



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

Psychology B

Unit PYB5

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Quality of Written Communication

Where candidates are required to produce extended written material in English, the scheme of assessment must make explicit reference to the assessment of the quality of written communication. Candidates must be required to:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate; and
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply only to questions with 12 marks. The following criteria should be applied in conjunction with the mark scheme.

The awards of marks within a particular mark band can be achieved only if the criteria for the mark scheme and quality of written communication bands have been met.

The quality of written communication bands must be regarded as part of the appropriate mark scheme band even though they are listed separately in the mark scheme. If a candidate satisfies only part of the criteria, for either the mark scheme or the quality of written communication, then s/he cannot be awarded marks in that band. The next lower band must then be considered.

General Approach

Apply the principles below *only* to questions which require a banded mark scheme according to ‘Guidelines for Mark Schemes’. This means questions worth then marks or more.

Band 1	Excellent Quality of Communication	The candidate will express complex psychology ideas extremely clearly and fluently. Sentences and paragraphs will follow on from one another smoothly and logically with appropriate use of psychological terminology. Presentation of psychological concepts and arguments will be consistently relevant and well structured. There will be few, if any errors of grammar, punctuation and spelling.
Band 2	Average Quality of Communication	The candidate will express moderately complex psychological ideas clearly and reasonably fluently, through well-linked sentences and paragraphs. Some, but not consistent, use of psychological terminology. Presentation of psychological concepts and arguments will be generally relevant and well structured. There may be occasional errors of grammar, punctuation and spelling.

Band 3	Below Average Quality of Communication	The candidate will express straightforward psychological ideas clearly, if not always fluently. Sentences and paragraphs may not always be well connected. Use of psychological terminology may be limited. Presentation of psychological concepts and arguments may sometimes stray from the point or be weak. There may be some errors of grammar, punctuation and spelling, but not such as to suggest a weakness in these areas or to obscure the psychological meaning.
Band 4	Poor Quality of Communication	The candidate will express simple psychological ideas clearly, but may be imprecise and awkward in dealing with complex or subtle concepts. Use of mainly non-specialist language with little, if any, reference to psychological terminology. Presentation of psychological concepts and arguments may be of doubtful relevance or obscure. Errors in grammar, punctuation and spelling may be noticeable and intrusive, suggesting weaknesses in these areas and obscuring the psychological meaning.

SECTION A: PERSPECTIVES IN PSYCHOLOGY**1****Total for this question: 20 marks**

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|--|
| (a) Outline what is meant by the term <i>reinforcement</i> and use an example to explain its role in operant conditioning. (3 marks) |
|--|

[3 marks : AO1 = 1, AO2 = 2]

AO1 Outline of reinforcement; the strengthening of a response or an increase in the likelihood of a response. Credit 'reward'.

AO2 One mark for an appropriate example.
One mark for a clear and accurate explanation of its role in operant conditioning. For example, organisms are seen to operate in their environment; child saying 'please' when asking for a drink; these 'operants' create an effect; learning is due to the consequences of behaviour (receiving a drink); can be positive or negative reinforcement; both increase the probability of the behaviour being repeated and 'stamped in'.

- | |
|--|
| (b) Describe one study in which observational learning was investigated. Indicate in your answer why the study was conducted, the method used, results obtained and conclusion drawn. (5 marks) |
|--|

[5 marks : AO1 = 5, AO2 = 0]

AO1 Most likely study will be one of Bandura's 'Bobo doll' studies though equally possible are Bandura's studies into the role of reinforcement. Credit any field studies, eg the influence of TV on behaviour as long as observational learning is involved.
1 mark – why the study was conducted/aim
1 mark – information about the method
1 mark – indication of results obtained
1 mark – indication of conclusion
1 mark – additional / extra detail most likely relating to the method or results.

