



**General Certificate of Education (A-level)
January 2011**

Psychology A

PSYA3

(Specification 2180)

Unit 3: Topics in Psychology

Post-Standardisation

Mark Scheme

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PSYA3: Topics in Psychology

Topic: Biological Rhythms and Sleep

Question 01

AO1 = 9 marks

Outline of the role of endogenous pacemakers in the control of one or more biological rhythms

Endogenous pacemakers (EP) and exogenous zeitgebers interact in the control and fine tuning of biological rhythms. An effective approach to AO1 marks would be to describe examples of endogenous pacemakers, such as the suprachiasmatic nucleus (SCN), pineal gland and melatonin release. There are other pacemakers in the brain, eg for body temperature, although answers focusing on the SCN and pineal may receive marks across the scale. A further route to AO1 marks would be to describe the mechanisms underlying the interaction between EPs and exogenous zeitgebers such as light.

Research studies should be a source of AO2 marks. However, in answers that simply describe studies these may qualify for AO1 marks as illustrating the role of endogenous pacemakers. Siffre and similar studies would be AO1 unless clearly presented as AO2/AO3 ie topped and tailed.

The emphasis in this question is in the 'role' of endogenous pacemakers. To move beyond 'Basic', description must therefore include reference to the role of endogenous pacemakers.

Although technically the SCN and pineal can be seen as a single pacemaker, there are no partial performance criteria on this question. Detailed review of the role of the SCN and pineal may receive AO1 and AO2/AO3 marks across the scale.

AO1 mark bands

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|---|
| 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. Organisation 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 organisation and structure. |
| 0 marks |
| No creditworthy material. |

AO2/AO3 = 16 marks

Analysis and evaluation of the role of endogenous pacemakers in the control of one or more biological rhythms

It is likely that research evidence will provide the major source of AO2/AO3 credit. There are many studies supporting a role for EPs in the control of biological rhythms, and how they interact with exogenous zeitgebers; these include Siffre's original isolation study and subsequent similar work, experiments on infradian rhythms, and even research on non-human animals (eg hamsters) and plants could be made directly relevant to this question. The effects of disrupting biological rhythms can also provide evidence directly relevant to the question. Interpretation and evaluation of research evidence should distinguish the quality of answers, with better candidates able to describe accurately how findings support the role of EPs in the control of biological rhythms.

Also relevant would be methodological evaluation of research evidence, although this would only be effective if the implications for findings are clear and application of scientific ideas and evidence eg the implications of findings on the disruption of biological rhythms and possible remedies for shift work and jet lag.

Indicative issues/debates/approaches in the context of the role of endogenous pacemakers in the control of biological rhythms: biological approach, evolutionary: use of animals in research, reductionism, free will/determinism, ethics. Such material must be used effectively to move into the top band.

AO2/AO3 Mark bands

16 - 13 marks Effective

Evaluation/commentary demonstrates 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

Evaluation/commentary demonstrates 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

Evaluation/commentary demonstrates 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

Evaluation/commentary is 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.

Topic: Perception

Question 02

AO1 = 9 marks

Outline of infant and cross-cultural studies of the development of perceptual abilities

The classic infant and cross-cultural studies of eg Gibson & Walk, Bower, Segall, Turnbull etc are likely to provide the core material for AO1 marks; accurate description is essential for marks in the top bands. Studies using non-human animals can be included and receive marks across the scale, if the focus is on development and they are in addition to infant and cross-cultural studies. If only non-human animal studies are presented, maximum marks for AO1 and AO2/AO3 would be at the top of the Basic mark band. Examiners should be alert to the potentially wide range of relevant studies. However the focus of any research presented must be on developmental aspects of perception. This applies also to coverage of theories of perception such as Gibson's and Gregory's.

Answers covering only infant or cross-cultural studies are showing partial performance and can receive a maximum of 6 marks for AO1. However there need not be a perfect balance between the two areas for marks in the top band.

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. Organisation and structure of the answer are coherent, with a reasonable balance between infant and cross-cultural studies.

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, with some reference to infant and cross-cultural studies. .
Partial performance is **sound (maximum 6 marks)**.

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.
Partial performance is **reasonable**.

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 organisation and structure.
Partial performance is **basic**.

0 marks

No creditworthy material.

