedure is thorough with aspects of social learning applied appropriately to the context. There is effective use of terminology.
2	3 – 4	Outline of social learning is mostly clear but some detail is missing. Explanation of how social learning might have occurred in the procedure is mostly sound and appropriate. There is some effective use of terminology.
1	1 – 2	Outline of social learning lacks detail and clarity. Explanation of how social learning might have occurred in the procedure is limited. Terminology is either minimal, absent or inappropriately used.
	0	No relevant content.

Content – outline:

- learning that involves observation, imitation / copying / modelling, identification and vicarious reinforcement
- acknowledges role of cognition in learning, eg attention, motivation etc.

Possible applications:

- in the procedure children observed the actions of the boy in the film
- the psychologist exposed the children to a role model, the boy
- using role model / boy of the same age encouraged identification
- after exposure the children would model / imitate the boy's behaviour, stroking the puppy
- the psychologist's comments acted as vicarious reinforcement making learning more likely
- the learning might not be outwardly demonstrated but could still have been internalised (because this is social learning and therefore need not be overtly demonstrated at the time).

Credit other relevant applications.

4**[AO3 = 6]**

Level	Marks	Description
3	5 – 6	Discussion of two limitations is clear and effective. The answer is coherent and well organised with effective use of specialist terminology.
2	3 – 4	Discussion of two limitations is mostly effective although one or both lack explanation. The answer is mostly clear and organised, with appropriate use of specialist terminology. OR One limitation is discussed at top of Level 3.
1	1 – 2	At least one limitation is presented. Discussion lacks detail / explanation. Specialist terminology is either absent or inappropriately used. OR One limitation is discussed at Level 2.
	0	No relevant content.

Limitations – possible content:

- difficulty demonstrating cause and effect – although Bandura research controlled variables and demonstrated behaviour was imitated it is difficult to show cause and effect in real life
- sees behaviour as environmentally determined whereas some behaviours may be innate
- mediating cognitive factors have to be inferred so cannot measure extent of their influence
- SLT does not explain cognitive processes, leaving this to cognitive psychologists
- can explain learning of outward behaviours, SLT is not so able to explain the learning of abstract notions, eg fairness, justice etc which cannot be observed directly
- credit comparison with other theories where presented in terms of a limitation.

Credit other relevant limitations.

5**(a) AO2 = 2**

2 marks for a clear and coherent explanation of the usefulness of the standard deviation in this study.

1 mark for a weak or muddled answer in which the impact of the difference in the SDs is alluded to.

- Useful to inform about the spread of scores.
- Indicates participant variables – as a group the people in Condition 1 are quite different / are more variable than those in Condition 2.

Credit answers which suggest that the SDs can be used to look for similarity or differences in variance.

(b) **AO3 = 2**

2 marks for a clear, coherent outline of a relevant problem.

1 mark for a weak, muddled or very limited outline.

Possible problems:

- Direct observation of memory is not possible and must be inferred from the results / behaviour of the participants – this inference could be mistaken.
- The task given is rarely how normal memory functioning occurs because it is specifically designed to make measurement possible – the researcher therefore collects data that is only related to memory processing under experimental conditions.

Credit other valid problems.

6

AO2 = 4

Level	Marks	Description
2	3 – 4	Knowledge of genotype and phenotype is clear. Explanation of how these affect personality is clear. The answer is generally coherent with effective use of terminology.
1	1 – 2	There is limited / partial knowledge and explanation. Knowledge is clear but the explanation is missing or inaccurate. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible Content:

- Holly and Rita have identical genotype as they are MZ twins.
- They have the predisposition to develop the same personalities as each other unless another factor(s) intervenes.
- For them to have developed different personalities over time, this must have been influenced by being in different environments.
- Their phenotypes – personalities achieved – are different, presumably because Rita was encouraged to be sociable and lively and Holly was not.