- | |
|--|
| (c) Discuss at least two limitations of the behaviourist perspective in psychology. Refer to at least one other perspective in your answer. (12 marks) |
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[12 marks : AO1 = 4, AO2 = 8]

AO1 Maximum of 4 marks for descriptive information. This may include an outline of the limitations of the behaviourist and relevant details of other perspectives in psychology. Limitations may include; reductionist, mechanistic, use of animals, limited scope and focus on behaviour. Any of the other perspectives will provide for a good comparison.

AO2 Usually up to 4 marks for discussion of each limitation which might include reference to at least one other perspective. Award AO2 marks for analysis or points relating to application or evaluation up to 8 in total.

Perspectives taken for comparison will most likely be humanistic but any perspective is possible and credit worthy, eg cognitive as behaviourists ignore internal processes. Any of the perspectives could point to weaknesses in the behaviourist approach either focusing on subject matter or methodology. Candidates may compare the behaviourist perspective with just one perspective or choose to cover more if appropriate. Credit references to research and or topic areas if applied to the discussion.

Maximum 7 marks for answers referring to only one limitation

Maximum 6 marks for answers referring to only the behaviourist perspective

Mark Bands

12 – 10 marks **Excellent answers**

Two limitations at least clearly identified, described and thoroughly discussed with reference to at least one other perspective. The answer may be supported with reference to empirical work or a topic area though this is not essential. The answer is clearly focussed on the question with few if any omissions, irrelevancies or inaccuracies. The answer shows a sound understanding of the approach and the discussion is well balanced with a logical conclusion.

9 – 7 marks **Good to average answers**

Answers in this band must refer to one other perspective.

Two limitations at least must be identified with some detailed discussion for answers at the top of the band. Answers may show some imbalance. At the lower end of the band limitations may be attempted but with limited discussion or only one identified, described and thoroughly discussed.

6 – 4 marks **Average to poor answers**

Answers may get little beyond identifying and describing limitations. Better answer will attempt some discussion and there will probably be some reference to another perspective. Answers in this band will lack detail.

3 – 1 marks **Poor answers**

Answers in this band will be descriptive, lacking in detail and there will probably be substantial inaccuracies and /or irrelevance.

Synoptic Assessment

The question encourages candidates to make links with both AS modules. Part (c) allows candidates to make links with any perspectives and thus any topics in psychology.

Total AO1 for Question 1: 10 marks

Total AO2 for Question 1: 10 marks

Total for Question 1: 20 marks

2

Total for this question: 20 marks

(a) Outline two features of the humanistic perspective in psychology.	(4 marks)
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[4 marks : AO1 = 4, AO2 = 0]

- AO1** One mark for identifying a feature plus one mark for short description.
Possible features: Valuing individual experience, promoting personal growth, freewill, holism, rejection of traditional experimental approach (1).
Short description, eg (valuing individual experience) (1).
Their perspective believes that a person can only act in terms of their own private experience (1).
or
This subjective experience, which may not be an accurate reflection of the real world, is the most fundamental aspect of being human (1).
or
(holism) (1).
Their perspective emphasises the whole person, studied in their environmental context, rather than simply their constituent parts (1).
or
All parts of the human personality interact and affect each other so that the function of one cannot be understood by looking at it in isolation (1).

(b) Jack is a young inexperienced lawyer who finds that he often loses his temper at work.
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Outline how psychologists from **one** of the following perspectives might attempt to explain why Jack loses his temper at work:

- Behaviourist;
- Cognitive;
- Psychoanalytic.

(4 marks)

[4 marks : AO1 = 1, AO2 = 3]

- AO1** One mark for relevant feature(s) of the chosen perspective, eg:
- Behaviourist; focus on behaviour or S-R connections or consequences of behaviour (1).
 - Cognitive; information processing approach or internal mental processes (1).
 - Psychoanalytic; unconscious reasons or psychodynamic conflict (1).

AO2 These 3 marks are for the application of the perspective to the stimulus material and relevant analytical points. Credit studies as application of knowledge.

Behaviourist

Reference to past consequences of behaviour (losing temper). There may be reference to conditioning or the work of Skinner, Thorndike etc.

Candidates may offer explanations which focus on the stimulus conditions associated with behaviour.

