



General Certificate of Education

Psychology 2181

Specification A

Unit 3 (PSYA3) Topics in Psychology

Mark Scheme

2010 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Set and published by the Assessment and Qualifications Alliance.

PSYA3: Topics in Psychology

Question 01

AO1 = 4 marks Outline of lifespan changes in sleep

Lifespan changes in sleep patterns include the dramatic increase in REM in the months after birth, the gradual decline in total sleep time, and a highly significant fall in deep NREM sleep over the lifespan. Examiners should be sensitive to the time constraints of this question part, and also to depth-breadth trade-offs; candidates focusing on the increased amount of REM in the newborn can achieve maximum marks if material is presented in sufficient depth.

4 marks Outline is accurate and coherent
3-2 marks Outline is limited, generally accurate and reasonably coherent
1 mark Outline is weak and muddled
0 marks No creditworthy material

Question 02

AO1 = 5 marks Outline of one explanation for the functions of sleep

Candidates are likely to choose either evolutionary or restoration accounts. It can be difficult to identify single evolutionary explanations, and outlines of evolutionary/ecological factors involved in sleep can be considered as a single approach. Similarly, candidates may outline a restoration explanation that includes the ideas of both Oswald and Horne.

5-4 marks Outline is accurate and coherent
3-2 marks Outline is limited, generally accurate and reasonably coherent
1 mark Outline is weak and muddled
0 marks No creditworthy material

AO2/AO3 = 16 marks Analysis and evaluation of one explanation for the functions of sleep

These marks can be most easily accessed through research evidence, especially for restoration accounts. Evaluation of evolutionary accounts is likely to be more general. Candidates may also consider how well an explanation accounts for the various phenomena of sleep, such as increased REM in the newborn or the effects of sleep deprivation. Comparison with alternative explanations would be credit worthy if used as part of sustained and effective evaluation.

Indicative issues/debates/approaches in the context of explanations of sleep; use of non-human animals in research; Psychology as Science via the use of observational/naturalistic studies as opposed to laboratory-based experiments; comparative/evolutionary psychology; correlational analyses and cause-effect relationships.

Further sources of AO2/AO3 marks may include methodological evaluation of relevant research evidence; material relevant to How Science Works such as analysis and interpretation of data, and the use of evidence to resolve different points of view; accurate communication of ideas and information; the tentative nature of scientific findings; ethical issues in scientific research. To earn marks any material must be used *effectively*.

AO2/3 Mark bands

16-13 marks Effective

Commentary and evaluation demonstrate sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary and evaluation demonstrate reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary and evaluation demonstrate basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary and evaluation are rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Question 03**AO1 = 9 marks** Outline of two theories of perceptual organisation

Candidates are likely to select Gibson's bottom-up direct theory and Gregory's top-down theory. Gibson's approach emphasises invariants in the optic array, such as texture gradients and the optic flow, and also the role of movement. He de-emphasises the role of learning, experience, and other top-down influences. Gregory's constructivist approach sees perception as an active process involving an interaction between perceptual input and expectations, motivations, learning, and emotion. Answers in the top two bands should show a reasonable balance between the two theories chosen. If only one theory is outlined then partial performance criteria apply and such answers can receive a maximum of 6 marks for AO1.

AO1 mark bands**9-8 marks Sound**

Knowledge and understanding are accurate and well detailed.

A good range of relevant material has been selected. There is reasonable balance between the two theories. Organization and structure of the answer are coherent.

7-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.

A range of relevant material has been selected. There is some balance between the two theories **or** knowledge and understanding of **one** theory are accurate and well detailed

(maximum 6 marks)

Organisation and structure of the answer are reasonably coherent.

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial.

A restricted range of material has been presented. There is some reference to two theories **or** knowledge and understanding of **one** theory are generally accurate and reasonably detailed.

Organisation and structure of the answer are basic.

2-1 marks Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate.

The material presented may be very brief or largely irrelevant. If only **one** theory is presented knowledge and understanding are basic/relatively superficial.

Lacks organization and structure.

0 marks

No creditworthy material.