Level	Marks	Description
4	10 – 12	Knowledge of social learning theory and associated evidence is accurate and generally well detailed. Discussion is mostly effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion sometimes lacking.
3	7 – 9	Knowledge of social learning theory is evident. Some evidence is included. Discussion is apparent and mostly effective. There are occasional inaccuracies. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately. Lacks focus in places.
2	4 – 6	Knowledge of social learning theory is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 3	Knowledge of social learning theory is limited. Discussion is very 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:

- Learning takes place in a social context.
- Learning occurs via observation of the behaviour of others and the rewards or punishments received for the behaviour.
- Other people act as models and the characteristics of models influence the likelihood of imitation of the behaviour.
- Learning and performance are not the same activity. Mediational processes affect production of behaviour reciprocal determinism and the concept of free will.
- Relevant research eg Bobo doll study, Bandura.
- Concepts of identification and vicarious reinforcement.

Possible discussion:

- Use of evidence to support social learning theory.
- Benefits of the experimental approach to investigate learning and issues with experimental evidence that might affect the validity of the results and therefore the conclusions drawn.
- Focus on human traits of consciousness and rationality which cannot be demonstrated with animal research, addresses the influence of mediational processes on learning – neglected by behaviourists.
- Provides explanations that relate to behaviours such as aggression and intellectual development.
- Does not pay much attention to the impact of biological, heredity or maturational factors on behaviour, evidence from these areas of research does show they do have an impact.

Credit other relevant information.

8

[AO1 = 1]

C

9

[AO1 = 1]

C

10

[AO2 = 2]

1 mark for an explanation of inference: going beyond the immediate evidence to make assumptions about mental processes that cannot be directly observed.

Plus

1 mark for a sound application to the study with clear description about what is being inferred (problem difficulty / more difficult processing) on the basis of what is being measured (time taken to solve the problem in the different conditions). Award **1 mark** only for answers where knowledge of inference and application are only partially clear.

11

[AO1 = 2 and AO2 = 2]

Level	Marks	Description
2	3 – 4	Outline of congruence is clear and coherent with appropriate use of terminology. Application to Dominic is appropriate with description of need to reduce the gap and how to achieve this.
1	1 – 2	Outline is limited, ie shows some knowledge that congruence involves different aspects of the self. Application is vague. The answer as a whole is not very clearly expressed.
	0	No relevant content.

Content / Outline:

- congruence is the fit / match / comparability / consistency between the perceived self (how you see yourself) and the ideal self (the self you would like to be).

Application:

- Dominic needs to close the gap / discrepancy between his perceived and his ideal self
- gap can be reduced / closed if he develops a more healthy view of himself, or, has a more achievable and realistic ideal self – unconditional positive regard from the therapist is an example of a specific strategy here.

12

[AO1 = 6 and AO3 = 10]

Level	Marks	Description
4	13 – 16	Knowledge of contribution / s is accurate and generally well detailed. Discussion is thorough and effective. Answer is clear, coherent and focused on contributions to understanding human behaviour. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge of contribution / s is evident and there is some reference to the understanding of human behaviour. There are occasional inaccuracies. Discussion is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5 – 8	Knowledge of contribution / s is present. Focus is mainly on description. Any discussion is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 4	Knowledge of contribution / s is limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Content, possible contributions:

- gave appreciation of how behaviour is learnt and environmentally determined
- large scale data gathering and generalisation allowed for development of laws and principles
- gave us theories of learning and laws of learning – classical and operant conditioning theories
- emphasised importance of consequences, ie behaviour that is rewarded likely to be repeated
- emphasised role of reinforcement and punishment – strengthens or weakens learning
- insistence on objectivity and study of overt behaviour – raising psychology's scientific status.

Credit other relevant contributions.

Discussion of possible contributions:

- strict scientific methods, objectivity, controlled research, verifiable findings led to raised status of psychology but meant that many aspects of human behaviour could not be studied
- implications, eg development of laws and principles enabled prediction and control of behaviour and how these apply to human behaviour
- usefulness for aspects of human behaviour, eg therapy, classroom management etc
- reductionist approach focusing on lower level of explanation, eg S-R links / associations therefore lacks meaning when it comes to complex human behaviours
- focus just on behaviour neglected the whole person, eg in treatment using conditioning only
- strongly deterministic – human behaviour is environmentally determined – what of free will?
- research mainly with animals therefore generalisation to human behaviour could be limited
- discussion about the balance between reliability and validity in behaviourist research
- ethical issues, eg as applied to control of human behaviour
- comparison with what other approaches offer in explanations of human behaviour.

Credit other relevant strengths and limitations.