Candidates may make several analytical points or develop one only. Either way, providing AO2 skills are demonstrated, full marks may be gained.

Cognitive

Candidates may make reference to cognitive processes and the processing of information. There may be references to perception, memory, thinking etc.

Candidates may make several analytical points or develop one only. Either way, providing AO2 skills are demonstrated, full marks may be gained.

Psychoanalytic

The focus here would be on unconscious reasons, hidden processes and impulses. Perhaps disliking aspects of the job or resentment at the demands of the job. Unpleasant or anxiety producing experiences would be repressed by the ego and/or displaced/expressed as aggressive behaviour. Credit references to regression.

Candidates may make several analytical points or develop one only. Either way, providing AO2 skills are demonstrated, full marks may be gained.

(c) Describe and discuss **one** advantage and **one** disadvantage of an eclectic approach to the understanding of human behaviour. In your answer refer to **at least one** topic area in psychology.

(12 marks)

[12 marks : AO1 = 5, AO2 = 7]

AO1 Max 2 marks for defining eclectic approach - (1) if vague and (2) if good definition. Very good descriptive information could gain full marks without a definition providing that the candidate shows knowledge and understanding of the approach in the answer given. An eclectic approach in psychology is one that is not committed to one perspective but uses a range of theoretical and /or methodological perspectives. May also include information from other sciences, eg biochemistry which is incorporated into psychological theories. Additionally up to 2 marks each for identification of advantage and disadvantage and description. Advantages include; allows new ideas to be generated, does not restrict within a perspective, a fuller understanding of behaviour involves considering all the relevant factors and the way in which they combine.

Disadvantages may include; leads to confusion because of too many views, difficult to judge value of each perspective, difficult to combine information into a single theory.

AO2 Usually up to four marks for discussion of advantage/disadvantage. Award AO2 marks for each analytical point or point relating to application or evaluation up to seven in total. Topics included may be taken from therapeutic approaches, eg treatment of anxiety disorders involving aspects of behaviour therapy yet cognitive therapy at other stages of the treatment, methodological approaches combining diary method, observation and experimentation in child development and theoretical perspectives, eg schizophrenia involving biochemical and environmental factors. Alternatively, candidates may illustrate an advantage and disadvantage of an electric approach by description and evaluation of a range of different approaches.

Maximum 7 marks for answers referring to only advantage or disadvantage

Maximum 6 marks for answers not referring to a topic area

Mark Bands

12 – 10 marks **Excellent answers**

One advantage and disadvantage are clearly identified, described and thoroughly discussed with reference to at least one topic (theoretical, therapeutic or methodological). The answer may be supported with empirical work though this is not essential. The answer is clearly focussed on the question with few if any omissions, irrelevancies or inaccuracies. The answer shows a sound understanding of the approach and the discussion is well balanced and applied appropriately to a topic area. Conclusion is logical and clear.

9 – 7 marks **Good to average answers**

Answers in this band must refer to a topic area. An advantage and disadvantage must be identified for answers at the top of the band (9/8). Sound description and an attempt to discuss the advantage and disadvantage at the top of the band. At the lower end of the band, both may be addressed but mainly at a descriptive level or one done more fully.

6 – 4 marks **Average to poor answers**

Answers may go little beyond identifying and outlining an advantage and disadvantage or may only identify one and describe. There may be no link to a topic area or any attempt may be weak. Answers at the top of this band will include some discussion but answers will be brief and lacking in content at the bottom of the band.

3 – 1 marks **Poor answers**

Answers in this band will be descriptive, lacking in detail and there will probably be substantial inaccuracies and/or irrelevance.

Synoptic Assessment

The question encourages candidates to make links with the topic areas in both AS and A2 modules. Part (b) encourages candidates to make links with the Introducing Psychology module and there are opportunities for links with the cognitive component of module 2. Part (c) allows candidates to make links with any topic areas including methodology.

