



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

Psychology A

PSYA3

(Specification 2180)

Unit 3: Topics in Psychology

Final

Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from: aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

PSYA3 Topics in Psychology

Topic: Biological Rhythms and Sleep

Question 01

AO1 = 4 marks Outline **one** explanation for narcolepsy

The most common explanation for narcolepsy involves the hypothalamic neurotransmitter hypocretin (also known as orexin). Narcolepsy is associated with low levels of orexin itself and, possibly, low levels of the orexin receptor. There is also evidence for a genetic basis for the disorder, probably involving the orexin system. Either the orexin hypothesis or a general genetic approach would be acceptable. Examiners should also be alert to alternative explanations, such as a disruption to REM sleep control or psychodynamic approaches. If an answer is entirely focused on cataplexy with no reference to narcolepsy a maximum of 3 AO1 marks can be awarded.

Studies may earn AO1 marks if illustrating an explanation

AO1 mark bands

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

Question 02

AO1 = 4 marks Outline **one or more** evolutionary explanations for the functions of sleep

Evolutionary explanations cover a range of evolutionary/ecological approaches eg general theories that sleep patterns are linked to ecological variables such as safety from predation or predator/prey status, or more specific explanations focusing on particular factors such as basal metabolic rate, brain size, sleep site etc. Some explanations, such as Webb's hibernation theory, emphasise energy conservation, which can be relevant to restoration accounts; as long as the focus is on general sleep patterns and not on physiological restoration processes such material is acceptable. However restoration accounts themselves (eg Horne, Oswald) may only earn credit if clearly set in an evolutionary framework. Examiners should also be sensitive to depth/breadth trade-offs in answers covering more than one explanation.

AO1 mark bands

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

AO2/AO3 = 16 marks

Evaluation of **one or more** evolutionary explanations for the functions of sleep

The main source of AO2/AO3 marks is likely to be research findings from the many studies of sleep patterns across species. Although generally consistent, there are contradictions in the data that can be commented on eg how long does the sloth sleep, and is this a problem for evolutionary accounts? To earn credit methodological evaluation of studies must be clearly linked to implications for explanations, eg in terms of reliability and validity of findings supporting an explanation.

General commentary might include critical evaluation of eg the predator/prey and safety hypotheses (it is a problem that animals are unaware during sleep). The need to explain the existence of two types of sleep, REM and NREM, is another important issue. Further commentary could include the application of evolutionary ideas to human sleep patterns, and the interaction between evolution and modern societies. Introduction of alternative explanations, such as restoration accounts, may earn AO2/AO3 marks insofar as they are used as part of sustained and effective evaluation of evolutionary explanations.

Indicative issues/debates/approaches in the context of evolutionary explanations for the functions of sleep: evolutionary/ecological approach; generalising results from animals to humans; use of animals in research; ethical issues; reductionism. Such material must be used *effectively* to move into the top band.

AO2/AO3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/AO3 Mark bands – Best fit

16 - 13 marks Effective

Evaluation 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 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 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 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 03

AO1 = 8 marks Description of research into perceptual development

The focus of the question is on perceptual development. Theories of perceptual organisation, such as Gibson and Gregory, may not earn credit *unless* they are made explicitly relevant to perceptual development. Research into perceptual development involves neonate and childhood studies on the development of perceptual abilities, such as the classic work of Gibson & Walk and Bower. As 'research' includes both theories and studies, it would be legitimate for candidates to outline theories such as nature-nurture as AO1. Alternatively, the implications of studies for the nature-nurture debate would qualify for AO2/AO3 credit.

Cross-cultural studies of perceptual abilities eg susceptibility to visual illusions, are also directly relevant to perceptual development.

AO1 Mark bands

8 - 7 marks Sound Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth and depth. Organization and structure of the answer are coherent.
6 - 5 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. A range of relevant material has been selected. There is evidence of breadth and/or depth. Organisation and structure of the answer are reasonably coherent.
4 - 3 marks Basic Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2 - 1 marks Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organization and structure.
0 marks No creditworthy material.

AO2/AO3 = 16 marks

Commentary on and or evaluation of research into perceptual development

Evaluation and commentary on research into perceptual development may cover a variety of areas. If the focus of the answer is on the development of specific perceptual abilities then methodological evaluation of studies would be an effective route to AO2/AO3 credit. To be reasonably effective, implications of methodological evaluation for the reliability and validity of findings should be clear.

Alternatively, the implications of research findings for eg the nature-nurture debate would be creditable as AO2/AO3. However the question is on perceptual development, and answers not referring to the nature-nurture debate may earn marks across the scale.

Indicative issues, debates and approaches in the context of research into perceptual development include: developmental and cross-cultural approaches; cultural differences and bias; nature/nurture; free will/determinism; reductionism; ethical issues. Such material must be used *effectively* to move into the top band.