13

AO1 = 1

B

14

AO1 = 1

D

Level	Marks	Description
2	3 – 4	The role of mediational processes relevant to Bradley's situation is clear and mostly accurate. The material is used appropriately to explain Bradley's experiences. The answer is generally coherent with effective use of specialist terminology.
1	1 – 2	The role of mediational processes relevant to Bradley's situation is evident. The material is not always linked explicitly or effectively to Bradley's experiences. The answer lacks accuracy and detail. Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

Credit mediational processes relevant to Bradley's situation e.g.

- mental/cognitive processes occur between stimulus (Bradley's observation) and response (Bradley's copying the behaviour).
- specific examples here are: attention, motivation, retention/memory, assessment of own ability.
- Bradley is motivated to attend to the relevant information (is keen to play well).
- Bradley pays attention to the actions of the person he wants to copy (watches carefully).
- Bradley tries to remember the action so he can do the same (thinks about how he was holding the cue).
- Bradley considers his own ability to perform (thinks...whether he can do the same.)

Credit other relevant information.

Level	Marks	Description
3	5 – 6	Knowledge of Wundt's role in the development of psychology is generally accurate and mostly well detailed. The answer is clear and coherent. Specialist terminology is used effectively.
2	3 – 4	Knowledge of Wundt's role in the development of psychology is evident. There are some inaccuracies. There is some appropriate use of specialist terminology.
1	1 – 2	Knowledge of Wundt's role in the development of psychology is limited and lacks detail. There is substantial inaccuracy/muddle. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

Credit mediational processes relevant to Bradley's situation e.g.

- Wundt known as 'the father of psychology' – moved from philosophical roots to controlled research.
- Set up the first psychology laboratory in Leipzig, Germany in 1870s.
- Promoted the use of introspection as a way of studying mental processes.
- Introspection – systematic analysis of own conscious experience of a stimulus.
- An experience was analysed in terms of its component parts e.g. sensations, emotional reaction etc.
- His work paved the way for later controlled research and the study of mental processes e.g. by cognitive psychologists.

Credit other relevant information.

17**AO3 = 4****Strength:****1 mark** for identification of a strength

Plus

1 mark for explanation/elaboration e.g. why it is a strength of the cognitive approach.**Limitation:****1 mark** for identification of a limitation

Plus

1 mark for explanation/elaboration e.g. why it is a limitation of the cognitive approach.

Likely strengths: control/objectivity in research; use of models for ease of understanding; links to neuroscience and consequent applications.

Likely limitations: still requires inferences about cognitive processes; mechanistic approach to understanding human behaviour.

18**AO1 = 3 and AO3 = 5**

Level	Marks	Description
4	7 – 8	Outline of the psychodynamic approach is generally accurate. Discussion of difference(s) is thorough and effective. Answer is clear, coherent and well focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5 – 6	Outline of the psychodynamic approach is evident. There are occasional inaccuracies. Discussion of difference(s) is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	3 – 4	Outline of the psychodynamic approach is present. Focus is mainly on description. Any discussion of difference(s) is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Outline of the psychodynamic approach is very limited. Discussion of difference(s) is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Possible content – outline:

- The concept of the unconscious and role of unconscious in behaviour
- Tripartite structure of the personality – id, ego, superego
- Psychosexual stages of development
- Conflicts – Oedipus and Electra
- Defence mechanisms
- Psychodynamic approach to therapy – psychoanalysis

Possible differences – discussion:

- Negativity of Freud in relation to the positive outlook of humanistic psychology
- Emphasis on repressed thoughts and emotions, and past experiences (Freud) versus emphasis on subjective experience of the present and personal growth in the future
- Emphasis on unconscious drives/motives versus conscious awareness and experience
- Psychic determinism (Freud) versus free will and rational choice
- Directive versus non-directive approach to therapy

Not all of this is necessary for full credit.

Credit other relevant information.

19

[AO2 = 3]

Up to 3 marks for application of classical conditioning to the scenario.

Credit reference to the following points:

- one mark for reference to balloon as a neutral stimulus when ‘unburst’
- one mark for the reflex: normally a loud noise / bang causes fear
- one mark for the association between the balloon and bang / bursting
- one mark for the ‘new learning’ that balloons alone now elicit a fear response.