Total AO1 for Question 2: 10 marks

Total AO2 for Question 2: 10 marks

Total for Question 2: 20 marks

SECTION B: DEBATES IN PSYCHOLOGY

3

Total for this question: 20 marks

(a) Outline what is meant by *empirical* evidence in psychological research. (2 marks)

[2 marks : AO1 = 2, AO2 = 0]

AO1 One mark for any two relevant points. It is expected that candidates will refer to data being collected through direct observation or experiment. Expansion such as: empirical evidence does not rely on argument or belief; experiments and observations are carried out rigorously and reported in detail so that other investigators can repeat and attempt to verify the work; empirical evidence is open to public scrutiny and can be used to settle competing beliefs. Credit appropriate reference to illustrative examples and reference to scientific evidence though this information is not necessary to earn both marks.

(b) Some perspectives in psychology can be regarded as unscientific. Explain **two** reasons why the psychoanalytic approach may be seen as unscientific. (6 marks)

[6 marks : AO1 = 4, AO2 = 2]

AO1 One mark for each appropriate reason eg reference to the subject matter, difficulty with control, replicability, objectivity, falsifiability. One mark for an expansion, eg if candidate chooses subject matter as the unconscious mind then an appropriate expansion would be how this was accessed (studied), interpreted or what it contains.

AO2 These 2 marks are for application for each suggestion to the nature of scientific inquiry or any relevant analytical point. The candidate must make it clear why the psychoanalytic approach, it might be argued, failed to meet scientific assumptions. For example, for subject matter, the workings of the unconscious mind are not publicly observable.

If one reason done well, can award up to 4 marks.

(c) Discuss the view that private experience and mental processes can be studied scientifically. (12 marks)

[12 marks : AO1 = 4, AO2 = 8]

AO1 These marks can be gained either by outlining some assumptions of the scientific approach not already credited in earlier parts of the question or by outlining what is meant by private experience/mental processes or by giving relevant descriptive detail of topic areas or research. Likely areas that the discussion will draw on will be memory, thinking and attention but cognitive development is also acceptable as is the work of Tolman and Kohler. Discussions will probably focus on the use of models of psychological function which can be tested, (by the use of observable behaviour and conscious report), laboratory experiments with emphasis on control, objectivity and replicability, cognitive neuropsychology and cognitive neuroscience.

AO2 Up to eight marks for discussion. Award AO2 marks for analysis, evaluation and application of knowledge to the discussion. Credit references to research if applied to the discussion. Candidates may contrast the scientific approach with earlier attempts to study the ‘mind’ using introspection. Candidates may also refer to the humanistic approach and private, subjective conscious experience and argue for the rejection of science. Better candidates may be able to weave the use of ‘Q’ sorts into their answer.

Mark Bands

12 – 10 marks **Excellent answers**

Discussion points are clearly described and thoroughly discussed. The candidate is able to draw on illustrative material in support of the discussion. A depth and breadth of knowledge is demonstrated. The answer may be supported with reference to empirical work. The answer is clearly focused on the question with few if any omissions, irrelevancies or inaccuracies. The answer shows a sound understanding of the scientific approach and the discussion is well balanced with a logical conclusion.

9 – 7 marks **Good to average answers**

Some detailed discussion for answers at the top of the band. Answers in this band lack the balance of the top band. At the lower end of the band answers may show limited discussion (breadth mainly demonstrated) or only one point is offered, described but reasonably discussed (depth mainly demonstrated).

6 – 4 marks **Average to poor answers**

Answers may get little beyond identifying and description. Better answers will attempt some discussion and there will probably be some reference to illustrative material. Answers in this band will lack detail.

3 – 1 marks **Poor answers**

Answers in this band will be descriptive, lacking in detail and there will probably be substantial inaccuracies and /or irrelevance. Very little knowledge and understanding demonstrated.

Synoptic Assessment

The question encourages candidates to make links with modules 1 and 2 of AS. Part (c) encourages candidates to make links with the cognitive approach in psychology but other areas are also appropriate.