AO2/AO3 = 16 marks

Analysis and evaluation of infant and cross-cultural studies of the development of perceptual abilities

One framework for AO2/AO3 material is likely to be the nature/nurture debate. Note that it is not analysis of theories but it is how studies relate to theories to the nature/nurture debate that would be the most effective source of AO2/AO3 marks, and answers in the top bands should demonstrate clear understanding of the implications of findings. This is also an area where methodological evaluation of complex studies can be critical, but again for marks in the top bands the implications of methodological weaknesses for theories should be explicit. General commentary could include the problems of disentangling innate and environmental influences, and ethical aspects of infant and cross-cultural research.

Further sources of AO2/AO3 credit may include the effective analysis of theories/models and the effective communication of scientific ideas.

Indicative issues/debates/approaches in the context of the development of perceptual abilities: approaches – developmental, cognitive, biological: nature/nurture, use of animals in research; nature/nurture; determinism; reductionism; cultural differences and bias. Such material must be used effectively to move into the top band.

Answers focusing on only infant or cross-cultural studies are showing partial performance and can receive a maximum of 10 marks for AO2/AO3.

AO2/3 Mark bands

16 - 13 marks Effective

Evaluation/commentary demonstrates 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

Evaluation/commentary demonstrates 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 is effective (maximum 10 marks)

8 - 5 marks Basic

Evaluation/commentary demonstrates 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 is reasonable

4 - 1 marks Rudimentary

Evaluation/commentary is 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 is basic

0 marks

No creditworthy material is presented.

Topic: Relationships

Question 03

AO1 = 9 marks

Description of two or more theories of the formation of romantic relationships

Approaches to relationships such as the matching hypothesis, filter theory and reward-need theory focus on formation. Either approach is acceptable. One issue that may arise is the description of particular factors, such as proximity, without an overall 'theory'. If several factors are presented in this way, they should either be considered as aspects of filter theory and assessed together, or, if no other relevant material is presented, the two factors best outlined should be considered as two theories of relationship formation.

Economic theories, such as social exchange and equity, can account for both formation and maintenance. Such theories can receive credit insofar as the emphasis is on relationship formation rather than maintenance. Similarly, evolutionary approaches may receive credit if the focus is on relationship formation.

Answers outlining only one theory are showing partial performance and can receive a maximum of 6 marks for AO1. However there need not be a perfect balance between the two or more outlines for marks in the top band.

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. Organisation and structure of the answer are coherent, with a reasonable balance between two or more theories.

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, with some reference to two or more theories.

Partial performance is **sound (maximum 6 marks)**

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.

Partial performance is **reasonable**.

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 organisation and structure.

Partial performance is **basic**.

0 marks

No creditworthy material.

AO2/AO3 = 16 marks

Analysis and evaluation of two or more theories of the formation of romantic relationships

Depending upon the theories outlined, relevant research evidence should be a key source of AO2/AO3 marks. General commentary could include the quantitative nature of economic approaches and the failure to address the emotional side of relationships. On the positive side some theories have generated much subsequent research.

Cultural and gender issues are also central to this area, as is the general failure to consider the variety of romantic relationships. Alternative theories may be introduced, but may only earn AO2/AO3 marks if used as part of sustained and effective commentary.

Further routes to AO2/AO3 credit may include methodological evaluation of research evidence, although to be effective the implications for the related theory should be explicit; effective communication of scientific ideas, and applications and implications of findings.

Indicative issues/debates/approaches in the context of two or more theories of the formation of romantic relationships: approaches – cognitive, biological, evolutionary, behavioural, social learning; gender and cultural issues; ethics; free will/determinism. Such material must be used effectively to move into the top band.

If analysis/evaluation is limited to one theory only, such answers are showing partial performance and can receive a maximum of 10 marks for AO2/AO3.

AO2/AO3 Mark bands

16 - 13 marks Effective

Evaluation/commentary demonstrates 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

Evaluation/commentary demonstrates 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 is **effective (maximum 10 marks)**.

8 - 5 marks Basic

Evaluation/commentary demonstrates 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 is **reasonable**.

4 - 1 marks Rudimentary

Evaluation/commentary is 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 is **basic**.

0 marks

No creditworthy material is presented.

Topic: Aggression

Question 04

AO1 = 9 marks Outline of evolutionary explanations of human aggression

Aggression is an enormous area within psychology. The focus for this question is on evolutionary explanations, and approaches that are not evolutionary, such as social learning theory, media effects, and deindividuation cannot earn marks. Within the evolutionary approach aggression is usually contextualised as increasing the chances of reproduction and survival of genes, and this is likely to be the most popular route for AO1 marks. Material on aggressive displays, especially in young men, aggression linked to sexual jealousy, and evolutionary explanations of group display, could all be relevant to the question. For marks above Basic there must be a clear focus on aggression. Male/female differences in amount and types of aggression could also be made relevant. Models based on non-human animal work may earn marks if used to illustrate how the evolutionary approach might be relevant to humans.