Question 04**AO2/AO3 = 16 marks** Analysis and evaluation of one theory

Candidates must be explicit on which theory they are evaluating. Each of the theories relies upon research evidence, in particular work on the influence of expectations and the study of visual illusions (Gregory), and Gibson's studies on the perception of movement and texture gradients. Another route to AO2/AO3 marks would be how well the target theory accounts for everyday perceptual phenomena such as visual illusions and the stability of visual perception. The relative roles of laboratory experiments versus studies in the natural environment would also be relevant. Comparison with alternative approaches would be credit worthy if part of sustained and effective commentary.

Indicative issues/debates/approaches in the context of theories of perceptual organisation: cognitive psychology, cultural differences and biases in perceptual phenomena; biological reductionism; nature-nurture and environmental influences on perception; Psychology as Science in the context of real-life studies in the natural environment versus laboratory-based experiments.

Further sources of AO2/AO3 credit may include methodological evaluation of relevant research evidence; material relevant to How Science Works might include the analysis and interpretation of data; applications of science to the real world (eg explaining visual phenomena such as illusions); implications of scientific findings. Any material must be used *effectively* to earn marks.

AO2/3 Mark bands

16-13 marks Effective

Commentary and evaluation demonstrate sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary and evaluation demonstrate reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary and evaluation demonstrate basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary and evaluation are rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Question 05

AO1 = 9 marks Outline of research into the nature of relationships in different cultures

Candidates may draw on a variety of material for this question part. There is by now a large body of within-cultural and cross-cultural research relevant to this question, including work by Moghaddam, Gupta & Singh, and Umadevi et al. Candidates may focus on an overall pattern of differences, for instance between collectivist and individualistic cultures, or use research studies to exemplify specific cultural differences in relationships. A key discriminator will be the extent to which answers are psychologically informed rather than anecdotal.

Note that the term 'research' includes both theories and/or studies.

Although unlikely, candidates may introduce material on 'sub-cultures' such as gay/lesbian and computer-mediated relationships. Such material is creditable and need not be explicitly justified as relevant to different cultures.

AO1 mark bands**9-8 marks Sound**

Knowledge and understanding are accurate and well detailed.

A good range of relevant material has been selected. There is substantial evidence of breadth and depth. Organization and structure of the answer are coherent.

7-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.

A range of relevant material has been selected. There is evidence of breadth and/or depth.

Organisation and structure of the answer are reasonably coherent.

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial.

A restricted range of material has been presented.

Organisation and structure of the answer are basic.

2-1 marks Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate.

The material presented may be very brief or largely irrelevant.

Lacks organization and structure.

0 marks

No creditworthy material.

AO2/AO3 = 16 marks Analysis and evaluation of research into the nature of relationships in different cultures

These marks can be accessed in various ways. Commentary may include the implications of research findings in terms of differences between cultures, either supporting or denying the existence of significant differences. Studies themselves may be evaluated in terms of methodology (eg the widespread use of questionnaire studies), and the background issues such as the emic/etic distinction and cultural bias. Further commentary might include acculturation and the tension between 'home' and 'dominant' cultures.

Indicative issues/debates/approaches in the context of research into the nature of relationships in different cultures: cultural and cross-cultural research, including the emic/etic distinction and cultural bias (eg in the use of western research methodologies); ethical issues in psychological research.

Material relevant to How Science Works may include the use of questionnaire studies; correlations and cause-effect relations; communication and social impact of scientific findings.

AO2/3 Mark bands

16-13 marks Effective

Commentary and evaluation demonstrate sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary and evaluation demonstrate reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary and evaluation demonstrate basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary and evaluation are rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Question 06

AO1 = 4 marks Outline of the role of genetic factors in aggressive behaviour

The study of genetic factors in aggression has largely focused on genetic abnormalities (eg the XYY karyotype) associated with increased aggression. Here are also twin studies, particularly in relation to aggression in children, and breeding experiments with non-human animals. It would also be relevant (though not necessary) for candidates to consider the interaction between genes and the environment in aggression, as this illustrates the role of genetic factors. This is a broad area, and examiners should be alert to a range of alternative approaches. Outline of the role of other factors in aggressive behaviour may earn credit if explicitly linked to genetic mechanisms, eg brain structures, hormone levels.