AO2/AO3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/AO3 Mark bands – Best fit

16 - 13 marks Effective

Commentary/evaluation 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

Commentary/evaluation 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

Commentary/evaluation 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

Commentary/evaluation 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.

Topic: Relationships

Question 04

AO1 = 8 marks Description of research into the breakdown of romantic relationships

'Research' is a broad term covering research studies and theories. Factors contributing to relationship breakdown and stage models of breakdown can both be considered the products of research. The two main approaches would be firstly to list potential factors that can contribute to relationship breakdown, such as lack of skills or maintenance difficulties; secondly, formal stage models of relationship breakdown such as Duck (Rollie and Duck) and Lee. Either approach is acceptable.

Economic models such as equity theory can also be related to relationship breakdown, but this has to be focused and explicit to earn marks.

AO1 Mark bands

<p>8 - 7 marks Sound Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth and depth. Organization and structure of the answer are coherent.</p>
<p>6 - 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.</p>
<p>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.</p>
<p>2 - 1 marks Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organization and structure.</p>
<p>0 marks No creditworthy material is presented.</p>

AO2/AO3 = 16 marks Commentary on or evaluation of research into the breakdown of romantic relationships

Research evidence is likely to be one source of AO2/AO3, with a variety of studies of factors contributing to relationship breakdown and models of the process. Methodological evaluation of studies can earn marks to the extent that it clearly affects the reliability and validity of findings. Further commentary might include the static nature of stage models and the implications and applications of stage models eg to relationship counselling.

Cultural biases in research and cultural & gender differences in findings would also be effective AO2/AO3. General commentary might also include comparison with breakdown of understudied relationships.

Indicative issues, debates and approaches in the context of explanations of relationship breakdown: applications of research eg to relationship counselling, social psychological approaches, cultural and gender issues, reductionism, ethical issues and socially sensitive research, appropriateness of the scientific method. Such material must be used *effectively* to move into the top band.

AO2/AO3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/AO3 Mark bands – Best fit

16 - 13 marks Effective

Commentary/evaluation 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

Commentary/evaluation 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

Commentary/evaluation 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

Commentary/evaluation 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.

Topic: Aggression

Question 05

AO1 = 4 marks Outline of research into institutional aggression

'Institutional aggression' is a broad concept, and can include prisons, the army, and even country on country (genocide). 'Research' may include explanations and/or studies. Explanations are likely to focus on importation and deprivation models. General theories, such as social learning theory, deindividuation and obedience to authority, can earn marks **only** if they are explicitly focused on institutional aggression. Where candidates focus on one or more studies, the studies must be made explicitly relevant to institutional aggression to earn marks. Examiners should note that only 4 marks are available for this question and should be sensitive to breadth/depth trade-offs.

Examples such as Abu Ghraib are not research studies and cannot on their own earn AO1 marks. They may earn marks if used as an illustration of a particular theory or model.

AO1 Mark bands

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

Question 06

AO1 = 4 marks Outline of **one or more** evolutionary explanations of group display in humans

Candidates are likely to focus on the examples in the Specification, sport and warfare. Evolutionary approaches are based on the adaptive value of group display (eg territoriality, warfare, genocide). Success in sports can be linked to status and access to resources. Studies of warfare in existing tribal communities confirm that successful warriors have more wives and children. Kin selection may also be a factor in warfare. Straightforward description of group display would not qualify as explanations. Examiners should note that only 4 marks are available for AO1.

AO1 Mark bands

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

AO2/AO3 = 16 marks

Commentary on or evaluation of **one or more** evolutionary explanations of group display in humans

There is much research evidence on group display, focusing particularly on cross-cultural studies of aggression between groups, warfare, lynch mobs, sports teams and their supporters. Work with non-human animals, especially primates, would also be relevant if findings are specifically linked to human aggression.

However the question requires discussion of explanations. Evidence presented will depend very much upon the explanations chosen, and candidates must link evidence directly to the explanations they have outlined. Methodological evaluation can only move beyond basic if the implications for explanations are explicit. Comparison with alternative explanations, such as those deriving from social psychological approaches, would also be an effective route to AO2/AO3 credit, as long as they are used as part of sustained and effective commentary.

General commentary may include the changing adaptive value of group display, non-aggressive groups and differences between actual and symbolic aggression.

Indicative issues, debates and approaches in the context of explanations of group display in humans: evolutionary and social psychological approaches; cultural and gender bias and differences; free will/determinism and nature/nurture; ethical issues; reductionism. Such material must be used *effectively* to move into the top band.

AO2/AO3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/AO3 Mark bands – Best fit

16 - 13 marks Effective

Commentary/evaluation 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

Commentary/evaluation 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

Commentary/evaluation 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

Commentary/evaluation 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.