Candidates may introduce work on the genetics of aggression and the role of neural and hormonal mechanisms in aggressive behaviour. Such material eg the proposed association between the XYY genotype and aggression, cannot earn marks *unless* the implications and relevance to evolutionary explanations is explicit.

There are no partial performance issues with this question; answers should be assessed on the depth and breadth of the material presented.

AO1 mark bands

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| <p>9 - 8 marks Sound</p> <p>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. Organisation and structure of the answer are coherent.</p> |
| <p>7 - 5 marks Reasonable</p> <p>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.</p> |
| <p>4 - 3 marks Basic</p> <p>Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.</p> |
| <p>2 - 1 marks Rudimentary</p> <p>Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organisation and structure.</p> |
| <p>0 marks</p> <p>No creditworthy material.</p> |

AO2/AO3 = 16 marks Analysis and evaluation of evolutionary explanations of human aggression

One route for AO2/AO3 marks would be studies on human aggression that interpret findings in terms of the evolutionary approach; these include aggression in young men, aggression linked to jealousy and aggression between groups. Methodological evaluation of studies should emphasise the implications for explanations to receive credit.

Alternative explanations, such as social psychological approaches, economic models or deindividuation, may earn AO2/AO3 marks if used as part of sustained and effective evaluation of evolutionary explanations.

Studies on the role of genetics and neural/hormonal mechanisms may be used as evaluation of the evolutionary approach; however, to earn marks, the relevance for evolutionary explanations must be clearly and accurately described.

Indicative issues/debates/approaches in the context of evolutionary explanations of human aggression include: approaches – evolutionary/biological; gender and cultural issues; nature/nurture; free will/determinism; reductionism. Such material must be used effectively to move in to the top band.

AO2/AO3 Mark bands

16 - 13 marks Effective

Evaluation/commentary demonstrates 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

Evaluation/commentary demonstrates 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

Evaluation/commentary demonstrates 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

Evaluation/commentary is 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.

Topic: Eating Behaviour

Question 05

AO1 = 4 marks

Outline of the role of one or more factors that influence attitudes to food

There are many factors shown to influence our attitudes to food. These include innate/evolutionary influences, early learning experience and familiarity, neophobia, parental attitudes, weight concern, cultural factors, the food industry etc. The key to effective answers will be appropriate selection and accurate description of the role of such factors in influencing attitudes to food.

Candidates are often tempted to describe brain mechanisms involved in eating behaviour. This can only receive credit in this question part if explicitly linked to the issue of attitudes.

Examiners should be sensitive to depth-breadth trade-offs in this question part.

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

AO2/AO3 = 8 marks

Commentary on the role of one or more factors that influence attitudes to food

For each of the factors mentioned above research studies can provide an effective source of commentary and evaluation on their role in attitudes to food. More general commentary could include the relative role of different factors in, for instance, childhood food preferences, or the change in relevant factors with age. Examiners should be sensitive to the wide range of potential material that would be creditworthy on this question. This includes methodological evaluation of relevant research evidence, analysis and interpretation of data, application and implications and use of scientific findings in society's decision making (eg factors contributing to obesity, the increasing awareness of healthy diets etc).

Indicative issues/debates/approaches in the context of the role of one or more factors that influence attitudes to food: approaches – biological/evolutionary, social learning, behavioural, cognitive, psychodynamic: gender and cultural issues, nature/nurture, reductionism, free will/determinism. Such material must be used effectively to move into the top band.

AO2/3 Mark bands

8 - 7 marks Effective

Evaluation/commentary demonstrates 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.

6 - 5 marks Reasonable

Evaluation/commentary demonstrates 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.

4 - 3 marks Basic

Evaluation/commentary demonstrates 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.

2 - 1 marks Rudimentary

Evaluation/commentary is 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 = 5 marks Outline of the role of neural mechanisms in controlling eating

Neural mechanisms concern the brain and nervous system, and material on, for instance, the role of peripheral hormones can only earn AO1 credit if explicitly linked to neural mechanisms (eg as signals to neural mechanisms of satiety/hunger). It is likely that outlines of feeding and satiety centres in the hypothalamus will provide the most popular material, but neural mechanisms of eating are complex and examiners should be alert to less familiar material.

Given the problem of distinguishing neural mechanisms there are no partial performance criteria on this question. Examiners should be alert to depth/breadth trade-offs.