4 marks Outline is accurate and coherent
3-2 marks Outline is limited, generally accurate and reasonably coherent
1 mark Outline is weak and muddled
0 marks No creditworthy material

Question 07**AO1 = 5 marks** Outline of one social psychological theory of aggression

Candidates are likely to choose either social learning theory or deindividuation, as these were emphasised in the previous Specification. However approaches such as cue arousal or relative deprivation would also be relevant. The question requires a focus on *one* social psychological *theory* of aggression. AO1 marks will be awarded for the outline of one theory. If studies are described, these may earn AO2 marks if used effectively to evaluate the theory.

5-4 marks Outline is accurate and coherent
3-2 marks Outline is limited, generally accurate and reasonably coherent
1 mark Outline is weak and muddled
0 marks No creditworthy material

AO2/3 = 16 marks Analysis and evaluation of one social psychological theory of aggression

Research studies would provide the most effective route to AO2/AO3 credit, with a variety of studies relevant to eg social learning theory or deindividuation. Commentary could also include the artificial nature of many studies and the ability of the chosen theory to explain aggression in the real world. Comparison with alternative approaches, such as the role of neural and hormonal mechanisms, or evolutionary explanations, would earn AO2 credit if used as part of sustained and effective evaluation.

Indicative issues/debates/approaches in the context of one social psychological theory of aggression: social psychology and social learning theory; gender and cultural differences; ethical aspects of studies of aggression; nature-nurture; free will and determinism.

Further sources of AO2/AO3 credit might include methodological evaluation of relevant research studies; other material relevant to How Science Works might include: analysis and interpretation of data; communication of scientific ideas using appropriate terminology; social implications of scientific findings (eg social factors in aggressive behaviour). Any material must be used *effectively* to earn marks.

AO2/3 Mark bands**16-13 marks Effective**

Commentary and evaluation demonstrate sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively.

Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary and evaluation demonstrate reasonable analysis and understanding.

The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.

Issues/debates/approaches are used in a reasonably effective manner.

Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary and evaluation demonstrate basic, superficial understanding.

The answer is sometimes focused and shows some evidence of elaboration.

Superficial reference may be made to issues/debates/approaches

Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary and evaluation are rudimentary, demonstrating a very limited understanding.

The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.

If reference is made to issues/debates/approaches, it is muddled and inaccurate.

Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Question 08**AO1 = 9 marks** Outline of explanations of one eating disorder

Candidates are able to choose from anorexia nervosa, bulimia nervosa, or obesity.

Psychological explanations may include self-image and body dissatisfaction, combined with the role of family, peer groups, and the media. Psychodynamic explanations would also be relevant. Biological explanations may include the genetic factors or the role of brain mechanisms (eg neurotransmitters, hypothalamic feeding centres). Evolutionary theories for eg anorexia nervosa or obesity would also be directly relevant to this question. Examiners should be alert to candidates presenting creditworthy material not on the Specification.

Given the Specification, candidates must be clear on what disorder they are discussing, although explicit application of an explanation to more than one disorder may earn AO2 credit.

Answers outlining only one explanation are showing partial performance and can receive a maximum of **6 marks** for AO1. However candidates may focus on psychological or biological explanations, or draw from both areas.

AO1 mark bands**9-8 marks Sound**

Knowledge and understanding are accurate and well detailed.

A good range of relevant material has been selected. There is reasonable balance between the explanations. Organization and structure of the answer are coherent.

7-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.

A range of relevant material has been selected. There is some balance between the explanations **or** knowledge and understanding of **one** theory are accurate and well detailed

(maximum 6 marks)

Organisation and structure of the answer are reasonably coherent.

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial.

A restricted range of material has been presented. There is some reference to at least two theories **or** knowledge and understanding of **one** theory are generally accurate and reasonably detailed.

Organisation and structure of the answer are basic.

2-1 marks Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate.

The material presented may be very brief or largely irrelevant. If only **one** theory is presented knowledge and understanding are basic/relatively superficial.