Example of a correct diagram:

Neutral stimulus	=	no response
Balloon		
UCS		UCR
Loud noise	=	Fear
CS + UCS		UCR
Balloon Loud noise	=	Fear
CS		CR
Balloon	=	Fear

Allow a maximum of 2 marks for a correct diagram with no explanation.

20**[AO3 = 3]**

Up to 3 marks for a description of **one** way used by behaviourists to study operant conditioning.

1 mark for each of the following points:

- how the researchers used a controlled environment / context / variables – such as some detail of the Skinner box (do not credit naming Skinner's rats and / or Skinner's box)
- pairing of specified stimulus and response / consequence eg rat presses lever- receives food pellet
- reference to repetition– giving a food pellet each time.

Credit other relevant points such as schedules of reinforcement and procedure leading to extinction.

Accept answers based on both positive and negative reinforcement (or avoidance) and answers based on Skinner's work, shaping of animals such as guide dogs, token economies with humans.

21**Marks for this question: AO1 = 6, AO3 = 10**

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Marks for accurate description of features of psychodynamic approach: the role of the unconscious; psychosexual stages; the structure of personality; defence mechanisms; the role of conflict; the procedures used in psychoanalysis. Credit description of features provided by neo Freudians such as Erikson.

AO3

Marks for discussion of strengths and limitations of the psychodynamic approach. Likely strengths: focus on emotional development that occurs in early childhood and affects adult behaviours and personality; recognition of the lack of rationality in much behaviour and how stated intentions do not always match actual actions; development of a therapy for the treatment of anxiety disorders laying the foundation for psychotherapy in modern psychiatry.

Likely limitations: not testable as concepts such as the unconscious are not easy to operationalise; not falsifiable as the theory is one in which the explanation uses *post hoc* reasoning, stating that adult disorder is a result of conflict in an early psychosexual stage but the theory often cannot predict how a particular conflict in childhood will affect adult behaviour; key concepts are not directly observable and have to be inferred from indirect procedures such as dream analysis; problems of generalisability due to lack of evidence in particular and reliance on individual case studies; general lack of scientific rigour because of interpretation of information and retrospective nature of psychoanalysis, limited evidence using the scientific method and reliance of case studies; general pessimism of the approach in which the individual always has to overcome repressed memories and overuse of defence mechanisms; emphasis on sexual instincts seems out of date in modern society, especially the imbalance in explanation for male and female development.

Credit comparison with other approaches only if the comparison makes clear the way in which the value of the psychodynamic approach is evident or how the psychodynamic approach is weakened by such comparison.

Credit use of evidence.

22

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

[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.

23

[AO3 = 3]

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.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Comparison is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Comparison is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any comparison is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Comparison is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

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.

AO3

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.

25

[AO1 = 2]

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.

26

[AO2 = 3]

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.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. Other approach used effectively. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. Some use of other approach. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

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.

AO3

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.

28

(a) [AO1 = 1]

Genotype: refers to the genes an individual possesses / an individual's genetic make-up.

(b) [AO1 = 1]

Phenotype: refers to the observable traits or characteristics shown by the individual; these traits / characteristics are due to the combined effect of genes and environment.

29

(a) [AO2 = 2]

Up to 2 marks for application of knowledge of the psychodynamic approach to Marc's behaviour. There must be a link to Marc's behaviour – either controlled or violent – in the answer.

Likely points: use of defence mechanisms to cope with Marc's anxieties / uncontrolled id / weak superego – kicking the drinks machine; repressed anger – keeping feelings under control.

Candidates might suggest Marc's behaviour is a result of childhood trauma or maternal deprivation or identification with a violent father.

One mark for a brief / muddled applied answer

(b) [AO2 = 2]

Up to 2 marks for application of knowledge of the behaviourist approach to Marc's behaviour. There must be a link to Marc's behaviour – either controlled or violent – in the answer.

Likely points: learning by association, principles of operant conditioning and / or types of reinforcement of violent acts / violent acts have resulted in direct rewards. Accept vicarious reinforcement as an explanation – violent behaviours acquired after exposure to violent actions in the environment.