Total AO1 for Question 3: 10 marks

Total AO2 for Question 3: 10 marks

Total for Question 3: 20 marks

4

Total for this question: 20 marks

(a) Explain what is meant by the <i>nature-nurture</i> debate in psychology. (4 marks)
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[4 marks: AO1=2, AO2=2]

AO1 One mark for outlining the term nature; genes, innate or inherited factors.
One mark for outlining the term nurture; environment, experience.

AO2 These are for explaining the debate but further marks are not available for descriptive content. One mark for explaining the debate; a controversy within psychology that is concerned with the extent to which particular aspects of a behaviour are a product of either inherited or acquired characteristics.
One mark for a further point expanding the explanation, eg areas of controversy; intelligence (explanations of differences between individuals) or sex role behaviour (direct result of genes and hormonal influences or socially constructed and reinforced). Marks can also be gained for information as to the roots of the debate; nativist philosophy v empiricism or implications of the debate.

(b) Choose one topic in psychology in which the contributions of nature and nurture have been investigated. Briefly discuss support for the nature side of the debate in relation to this topic. (4 marks)
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[4 marks : AO1 = 2, AO2 = 2]

Most likely topics will be intelligence, gender and schizophrenia.

AO1 Two marks for a clear outline of the basis of the support for the nature side of the debate, which may include reference to genes, hormones, neurochemistry or rationale of methodology, eg family, twin, adoption studies, concordance rates etc. For example, if MZ twins who possess identical genes have significantly higher concordance rates for schizophrenia than DZ twins who only possess an average of 50% genes in common, this suggests that a genetic predisposition is involved. One mark if the basis of the support lacks clarity or sufficient detail. Alternatives to a purely biological perspective are acceptable, eg Freud.

AO2 Two marks for clear and relevant analysis of support for the nature side of the debate and/or limitation(s) of this support. One mark if attempt at analysis/application lacks clarity or accuracy.

(c) Describe and discuss the free will and determinism debate. Refer to the biological and humanistic perspectives in your answer. (12 marks)
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[12 marks : AO1 = 6, AO2 = 6]

AO1 These marks can be gained either by outlining relevant basic assumptions of each perspective in terms of the debate or by defining the terms. Candidates are expected to provide illustrative material from each perspective which can be credited up to a maximum of 6 marks.

AO2 Up to 6 marks for discussion of the perspectives. Award AO2 marks for analysis, evaluation and application of knowledge to the debate. Credit references to research if applied to the discussion. Possible discussion points might include evolutionary determinism, influence of genetics, brain structure and biochemistry, implications for therapy v humanistic psychologists acceptance of free will, uniqueness of individual, control over personal growth, rejection of science, dehumanisation, implications for therapy.

Maximum 7 marks for answers referring to only one perspective

Maximum 6 marks for answers without reference to a perspective

Mark Bands

12 – 10 marks **Excellent answers**

Detailed accurate descriptive content for each perspective provided and thoroughly discussed. The answer may be supported with reference to empirical work. The answer is clearly focussed on the question with few if any omissions, irrelevancies or inaccuracies. The answer shows a sound understanding of the debate and the discussion is well balanced with a logical conclusion.

9 – 7 marks **Good to average answers**

Answers in this band must include detailed information. Both perspectives must be addressed with some detailed discussion for answers at the top of the band. Answers may show some imbalance. At the lower end of the band a contrast may be attempted but with limited discussion or the debate applied really well to just one perspective.

6 – 4 marks **Average to poor answers**

Answers may get little beyond describing the debate. Better answers will attempt some reference to at least one perspective. Answers in this band will lack detail.

3 – 1 marks **Poor answers**

Answers in this band will be descriptive, lacking in detail and there will probably be substantial inaccuracies and /or irrelevance.

Synoptic Assessment

The question encourages candidates to make links with module 1 of AS. Part (c) allows candidates to make links with module 1, research methods and module 4.

Total AO1 marks for Question 4: 10 marks

Total AO2 marks for Question 4: 10 marks

Total marks for Question 4: 20 marks

SECTION C: METHODS IN PSYCHOLOGY

5

Total for this question: 20 marks

- (a) Outline what is meant by a random sample and suggest **one** way the psychologist could have obtained a random sample of children from the school. (3 marks)

[3 marks : AO1 = 2, AO2 = 1]

AO1 One mark for the idea that *everyone* in the target population (1) has an *equal chance* of being selected (1).