Lacks organization and structure.

0 marks

No creditworthy material.

AO2/AO3 = 16 marks Analysis and evaluation of explanations of one eating disorder

Candidates must be explicit on which eating disorder is being evaluated. Given the availability of relevant studies research evidence would be an effective route to AO2 credit. Another key feature of this area is the complexity of the conditions, and the comparison with alternative explanations, or commentary on the range of explanations, would be directly relevant and creditworthy. Candidates may also comment on individual vulnerability to eg media influences, or the difficulty of showing that changes in the brain are primary and not secondary to eg weight loss.

General evaluation of broad approaches, such as the psychodynamic or biological, can receive some AO2/AO3 credit if clearly linked to the issue of eating disorders.

Indicative issues/debates/approaches in the context of psychological and biological explanations of one eating disorder: approaches – biological, cognitive, behavioural, psychodynamic; gender and cultural differences and biases; use of non-human animals; nature-nurture; free will and determinism; reductionism.

Further sources of AO2/AO3 credit might include methodological evaluation of relevant research evidence; other material relevant to How Science Works might include: communication of scientific ideas using appropriate terminology; applications of scientific ideas and findings eg to treatments; role of science in social decision making. Any material must be used *effectively* to earn marks.

Note that commentary and evaluation in this area is often generic, with issues common to more than one explanation. Therefore there are no partial performance criteria for AO2/AO3 credit, although marks will vary according to the *focus* of the answer and the *effective use* of material.

AO2/3 Mark bands**16-13 marks Effective**

Commentary and evaluation demonstrate sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary and evaluation demonstrate reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary and evaluation demonstrate basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary and evaluation are rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Question 09

AO1 = 5 marks Outline of the biosocial approach to gender development

The biosocial approach to gender development emphasises the interaction of biological and social/cultural factors in the development of gender. Relevant factors include labelling of a child's sex and its effects on the treatment of children, and the influence of time and culture on the 'construction' of gender. Answers that emphasise the principles of the biosocial approach and those that describe relevant examples are equally credit worthy.

5-4 marks

Outline is accurate and coherent

3-2 marks

Outline is limited, generally accurate and reasonably coherent

1 mark

Outline is weak and muddled

0 marks

No creditworthy material

Question 10**AO1 = 4 marks** Identification of social factors that may influence gender role

Important influences on gender role include reinforcement from parents, family, and peers. Observational learning (social learning theory) and vicarious reinforcement are also significant factors, in particular the role of parents, media and schools. Candidates may outline the principles/approaches behind influences or gender roles, or detail relevant factors, or use studies to illustrate various factors. Material should be marked in the way most favourable to the candidate, bearing in mind the mark allocations for this question part.

4 marks Outline is accurate and coherent
3-2 marks Outline is limited, generally accurate and reasonably coherent
1 mark Outline is weak and muddled
0 marks No creditworthy material

Question 11**AO2/AO3 = 16 marks** Assessment of the influence of social factors on gender role

There is a wealth of experimental studies on social influences on gender roles, including the role of parents and peers, and media influences, and this research evidence should be the main route to AO2/AO3 credit. Additional commentary could include the interaction between biological and social factors, and cultural differences. Answers not based on research evidence can receive a maximum of **8 marks** for AO2/AO3. Candidates may introduce alternative approaches and evidence, for instance on the role of biological factors. These can only earn marks if used as part of sustained and effective commentary.

Indicative issues/debates/approaches in the context of assessing the influence of social factors on gender role: behaviourism and social learning theory; nature-nurture; gender bias and differences; cultural bias and cultural differences; free will and determinism; observational studies; ethical issues in psychological research.

Further sources of AO2/AO3 credit may include methodological evaluation of relevant research evidence; material relevant to How Science Works might include analysis and interpretation of data; the tentative nature of scientific findings; accurate communication of ideas; social and ethical implications of scientific ideas (eg social roles of men and women)

NOTE: Answers that interpret 'such factors' as factors other than social influences may earn marks across the scale.

AO2/3 Mark bands**16-13 marks Effective**

Commentary and evaluation demonstrate sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively.

Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary and evaluation demonstrate reasonable analysis and understanding.

The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.

Issues/debates/approaches are used in a reasonably effective manner.

Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary and evaluation demonstrate basic, superficial understanding.

The answer is sometimes focused and shows some evidence of elaboration.

Superficial reference may be made to issues/debates/approaches

Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary and evaluation are rudimentary, demonstrating a very limited understanding.

The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.

If reference is made to issues/debates/approaches, it is muddled and inaccurate.

Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Question 12

AO1 = 9 marks Outline of one psychometric and one information processing theory of intelligence

The psychometric approach to intelligence assumes that intelligence can be measured, that it is relatively stable over time, and that there are consistent individual differences that can be measured. It is particularly associated with the development and use of the IQ test.

The information processing theory of intelligence emphasises the cognitive systems underlying intelligence. It is exemplified by Sternberg's triarchic theory, with various cognitive systems at different levels (eg strategic, performance, retention). However examiners should be alert to alternative psychometric and information processing approaches to intelligence. To receive credit, candidates must accurately identify the theory they are outlining.

If two psychometric or two information processing theories are presented, both should be marked and the best credited under partial performance criteria.

Candidates presenting only *one* theory are showing partial performance and can receive a maximum of **6 marks** for AO1.

AO1 mark bands**9-8 marks Sound**

Knowledge and understanding are accurate and well detailed.

A good range of relevant material has been selected. There is reasonable balance between the two theories. Organization and structure of the answer are coherent.

7-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.

A range of relevant material has been selected. There is some balance between the two theories **or** knowledge and understanding of **one** theory are accurate and well detailed

(maximum 6 marks)

Organisation and structure of the answer are reasonably coherent.

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial.

A restricted range of material has been presented. There is some reference to two theories **or** knowledge and understanding of **one** theory are generally accurate and reasonably detailed.

Organisation and structure of the answer are basic.

2-1 marks Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate.

The material presented may be very brief or largely irrelevant. If only **one** theory is presented knowledge and understanding are basic/relatively superficial.

Lacks organization and structure.

0 marks

No creditworthy material.

Question 13

AO2/AO3 = 16 marks Analysis and evaluation of psychometric and/or information processing theories of intelligence

The psychometric approach has been criticised for its static approach to intelligence. Although IQ tests are used extensively for selection and categorisation of individuals they often ignore the popular 'multiple intelligences' view. The Flynn effect shows that IQ is not stable over time, and argues for a more complex view of intelligence than that offered by the psychometric approach. The information processing approach provides a valuable emphasis on the cognitive processes underlying intelligence, rather than simply different types of intelligence. It acknowledges individual differences at different levels of the cognitive system and can be used to identify particular problems a child may be having. It therefore has applications to education. However it has a more complex view of intelligence which can make assessment more difficult.

Alternative theories of intelligence may earn AO2 marks if used as part of sustained and effective commentary.

Indicative issues/debates/approaches in the context of psychometric and information processing theories of intelligence: individual differences; cognitive psychology; objective measurement; nature-nurture; ethical issues in measuring intelligence; gender and cultural differences and biases; reductionism.

Further sources of AO2/AO3 marks may include general commentary on the problems of defining and measuring intelligence; material relevant to How Science Works may include: the nature of scientific arguments; communication of ideas and information using appropriate terminology; applications and implications of scientific findings and ideas (benefits and risks); role of science in social decision making (eg educational policy and the nature/nurture argument). To earn marks any material must be used *effectively*.

Note that there are no partial performance criteria for this question part.

AO2/3 Mark bands

16-13 marks Effective

Commentary and evaluation demonstrate sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary and evaluation demonstrate reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8-5 marks Basic

Commentary and evaluation demonstrate basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4-1 marks Rudimentary

Commentary and evaluation are rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.

Question 14

AO1 = 9 marks Outline of Vygotsky's and Bruner's theories of cognitive development

A key feature of the outlines must be the degree of accuracy. Candidates must demonstrate understanding of some of the key concepts in the theories, such as the role of language and culture in Vygotsky's theory and his ideas of the ZPD and scaffolding. For Bruner, the modes of representation (enactive, iconic, symbolic), spiral education, and concepts such as contingency and cognitive acceleration should be central. For marks in the top band, a range of such material must be presented.