One mark for a brief applied answer or muddled reference to behaviourist concepts in an applied answer

30

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any Discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / valuation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Marks for knowledge in detail of features and / or assumptions of the cognitive approach. These might include: the requirement that cognitive processes must be studied if human behaviour is to be understood; mental processes mediate between the stimulus and response; human information processing is analogous to the way a computer works – input, storage and retrieval systems, hardware and software; the use of models to explain internal / mental processes; propose stage-based processing; human behaviour should be studied scientifically.

Credit description of models to illustrate features.

AO3

Marks for evaluation of the strengths and limitations of methods used by cognitive psychologists. Candidates are likely to refer to the use of laboratory-based experiments. Credit evaluation of use of models and evaluation of methods used in cognitive neuroscience.

Likely strengths which might be expanded by discussion: there is a high degree of control over variables which means that a cause and effect relationship can be established; variables are operationalised to make measurements accurate and objective; standardisation of procedures means research can be replicated to enhance reliability; as participants are usually aware they are participating there is a measure of ethical treatment; participants are usually human rather than animal research. Credit reference to field experiments and the inclusion of observation as part of the research method in some instances with resulting increased ecological validity. Credit reference to the use of case studies and their impact on theory and the suggestion that these may be more scientific in cognitive psychology than in psychodynamic.

Likely limitations which might be expanded by discussion: artificiality of the situation impacts on ecological validity; ecological validity often affected by narrowness of dependent variables so that sight is lost of behaviour as a whole; use of artificial stimuli – eg nonsense words / ambiguous figures affect generalisability; awareness of participation means people taking part may exhibit demand characteristics which could affect reliability and / or validity of the research. Credit contrast with methods used in other approaches where the relevance to strength or limitation is made clear.

Credit use of evidence to illustrate discussion of strengths and limitations of the research methods used in the cognitive approach.

31

[AO1 = 1, AO2 = 1]

AO1

One mark for a brief explanation of modelling in gender development.

Likely answers: modelling is a process whereby a child / individual imitates the (gender-related) behaviour of a chosen person – a role model.

AO2

One mark for application to the article.

The article suggests that the young girl models the behaviour of her mother by imitating 'putting on make-up'.

Alternative answer: [When people produce behaviours they are modelling them – providing an opportunity for others to learn how to do something.]

Modelling is when an adult exhibits (gender related) behaviour for a child to imitate / copy, (AO1). In the article, the mother is modelling 'putting on make-up' and the young girl imitates this behaviour by trying to do the same, (AO2).

32

(a) [AO1 = 3]

Up to three marks for an outline which can include any of the following:

- occurs at the Phallic stage of psychosexual development
- arises through identification with same-sex parent
- and internalisation of his / her moral standards
- via resolution of Oedipus / Electra complex
- part of the tripartite personality

A full-mark answer must include reference to **identification** and **internalisation**. Although unlikely, candidates should be credited for other psychodynamic explanations.

(b) [AO2 = 2]

Up to two marks for application of knowledge of the role of the superego in moral behaviour to the example of Jackie. For full marks the answer should refer to: the unconscious conflict between the id impulses - Jackie desires the top; the demanding, threatening superego (Jackie does not steal the top (or pays for it at the till) because of guilt even at the possibility of wrong-doing). Can also give full credit to a discussion where superego fails to stop Jackie stealing the t-shirt or where the ego ideal operates to reward good behaviour ie not stealing. For full marks candidate should explain the internal / unconscious conflict between two parts of the personality and make explicit application.

33

[AO2 = 2]

One mark for suggesting an appropriate defence mechanism.

Likely answers: rationalisation / denial / repression, etc.

One mark for explanation of the defence mechanism in relation to the scenario eg Emily's upset / the event / exam failure / the situation. For the second mark, the explanation must match the named defence mechanism.

Possible answer: Rationalisation (AO2, 1). Emily may not see the examination result as important as she was not fully prepared (AO2, 1).

34

[AO2 = 2]

One mark for a brief outline of a problem / limitation and 2 marks for an elaborated outline of a problem.

Likely points: not testable / not falsifiable / key concepts not directly observable / problems of generalisability / lack of scientific rigour, etc.

Possible answer: One problem of the psychodynamic approach is that the key concepts like the unconscious are not directly observable (1 mark). That means that there is little objective evidence that can be used to support the approach (1 mark).

