



**General Certificate of Education (A-level)  
June 2012**

**Psychology B**

**PSYB4**

**(Specification 2185)**

**Unit 4: Approaches, Debates and Methods in  
Psychology**

**Final**

***Mark Scheme***

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## Section A Approaches in Psychology

### Option A

#### Question 01

[AO3 = 2]

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

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

#### Question 02

[AO3 = 2]

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

#### Question 03

[AO1 = 2, AO2 = 2]

**AO1** Up to two marks for two assumptions of the cognitive approach. One mark for each assumption clarified. Allow one mark for two identified. Likely content: thought acts as mediational processes between stimulus and behavioural response; mental processes can be regarded as information processing; computer analogy/mind operates a similar way to a computer; the use of models to represent mental processes; mental processes can be scientifically studied; the brain affects cognitions and cognitive processes; the findings and methods of cognitive psychology can be applied to other areas of psychology.

**AO2** Up to two marks for applying the two assumptions to two topics. One mark for each application. Accept a wide range of topics.  
For 'thought acts as mediational processes between stimulus and behavioural response' relevant topics might be: trial and error learning vs. observational learning or insight learning; depression.  
For 'mental processes can be regarded as information processing' relevant topics might be: memory; cognition and law eg holistic form theory.  
For 'mental processes can be scientifically studied' relevant topics might be: stress eg locus of control; memory.  
For 'the brain affects cognitions and cognitive processes' relevant topics might be autism: forensic psychology.  
For applications to other areas of psychology, relevant topics might be: child development eg schemas /moral reasoning; social cognition.

**Question 04**

**[AO1 = 4, AO2 = 8]**

- AO1** Up to four marks for knowledge and understanding of key defining features of the psychodynamic approach. Likely content: the role of the unconscious mind in motivating behaviour; instinctual drives; psychodynamic conflict; the importance of childhood experiences; the psychosexual/psychosocial stages of development; the structure of personality.  
Credit reference to methodology and therapies.  
Credit description of relevant evidence up to one mark.
- AO2** Up to eight marks for the discussion including analysis, evaluation and application of knowledge.  
Discussions should focus on the uniqueness of the psychodynamic approach and comparisons with other approaches should be made in this context. Possible discussion points in relation to other approaches: focus on power of the unconscious mind vs. humanistic approach (focus on conscious subjective experience), SLT and cognitive approach (internal conscious mediating processes); psychosexual stages of development vs. behaviourism and biological approach (development as continual process); conflict ridden person vs. humanistic approach (free individual with potential for growth and fulfilment).  
Credit relevant references to topic areas.  
Discussions could include overlap and similarities with other approaches as well as the defining differences such as: biological approach (inheritance of instincts and evolution of behaviour); behaviourism (role of early experience); humanistic (person centred and considers the individual); cognitive (study of the mind).  
Credit use of relevant evidence.

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

## **Mark bands**

### **10 - 12 marks Very good answers**

The answer is clearly focused on the uniqueness of the psychodynamic approach in psychology and shows sound knowledge and understanding of the approach. Discussion is full and includes thoughtful analysis. Most references to other approaches are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured, and coherent with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

### **7 - 9 marks Good answers**

Answer shows knowledge and understanding of the psychodynamic approach. Discussion is evident and the answer is mostly focused on the issue of uniqueness although there may be some irrelevance and /or misunderstanding. References to other approaches are apparent at the middle and top of the band though these perhaps are not linked so clearly to the discussion as for the top band. The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

### **4 - 6 marks Average to weak answers**

Answer shows some knowledge and understanding of the psychodynamic approach. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and /or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

### **1 - 3 marks Poor answers**

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and /or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and /or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

### **0 marks No relevant content**

## Option B

### Question 05

[AO3 = 4]

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

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

One mark for each explanation. Likely content:

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

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

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

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

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

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

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

**Question 06**

**[AO1 = 2, AO2 = 2]**

**AO1** Up to two marks for outlining the role of the CNS and the ANS in behaviour. One mark for each. This will probably be embedded in the application to Martha.  
For CNS, possible points might include brain and role in life functions/ psychological processes/higher mental functions and spinal cord and its role in transmitting information to and from the brain. Controls reflex behaviours.  
For ANS, possible points might cover that it controls life-maintaining processes such as heart rate; transmits information to and from internal organs; sympathetic division of ANS prepares body for action; parasympathetic division conserves / stores energy.

**AO2** Up to two marks for application of the role of the CNS and the ANS to Martha. One mark for each.

Likely answers for CNS:

Brain/cerebral cortex in higher mental functions/ conscious awareness (I realised that...); decision making (...I decided to run.); auditory cortex/temporal lobe in processing auditory information (... I heard footsteps behind me...); visual cortex /occipital lobe in processing visual information (I saw a bus...).