Topic: Eating Behaviour

Question 07

AO1 = 8 marks Description of neural mechanisms involved in the control of eating behaviour

Eating behaviour covers all aspects of normal eating behaviour and eating disorders. However candidates are likely to focus on hypothalamic feeding and satiety centres and the dual centre model of feeding regulation. This model also involves the role of hormones such as CCK, leptin and ghrelin. As long as the role of hormones is explicitly linked to neural mechanisms in the brain this approach is fully acceptable. Descriptive terms such as 'neurotransmitter' would also be sufficient as a link to neural mechanisms eg in relation to neuropeptide Y and serotonin.

Answers that focus, for instance, on eating disorders, should be assessed on the degree to which neural (brain) mechanisms are involved.

There are no partial performance criteria on this question. It is hard to imagine an answer considering a single mechanism, but any such answer would be limited and unlikely to move beyond Basic.

AO1 Mark bands

8 - 7 marks Sound
Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth and depth. Organization and structure of the answer are coherent.
6 - 5 marks Reasonable
Knowledge and understanding are generally accurate and reasonably detailed. A range of relevant material has been selected. There is evidence of breadth and/or depth. Organisation and structure of the answer are reasonably coherent.
4 - 3 marks Basic
Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2 - 1 marks Rudimentary
Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organization and structure.
0 marks
No creditworthy material.

AO2/AO3 = 16 marks

Commentary on or evaluation of neural mechanisms involved in the control of eating behaviour

Research evidence is likely to provide the most effective source of AO2/AO3 marks. There is a wealth of studies on the neural mechanisms involved in eating behaviour, and a key discriminator will be the extent to which the implications of findings are explicitly discussed in relation to mechanisms. Methodological evaluation of studies may earn marks to the extent to which it affects the reliability and validity of findings. Many studies involve non-human animals and issues of extrapolation would be an important source of AO2/AO3 marks.

Eating behaviour also involves a range of psychological and cultural factors, and these may earn credit if used as part of sustained and effective discussion.

Indicative issues, debates and approaches in the context of the neural mechanisms of eating behaviour: biological approach; reductionism; cultural and gender bias/differences; free will/determinism; nature/nurture; ethical issues; use of animals in research. Such material must be used *effectively* to move into the top band.

AO2/AO3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/AO3 Mark bands – Best fit

16 - 13 marks Effective

Commentary/evaluation 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

Commentary/evaluation 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

Commentary/evaluation 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

Commentary/evaluation 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 08

AO1 = 8 marks Description of research into social influences on gender

Although 'research' includes theories and studies, candidates are likely to focus on some of the many studies investigating the importance of social influences on gender. These include the role of parents, peers, schools, and the media. Their significance for the development of gender identity is likely to be the focus, but cross-cultural studies of social influence on gender would also be relevant. For marks beyond Basic descriptions of studies should include some detail of eg methods/findings/conclusions.

Overall approaches that attempt to explain social influences on gender, such as the behavioural or social learning theories, would be an alternative route to AO1 credit.

Simple identification of social influence such as parents and peers may earn a maximum mark of 2 (Rudimentary). Note that this question requires description of more than one social influence and so partial performance criteria apply.

Evaluation of research is not required in this question part and may not earn marks.

AO1 Mark bands

<p>8 - 7 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. Organization and structure of the answer are coherent.</p>
<p>6 - 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. Partial performance is sound (maximum 6 marks).</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. Partial performance is reasonable.</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 organization and structure. Partial performance is basic.</p>
<p>0 marks</p> <p>No creditworthy material.</p>

Question 09

AO2/AO3 = 16 marks Assessment of the importance of social influences on gender

Social influences include parents, family, peers, teachers and media, and a range of research studies have investigated their impact on gender roles. Findings from such studies are likely to provide the main source of AO2/AO3 credit. Additional commentary could include the interaction between biological and social factors, and gender and/or cultural differences. Candidates may introduce alternative approaches and evidence, for instance on the role of biological factors. These can only earn marks if used as part of sustained and effective commentary on the importance of social influences. Answers in the top band must address the question directly, with coherent commentary on the importance of social influences on gender. Answers that do not explicitly address the question of the importance of social influence on gender will not move out of Rudimentary.

Indicative issues, debates and approaches in the context of the role of social influences in gender roles: Social psychological approaches; social learning theory; nature-nurture; gender bias and differences; cultural bias and differences; free will/determinism; ethical issues. Such material must be used *effectively* to move into the top band.

Answers assessing the importance of only one social influence are demonstrating partial performance and can earn a maximum of **10 marks** for AO2/AO3.