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

AO2/AO3 = 8 marks Analysis and evaluation of the role of neural mechanisms in controlling eating

The key source of AO2/AO3 material is likely to be experimental research support for and against particular models of neural mechanisms. There are many human and animal studies for candidates to draw on, and accurate interpretation of findings is essential for the top bands. Further commentary could include the interplay of central and peripheral mechanisms, and the need to consider the range of biological, psychological, and social factors that can influence eating.

Additional routes to AO2/AO3 credit include methodological evaluation of relevant research evidence, although implications of such evaluation for findings and theories needs to be explicit, and effective communication of scientific ideas using appropriate terminology.

Indicative issues/debates/approaches in the context of the role of neural mechanisms in controlling eating: approaches – biological/evolutionary: reductionism; use of animals in research; ethics; nature/nurture; free will/determinism. Such material must be used effectively to move into the top band.

AO2/AO3 Mark bands

8 - 7 marks Effective

Evaluation/commentary demonstrates 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.

6 - 5 marks Reasonable

Evaluation/commentary demonstrates 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.

4 - 3 marks Basic

Evaluation/commentary demonstrates 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.

2 - 1 marks Rudimentary

Evaluation/commentary is 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.

Topic: Gender

Question 07

AO1 = 9 marks Description of Kohlberg's theory of gender development

Kohlberg's cognitive developmental theory proposes that a child's understanding of gender develops through three distinct stages; gender identity, gender stability, gender constancy (or consistency). Each stage has particular characteristics and occurs at specified ages.

Although absolute precision in relation to ages is not required for marks in the top bands, they should be within reasonable limits. For instance, candidates often confuse gender stability (the idea that gender is permanent and unchangeable, that they were always male or female and will always be male or female), with gender constancy/consistency (the idea that even if girls wear jeans or cut their hair short, they still remain girls). Otherwise it is essential that such answers are accurate and detailed.

Kohlberg's theory of gender development is separate from his theory of moral development, and material on the latter cannot earn marks. However such answers should be read carefully for any relevant material.

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. Organisation 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 organisation and structure.

0 marks

No creditworthy material.

AO2/AO3 = 16 marks

Analysis and evaluation of Kohlberg's theory of gender development

An effective source of AO2/AO3 marks would be relevant research evidence, either from Kohlberg himself or from other investigators. Subsequent research has suggested that gender development may begin earlier than Kohlberg suggests, but also supports some of his key ideas. Issues of cultural bias would be relevant, as would the criticisms of eg Gilligan on the gender bias in Kohlberg's work. Other approaches, such as gender schema theory or the biological and psychodynamic perspectives, may earn AO2/AO3 marks if used as sustained and effective evaluation of Kohlberg.

Additional routes to AO2/AO3 credit include the methodological evaluation of relevant research evidence, as long as the implications for Kohlberg's theory are clear, effective communication of scientific ideas.

Indicative issues/debates/approaches in the context of Kohlberg's cognitive developmental theory of gender development: approaches – cognitive and developmental, biological, behavioural, psychodynamic: gender and cultural issues. Such material must be used effectively to move into the top band.

AO2/3 Mark bands

16 - 13 marks Effective

Evaluation/commentary demonstrates 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

Evaluation/commentary demonstrates 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

Evaluation/commentary demonstrates 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

Evaluation/commentary is 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.

Topic: Intelligence and Learning

Question 08

AO1 = 5 marks Outline of Gardner’s theory of multiple intelligences

Gardner proposes eight different types of intelligence, or ‘domains’ of intelligence. These include linguistic, spatial, interpersonal, and musical. It is not necessary for all eight to be mentioned for marks in the top band. However the general approach and two or three examples would be required. The later introduction of ‘overarching intelligence profiles’ (searchlight and laser-like intelligence) would be directly relevant, but not essential for marks across the scale.

AO1 mark bands

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

Question 09

AO1 = 4 marks Outline of the role of genetic factors in intelligence test performance

Answers are likely to focus on the idea that genetic factors are a key determinant of intelligence test performance. They cannot be expected to describe actual genetic mechanisms, even if we knew what they were. It is more likely that they will refer eg to the findings of MZ/DZ twin studies and adoption studies to *illustrate* the role of genetic mechanisms; accurate description of such studies is essential for marks in the top band. As only 4 AO1 marks are available, reasonable, thorough and accurate outline of one study can qualify for full marks, as long as the relevance to the **role** of genetic factors is clear.