Less likely but accept:

Cerebellum in regulating movement and sense of balance - 'walking' and '...leapt on the bus'.

Likely answers for ANS will relate to the sympathetic division of ANS and to fight/flight response: increased heart rate in emergency action (...my heart was beating so fast...); increased action of adrenal glands and energising effect (...moved with such speed/shaking); blood vessels to limbs dilate (... sweating).

**Question 07**

**[AO1 = 4, AO2 = 8]**

**AO1** Up to four marks for relevant knowledge and understanding of social learning theory. This most likely will focus on the key assumptions of the approach: learning in a social context; observational learning; imitation; identification; role of models, characteristics of models; consequences of behaviour for models; vicarious reinforcement/punishment, distinction between learning and performance; cognitive factors in learning (for example attention, retention). Credit reference to methodology and use of appropriate terminology eg reciprocal determinism, personal agency, self-efficacy, etc.

Credit description of relevant evidence up to one mark.

**AO2** Up to eight marks for analysis, comparisons with other approaches, evaluation of the approach including its contributions and application of knowledge.

Discussion may focus on comparison with one other approach – though candidates may well broaden their discussion to include more than one. All approaches are acceptable but most likely will be the behaviourist approach. Strengths may cover: the role of cognition in learning; the learning of complex social behaviours; the use of the experimental method and focus on humans in research; applications to health psychology, sport psychology and therapies requiring increase in self-efficacy.

Limitations may include: neglects the role of biology/heredity/ maturation; methodological aspects of research where linked to social learning theory; does not explain the learning of abstract ideas.

Credit use of relevant evidence.

**Maximum of 8 marks if there is no comparison with another approach**



## **Mark bands**

### **10 - 12 marks Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of social learning theory. Discussion is full and includes thoughtful comparisons and analysis. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with consistently effective use of psychological terminology. Arguments are well structured, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

### **7 – 9 marks Good answers**

Answer shows knowledge and understanding of social learning theory. Discussion is evident and the answer is mostly focused on the question although there may be some irrelevance and /or misunderstanding. At the top end of this band, comparisons to at least one other approach are apparent though these perhaps are not linked so clearly to the discussion as for the top band.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

### **4 – 6 marks Average to weak answers**

Answer shows some knowledge and understanding of social learning theory. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and /or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

### **1 – 3 marks Poor answers**

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and /or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and /or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

### **0 marks No relevant content**

## Section B Debates in Psychology

### Question 08

[AO3 = 4]

Allow one mark for outlining what is meant by replication: being able to copy the original experiment/research using the same methods and procedures in order to see if results are same or similar.

One mark for reference to method (doing the same way).

One mark for reference to results (if similar or not).

Up to two marks are for explaining the role of replication in the scientific approach.

Candidates may focus on two reasons briefly or may choose to elaborate on a single reason.

Possible points: increases confidence in results; theory strengthened through repeated attempts at refutation/falsification; reliability/consistency of findings supported; a condition of validity; generalisability increased.

Credit answers embedded in an example.

### Question 09

[AO2 = 4]

This is a question requiring application of knowledge.

Up to two marks for explaining determinism.

Possible points; credit any two of the following:

- behaviour caused by the environment eg family, peers, consequences of behaviour etc
- behaviour caused by biological factors eg genes, hormones, brain structure
- behaviour caused by unconscious forces eg instincts, repressed experiences, fears, motives; displacement.

References to hard and soft determinism can also receive full credit.

Can award 1 mark for a very general explanation of determinism.

Plus 2 marks for application to Joel which must be consistent with the explanation given.

Biological – brothers were also aggressive

Environmental - learned to get his way (desirable/positive consequences of aggression) /brothers as role models.

Psychic – use of displacement/fighting with other children

Both application marks can come from the same approach.

**Question 10**

**[AO1 = 4, AO2 = 8]**

**AO1** Up to four marks for demonstrating knowledge and understanding relevant to the holism-reductionism debate. Likely content: the types of reductionism such as structuralism, biological, behaviourist/environmental/ S-R; psychic-reductionism; levels of explanation; humanistic psychology and emphasis on the whole person/whole of experience; Gestalt psychology; interactionism. Maximum of one mark for defining the debate: whether or not behaviour should be explained or studied as a whole or its component parts. Credit description of relevant evidence up to one mark.

**AO2** Up to eight marks for discussion, analysis and application of the debate to topics. Likely discussion points might stem from an evaluation of reductionism and comparisons with holism and interactionism, and include: advantages of parsimony; scientific and analytic approach; ease of testing; scientific support and credibility; control and prediction, implications for treatment. Limitations may include oversimplification; value and reduced validity of explanation. References to topics might cover theories of learning eg conditioning vs. insight learning; gender; perception; face recognition; schizophrenia; substance abuse; forensic psychology. Credit references to approaches and to other philosophical debates. Credit use of relevant evidence.