AO2 One mark for an appropriate procedure such as computer selection, random selection, manual selection, (box/hat).

- (b) A Chi-square test was carried out on data shown in **Table 1**.

- (i) State **two** conditions required for the use of the Chi-square test. (2 marks)

[2 marks : AO1 = 2, AO2 = 0]

AO1 Any two from the following; data must be in the form of frequencies or nominal or categorical, entries in each cell must be independent, test of association, grand total of at least 20. Not valid if more than 20% of expected cell frequencies fall below 5 (not less than 5 in more than one cell) *mark first two*.

- (ii) Should the psychologist have used a one-tailed or two-tailed test? Justify your answer. (2 marks)

[2 marks : AO1 = 0, AO2 = 2]

AO2 One mark for two-tailed. One mark for justification; no previous research to predict direction or with chi square with more than one degree of freedom, has always to be two tailed.

- (c) Name an appropriate statistical test that could be used to establish whether or not there was a significant increase in self-esteem. Briefly justify your answer. (3 marks)

[3 marks : AO1 = 0, AO2 = 3]

AO2 One mark for sign test or Wilcoxon (sign ranks) or related T-test.
One mark for any two reasons:

- level of data;
- design;
- aim of test (difference);
- standardised/normally distributed.

(d) Identify **one** ethical issue raised by this study and explain how it could have been addressed by the psychologist. (3 marks)

[3 marks : AO1 = 1, AO2 = 2]

AO1 One mark for a relevant issue, eg sensitive nature of the investigation, confidentiality, parental consent, the right to withdraw results and from any involvement in the programme, the choice of tasks asked of children, distress.

AO2 Two marks for a clear explanation as to how the issue could be addressed. The explanation must be located within the design of the study (at what point would it be addressed) and how. One mark for a superficial attempt.

(e) Identify and explain **one** way in which the psychologist could have checked that changes in self-esteem were the result of the programme. (3 marks)

[3 marks: AO3=3]

AO3 Use of a control group; random allocation to groups (1).
Two marks for an explanation which makes clear the importance of the procedure selected to establishing that the cause of change was due to the programme and not some other variable.
One mark for a more superficial attempt.

(f) The psychologist decided to interview a sample of the parents whose children took part in the programme once it had been completed.

Briefly discuss **one** strength of a structured approach to interviewing. (4 marks)

[4 marks : AO1 = 1, AO2 = 3]

AO1 One mark for outline of strength of structured approach; easier to replicate, data analysis relatively simple.

AO2 Three marks for an informed discussion. For example, may compare with unstructured interview or may discuss the effectiveness of the approach. No further marks for description.

Total AO1 marks for Question 5: 6 marks

Total AO2 marks for Question 5: 11 marks

Total AO3 marks for Question 5: 3 marks

Total marks for Question 5: 20 marks

**ASSESSMENT OBJECTIVE GRID – UNIT 5
PERSPECTIVES, DEBATES AND METHODS IN PSYCHOLOGY**

Question		Assessment Objectives			Total Marks
		AO1 Knowledge and Understanding	AO2 Analysis and Evaluation	AO3 Design, Conduct, Reports etc.	
1.	(a) (b) (c)	1 5 4	2 0 8		20
2.	(a) (b) (c)	4 1 5	0 3 7		20
3.	(a) (b) (c)	2 4 4	0 2 8		20
4.	(a) (b) (c)	2 2 6	2 2 6		20
5.	(a) (b) (i) (b) (ii) (c) (d) (e) (f)	2 2 0 0 1 0 1	1 0 2 3 2 0 3	0 0 0 0 0 3 0	20
Profile for Paper		<i>46 marks</i> <i>46%</i>	<i>51 marks</i> <i>51%</i>	<i>3 marks</i> <i>3%</i>	100 marks 100%