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Marks for description of the features of the humanistic approach. Features could include how each person is unique and / or good. The subjective experiences, feelings and thoughts of a person should be of importance to psychologists (phenomenology). Focus on the importance of self and congruence. Self-actualisation – every person has an innate tendency to reach his or her full potential. Hierarchy of Needs. Concept of free will – able to choose and determine own actions. Conditions of worth. Unconditional positive regard – the unconditional love is essential to the development of a well-adjusted adult. Client-centred therapy – client at the centre of their own therapy in solving their own problems. The idiographic approach – emphasis on understanding the uniqueness of a person. Concept of holism. Research methods used eg the Q-sort technique.

AO3

Marks for evaluation: The humanistic approach has been criticised for its rejection of the scientific approach and its failure to use experiments to understand and predict human behaviour. There is little objective evidence to support the assumptions made by humanistic psychologists. Students may evaluate the approach in relation to other approaches, eg the behaviourist approach which views humans as passively responding to stimuli in the environment. Humanistic psychologists state that humans are active agents – able to change and determine their own development. However, this may be seen as idealistic. Students may contrast the concept of free will with the deterministic features of other approaches, eg the biological approach. The value of a person-centred approach may be compared to the psychodynamic approach. Practical applications of the approach, eg motivation in business world and client centred therapy. Credit other relevant points. Credit use of relevant evidence.

36

[AO1 = 1]

One mark for knowledge of the term.

Imitation means copying behaviour (of a role model). Do not credit 'copying' alone.

Credit use of an example to describe imitation.

37

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

[AO3 = 2]

One mark for knowledge of what is meant by quantitative data: data in numerical form; data representing how much there is of something.

The second mark is for an example of a specific behaviour: such as Pavlov - a measure of the amount of saliva produced by the dog; or Skinner, the time taken to respond to a stimulus (to peck a button / press a lever / jump over a barrier / reach a goal box etc) or number of responses to a stimulus (pecks, lever presses in a given time period).

38

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

[AO3 = 2]

One mark for each reason applied to the behaviourist approach. For two valid points only - allow 1 mark. Likely answers will probably include: subjectivity of qualitative data / open to interpretation; cannot be replicated; not open to quantification and statistical analysis; specific so not amenable to generalization; not associated with the scientific approach. Credit relevant comparison to quantitative data collection.

39**Marks for this question: AO1 = 2, AO2 = 2**

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

One mark for each assumption clarified. Allow one mark for two identified. Likely content: thought acts as meditational processes between stimulus and behavioural response; mental processes can be regarded as information processing; computer analogy / mind operates a similar way to a computer; the use of models to represent mental processes; mental processes can be scientifically studied; the brain affects cognitions and cognitive processes; the findings and methods of cognitive psychology can be applied to other areas of psychology.

AO2

One mark for each application. Accept a wide range of topics.

For 'thought acts as meditational processes between stimulus and behavioural response' relevant topics might be: trial and error learning vs. observational learning or insight learning; depression.

For 'mental processes can be regarded as information processing' relevant topics might be: memory.

For 'mental processes can be scientifically studied' relevant topics might be: stress eg locus of control; memory.

For 'the brain affects cognitions and cognitive processes' relevant topics might be forensic psychology.

For applications to other areas of psychology, relevant topics might be: child development eg schemas; social cognition.

40

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

[AO1 = 4, AO2 = 8]

AO1

Up to four marks for knowledge and understanding of key defining features of the psychodynamic approach. Likely content: the role of the unconscious mind in motivating behaviour; instinctual drives; psychodynamic conflict; the importance of childhood experiences; the psychosexual / psychosocial stages of development; the structure of personality.

Credit reference to methodology and therapies.

Credit description of relevant evidence up to one mark.

AO2

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

Discussions should focus on the uniqueness of the psychodynamic approach and comparisons with other approaches should be made in this context. Possible discussion points in relation to other approaches: focus on power of the unconscious mind vs. humanistic approach (focus on conscious subjective experience), SLT and cognitive approach (internal conscious mediating processes); psychosexual stages of development vs. behaviourism and biological approach (development as continual process); conflict ridden person vs. humanistic approach (free individual with potential for growth and fulfilment).

Credit relevant references to topic areas.