Note that the focus of this question is on the theories of cognitive development themselves, and not on their applications.

Candidates who outline only one theory are showing partial performance and can earn a maximum of **6 marks** for AO1.

AO1 mark bands**9-8 marks Sound**

Knowledge and understanding are accurate and well detailed.

A good range of relevant material has been selected. There is reasonable balance between the two theories. Organization and structure of the answer are coherent.

7-5 marks Reasonable

Knowledge and understanding are generally accurate and reasonably detailed.

A range of relevant material has been selected. There is some balance between the two theories **or** knowledge and understanding of **one** theory are accurate and well detailed

(maximum 6 marks)

Organisation and structure of the answer are reasonably coherent.

4-3 marks Basic

Knowledge and understanding are basic/relatively superficial.

A restricted range of material has been presented. There is some reference to two theories **or** knowledge and understanding of **one** theory are generally accurate and reasonably detailed.

Organisation and structure of the answer are basic.

2-1 marks Rudimentary

Knowledge and understanding are rudimentary and may be muddled and/or inaccurate.

The material presented may be very brief or largely irrelevant. If only **one** theory is presented knowledge and understanding are basic/relatively superficial.

Lacks organization and structure.

0 marks

No creditworthy material.

Question 15

AO2/AO3 = 16 marks Analysis and evaluation of Vygotsky's and Bruner's theories of cognitive development

These marks can be accessed in various ways. Support from research studies would be directly relevant, while applications of each theory to education are specifically mentioned on the Specification. Bruner in particular was active in applying his ideas to educational practice, while Vygotsky's ideas on eg the ZPD and scaffolding are directly relevant to this area. Comparison between the two theories would be another route to AO2/AO3 credit. However, if Piaget's theory of cognitive development is introduced into the discussion, it has to be used as part of sustained and effective commentary to earn marks; this could include the links between Piaget's and Bruner's approaches, in the use of a stage model of development.

Indicative Issues/Debates/Approaches in the context of the analysis and evaluation of Vygotsky's and Bruner's theories of cognitive development: cognitive, cognitive-developmental, information processing approaches; social influences and cultural biases and differences; nature-nurture.

Further sources of AO2/AO3 credit may include methodological evaluation of relevant research evidence; material relevant to How Science Works might include: applications and implications of scientific ideas and findings; analysis and interpretation of data; communication of ideas using appropriate terminology; role of science in social decision making.

Candidates evaluating only one theory are showing partial performance, and can receive a maximum of **10 marks** for AO2/AO3.

AO2/3 Mark bands**16-13 marks Effective**

Commentary and evaluation demonstrate sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively.

Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

12-9 marks Reasonable

Commentary and evaluation demonstrate reasonable analysis and understanding.

The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.

Issues/debates/approaches are used in a reasonably effective manner.

Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

Partial performance (maximum 10 marks) matches mark band criteria for 'Effective'

8-5 marks Basic

Commentary and evaluation demonstrate basic, superficial understanding.

The answer is sometimes focused and shows some evidence of elaboration.

Superficial reference may be made to issues/debates/approaches

Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

Partial performance matches mark band criteria for 'Reasonable'

4-1 marks Rudimentary

Commentary and evaluation are rudimentary, demonstrating a very limited understanding.

The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.

If reference is made to issues/debates/approaches, it is muddled and inaccurate.

Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

Partial performance matches mark band criteria for 'Basic'

0 marks

No creditworthy material is presented.

ASSESSMENT GRID: PSYA3

Question	AO1	AO2/3	Total
01	4		
02	5	16	
Total Q1	9	16	25
03	9		
04		16	
Total Q2			25
05	9	16	
Total Q3			25
06	4		
07	5	16	
Total Q4			25
08	9	16	
Total Q5			25
09	5		
10	4		
11		16	
Total Q6			25
12	9		
13		16	
Total Q7			25
14	9		
15		16	
Total Q8			25