**Maximum of 8 marks if there is no reference to one topic**

**Mark bands**

**10 – 12 marks Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of the reductionism-holism debate. Discussion is full and includes thoughtful analysis. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with consistently effective use of psychological terminology. Arguments are well structured, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

**7 – 9 marks Good answers**

Answer shows knowledge and understanding of the reductionism-holism debate. Discussion is evident and the answer is mostly focused on the question although there may be some irrelevance and/or misunderstanding. At the top end of this band, references to at least one topic are apparent though these perhaps are not linked so clearly to the discussion as for the top band.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

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

Answer shows some knowledge and understanding of the reductionism-holism debate. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and /or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

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The candidate shows deficiencies in expression of ideas resulting in frequent confusion and /or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

**0 marks No relevant content**

## Section C Methods in Psychology

### Question 11

[AO3 = 2]

One mark for an explanation.

Inform researcher of spread of scores.

One mark for link to the study.

The programme did not seem to affect people in each condition differentially as spread of scores in each condition is similar/large.

The offenders' anger behaviour showed a wide variation both before and after the programme.

Accept spread is greater in the after condition than before.

### Question 12

[AO3 = 1]

One mark for any one of the following reasons: the programme was new; there was no prediction of the outcome; no directional hypothesis formulated; no reference to past research predicting a direction.

### Question 13

[AO3 = 2]

One mark for statement that the result is significant.

One mark for rationale: the calculated value of  $T$  is 22 and is less than the critical value of 25 (at the 0.05 level of significance).

Can accept not significant at 0.02 level.

### Question 14

[AO3 = 3]

Maximum of 3 marks can be obtained from: one mark for each reason or two marks for each reason with explanation.

- Reason – ordinal level of measurement/non-parametric  
Explanation – self reports/estimated scores of anger; data might not be normally distributed
- Reason – design of the study is related/repeated measure  
Explanation – same people before and after
- Reason – research involving differences between the 2 sets of scores  
Explanation – anger scores before and after

### Question 15

[AO3 = 4]

Up to two marks for each reason and explanation. Likely points: as an aid to memory; a qualitative measure to supplement the quantitative data collected; to check the validity of the questionnaire; part of the therapeutic process/increased self-awareness.

Accept other valid reasons.

One mark for an appropriate reason and one mark for an explanation of the reason.

**Question 16**  
**[AO3 = 3]**

Up to three marks for outlining how a control group could have improved this study: it is not possible to tell if the programme has caused the improvement; improvement could have been due to the programme or due to spontaneous recovery; by using a control group would make it more scientific; scores can be taken at the same times (pre-programme/post-programme) as in an experimental condition; post programme differences between the groups can inform if programme is effective; can be more confident in inferring cause and effect .

Allow a maximum of one mark for the general purpose of a control condition: acts as comparison/baseline measure where nothing changes

Accept 'scientific' and 'validity' only if justified.

**Question 17**  
**[AO3 = 5]**

Up to 5 marks for addressing both reliability and validity. One of these marks must be for reference to statistical testing.

A maximum of three marks if only one of these is addressed.

One mark for identifying a type of validity: face validity; concurrent validity. Accept also content validity; criterion validity; predictive validity.  
Only accept identification mark if it matches how the assessment would be carried out.

One mark for outlining how the assessment would be carried out. For example in concurrent validity, scores from the questionnaire are compared with those from an established but similar questionnaire known to have good validity to see if the results are similar.

One mark for the statistical testing (checking for a positive correlation/applying Spearman's rank order correlation).

One mark for identifying a way of assessing reliability. Most likely is test-retest but accept split-half reliability and item analysis.  
Only accept identification mark if it matches how the assessment would be carried out.  
Do not accept inter-rated/inter-observer reliability.

One mark for outlining how the assessment would be carried out. For example in test-retest, the same group of young offenders would be tested using the same questionnaire at a later date to see if the findings remained consistent.

One mark for the statistical testing (checking for a positive correlation/applying Spearman's rank order correlation).

The one mark for statistical testing can only be credited once.

### Assessment Objectives Grid

Question	AO1	AO2	AO3	Total
1	0	0	2	2
2	0	0	2	2
3	2	2	0	4
4	4	8	0	12
5	0	0	4	4
6	2	2	0	4
7	4	8	0	12
8	0	0	4	4
9	0	4	0	4
10	4	8	0	12
11	0	0	2	2
12	0	0	1	1
13	0	0	2	2
14	0	0	3	3
15	0	0	4	4
16	0	0	3	3
17	0	0	5	5
Total	10	22	28	60

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