Discussions could include overlap and similarities with other approaches as well as the defining differences such as: biological approach (inheritance of instincts and evolution of behaviour); behaviourism (role of early experience); humanistic (person centred and considers the individual); cognitive (study of the mind).

Credit use of relevant evidence.

Maximum of 7 marks if there is no reference to other approaches

Mark bands

10 – 12 marks	Very good answers The answer is clearly focused on the uniqueness of the psychodynamic approach in psychology and shows sound knowledge and understanding of the approach. Discussion is full and includes thoughtful analysis. Most references to other approaches 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 psychodynamic approach. Discussion is evident and the answer is mostly focused on the issue of uniqueness although there may be some irrelevance and / or misunderstanding. References to other approaches are apparent at the middle and top of the band though these perhaps are 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 psychodynamic 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

41

[AO3 = 4]

Up to two marks for two assumptions of the humanistic approach. One mark for each assumption which will probably be embedded in the explanation.

Up to two marks for explaining why each assumption is at odds with the scientific method.

One mark for each explanation. Likely content:

Each person can exercise free will – explanation might focus on principle of determinism in science.

Each person is a rational and conscious being and not dominated by unconscious primitive instincts – explanation might focus on the principles of determinism and reductionism in science.

A person's subjective experience and understanding of the world is of greater importance to understanding the person than objective reality – explanation might focus on empiricism in science.

Humans should be viewed as a whole and not reduced to component parts – explanation might focus on reductionism in science.

Humans strive towards achieving self-actualisation- explanation might focus on the need for objectivity in science eg operational definition vs. subjectively defined; hypothetical construct; no objective measure.

Each person is unique – explanation might focus on general laws of behaviour / nomothetic approach.

Accept other valid answers such as unconditional positive regard / congruence / fully functioning person / client centre therapy / focus on the self.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. Effective comparison with at least one other approach. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Some comparison with at least one other approach. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Marks for relevant knowledge and understanding of social learning theory. This most likely will focus on the key assumptions of the approach: learning in a social context; observational learning; imitation; identification; role of models, characteristics of models; consequences of behaviour for models; vicarious reinforcement / punishment, distinction between learning and performance; cognitive factors in learning (for example attention, retention). Credit reference to methodology and use of appropriate terminology eg reciprocal determinism, personal agency, self-efficacy, etc.

AO3

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 well broaden their discussion to include more than one. All approaches are acceptable but most likely will be the behaviourist approach. Strengths may cover: the role of cognition in learning; the learning of complex social behaviours; the use of the experimental method and focus on humans in research; applications to health psychology, sport psychology and therapies requiring increase in self-efficacy. Limitations may include: neglects the role of biology / heredity / maturation; methodological aspects of research where linked to social learning theory; does not explain the learning of abstract ideas.

Credit use of relevant evidence.

43

[AO2 = 4]

Up to two marks each for knowledge and explanation of each relevant strength.

Maximum of one mark for knowledge of one or two strength(s) / feature(s) that are not explained or elaborated appropriately.

Likely answers: focus on experimental methodology; scientific aspect of the approach; universal laws of learning; provides explanations for a range of behaviours eg development; provides explanations for a specified behaviour eg phobias; contributes to the nature-nurture debate; approach can be applied to behavioural problems eg token economy etc.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application / reference to differences is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application / reference to differences is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Features of the humanistic approach in psychology could include the concept of free will; focus on self and self-concept; personal growth; (un)conditional positive regard; each person is unique and should be treated as such; study of subjective experience; client related therapy; Maslow's Hierarchy of Needs; self-actualisation.

Credit reference to Rogers; Credit reference to research methods used e.g. open-ended interviews.

AO3

Discussion should focus on differences between the humanistic approach and the psychodynamic approach. Likely differences: The humanistic approach focuses on the present / future versus the retrospective accounts of the psychodynamic approach; humanistic psychologists are more positive in their outlook of human behaviour versus the negative views of the psychodynamic approach; humanistic psychologists focus on the person's conscious mind whereas the psychodynamic approach focuses on the unconscious mind; humanistic psychologists focus on eg Maslow's drive for self-actualisation versus the psychodynamic view of motivational / underlying physiological forces; the humanistic approach is based on free-will versus the psychodynamic focus on determinism; different approaches to therapy (directive versus client-centred).