AO2/AO3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/AO3 Mark bands – Best fit

16 - 13 marks Effective

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

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

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

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: Intelligence and Learning

Question 10

AO1 = 8 marks Description of the key features of classical conditioning

Features of Pavlovian classical conditioning include reflexive unconditioned responses, such as salivation, to unconditioned stimuli such as food; paired presentation of unconditioned neutral stimulus (eg bell) with the unconditioned stimulus; development of the conditioned response to the neutral stimulus. Other features such as forwards/backwards conditioning, extinction, stimulus generalisation and discrimination, and spontaneous recovery would also be relevant. Note that for marks in the top band answers should be accurate and well detailed.

To move beyond Basic, in addition to an accurate outline of the basic Pavlovian paradigm there should be reference to one or more additional features.

AO1 Mark bands

8 - 7 marks Sound
Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth and depth. Organization and structure of the answer are coherent.
6 - 5 marks Reasonable
Knowledge and understanding are generally accurate and reasonably detailed. A range of relevant material has been selected. There is evidence of breadth and/or depth. Organisation and structure of the answer are reasonably coherent.
4 - 3 marks Basic
Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2 - 1 marks Rudimentary
Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organization and structure.
0 marks
No creditworthy material.

Question 11

AO2/AO3 = 16 marks

Consideration of what research has shown about intelligence in non-human animals

Classical and operant conditioning would not be creditworthy for this question unless embedded in explanations of intelligence. Examples to be considered are likely to include Machiavellian intelligence (tactical deception, manipulation of others, forming alliances etc), and self-recognition linked to theory of mind and self-awareness. Further acceptable examples could include tool use, foraging, imitation, social learning and complex social behaviours.

Research evidence should provide the main source of AO2/AO3, as there are by now many studies on intelligent behaviour in non-human animals. It is also an area where methodological evaluation of studies can be critical eg the 'mirror' paradigm for self-recognition, and the lack of control in observational studies. Implications of methodological evaluation for the reliability and validity of findings must be clear for marks to move beyond Basic.

General commentary might include evolutionary factors in the development of animal intelligence, the role of 'intelligence' in animal behaviour and reproductive success, alternative explanations of some of the research studies, and comparisons with human intelligence.

Indicative issues, debates and approaches in the context of evidence for intelligence in non-human animals: Evolutionary approach; comparative psychology; use of animals in research; ethical issues; anthropomorphism; nature/nurture. Such material must be used *effectively* to move into the top band.

AO2/AO3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/AO3 Mark bands – Best fit

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 12

AO1 = 8 marks Description of the development of children’s understanding of others

There is a range of material that could be relevant to this question. Selman’s stages of perspective taking is directly focused on the understanding of others. Order of stages is crucial; however the age ranges of the different stages differs slightly from book to book so examiners should accept ages that are roughly in the appropriate range.

Development of theory of mind is also directly relevant to the question as it involves children’s understanding of themselves as a precursor to understanding of others.

Finally, candidates may present stages in the development of the self as it interacts with others eg imitation, gaze cueing, protoimperative pointing and pretend play. Such material may earn marks insofar as the focus of the answer is on the understanding of others.

AO1 Mark bands

<p>8 - 7 marks Sound Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth and depth. Organization and structure of the answer are coherent.</p>
<p>6 - 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.</p>
<p>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.</p>
<p>2 - 1 marks Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organization and structure.</p>
<p>0 marks No creditworthy material.</p>

AO2/AO3 = 16 marks Commentary on the development of children’s understanding of others

Research evidence should provide effective AO2/AO3 material whichever approach is taken to the question, as there are many studies investigating the development of the self. This includes studies of both perspective taking and theory of mind. Implications of findings should be clear, and a consideration of inconsistent findings would be an effective source of AO2/AO3. Methodological evaluation, such as the complicating role of language development and problems of working with small children, would be relevant insofar as it affects the validity and/or reliability of research findings. General commentary may include the rapid changes in methods of communication in the digital age, the problem of individual differences, and applications of research to eg education. Cultural and gender issues are also central to this area.

Indicative issues, debates and approaches in the context of children’s understanding of others: the developmental approach, cultural bias and differences, gender bias and differences, ethical issues, nature/nurture; applications of findings eg to education. Such material must be used *effectively* to move into the top band.

AO2/AO3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues, debates and/or approaches need to be addressed effectively.

AO2/AO3 Mark bands – Best fit

16 - 13 marks Effective

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

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

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

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 Objectives

Question	AO1	AO2/AO3	Total
01	4		4
02	4	16	20
Total	8	16	24
03	8	16	24
Total	8	16	24
04	8	16	24
Total	8	16	24
05	4		4
06	4	16	20
Total	8	16	24
07	8	16	24
Total	8	16	24
08	8		8
09		16	16
Total	8	16	24
10	8		8
11		16	16
Total	8	16	24
12	8	16	24
Total	8	16	24

UMS conversion calculator www.aqa.org.uk/umsconversion