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

AO2/AO3 = 16 marks Analysis and evaluation of the role of genetic factors in intelligence test performance

There is a wealth of accessible material that could provide AO2/AO3 marks. Findings of relevant studies should be credited as AO1. However, MZ/DZ twin studies have been subjected to intense criticism since the days of Burt, including accusations of falsifying data and methodological limitations. Enrichment programmes and investigations of the ‘Flynn’ effect would also be an effective way of evaluating the role of genetic factors. More general commentary could include the relation between intelligence test performance and everyday intelligence. Controversial issues such as race and IQ, or cultural bias in this research area, can earn AO2/AO3 marks, but only if discussed in the context of the role of genetic factors in intelligence test performance eg the fact that culturally biased tests can lead to invalid generalisation of results to non-western societies.

Additional routes to AO2/AO3 credit include methodological evaluation of relevant research evidence, effective communication of scientific ideas, applications and implications of science, for instance in educational practice, enrichment programmes etc.

Indicative issues/debates/approaches in the context of the role of genetic factors in intelligence test performance: approaches – biological, cognitive: gender and cultural issues; ethics; nature/nurture; reductionism; free will/determinism. Such material must be used effectively to move into the top band.

AO2/AO3 Mark bands

16 - 13 marks Effective

Evaluation/commentary demonstrates 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

Evaluation/commentary demonstrates 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

Evaluation/commentary demonstrates 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

Evaluation/commentary is 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.

Topic: Cognition and Development

Question 10

AO1 = 9 marks Description of the development of the child's sense of self

The development of the child's sense of self concerns the gradual emergence of their sense of having a separate identity to other people. This section of the Specification also refers to Theory of Mind (ToM), and the two most likely approaches are (a) a chronology of the child's developing sense of 'separateness', and (b) the development of ToM. There is no generally agreed *detailed* chronology, but the *sequence* of developmental stages could be accurately described for marks in the top band eg using the 'red spot test' (Lewis and Brooks-Gunn) self-awareness is not seen before the age of about 15 months, and develops fully between 18 and 24 months; alternatively candidates may describe a sequence such as eye-to-eye contact, then shared attention (eye gaze cueing), protoimperative pointing, pretend play, full self-awareness.

There is a wide range of material available for candidates. It is possible to see development of the sense of self extending to adolescence, while others may focus on the development of self-esteem. Although unlikely, aspects of Selman's theory of perspective taking could be made relevant to this question.

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. Organisation 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 organisation and structure.

0 marks

No creditworthy material.

AO2/AO3 = 16 marks

Analysis and evaluation of the development of the child's sense of self

There are a large number of studies of infant development and the findings of these studies should provide the main source of AO2/AO3. Methodological evaluation of studies, perhaps incorporating the general problems of experimental work with infants and children, is also a critical issue in this area. However, the implications of such evaluation for theories must be explicit for marks to be earned. Studies of ToM in particular are the subject of much controversy eg over the role of language understanding in the interpretation of findings. Additional routes to AO2/AO3 credit might include an analysis of the influence of parents and peers on eg the development of self-esteem, individual differences such as gender, and the application of findings eg to conditions such as autism.

Indicative issues/debates/approaches in the context of the development of the child's sense of self: approaches – cognitive and cognitive-developmental, biological: gender and cultural issues; ethics; nature/nurture. Such material must be used effectively to move into the top band.

AO2/3 Mark bands

16 - 13 marks Effective

Evaluation/commentary demonstrates 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

Evaluation/commentary demonstrates 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

Evaluation/commentary demonstrates 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

Evaluation/commentary is 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.

ASSESSMENT GRID: PSYA3

| | AO1 | AO2 | AO3 |
|-------------------------|------------|------------|------------|
| Question 01 | 9 | 12 | 4 |
| Topic Total = 25 | 9 | 12 | 4 |
| Question 02 | 9 | 12 | 4 |
| Topic Total = 25 | 9 | 12 | 4 |
| Question 03 | 9 | 12 | 4 |
| Topic Total = 25 | 9 | 12 | 4 |
| Question 04 | 9 | 12 | 4 |
| Topic Total = 25 | 9 | 12 | 4 |
| Question 05 | 4 | 6 | 2 |
| Question 06 | 5 | 6 | 2 |
| Topic Total = 25 | 9 | 12 | 4 |
| Question 07 | 9 | 12 | 4 |
| Topic Total = 25 | 9 | 12 | 4 |
| Question 08 | 5 | | |
| Question 09 | 4 | 12 | 4 |
| Topic Total = 25 | 9 | 12 | 4 |
| Question 10 | 9 | 12 | 4 |
| Topic Total = 25 | 9 | 12 | 4 |