



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

Psychology A

PSYA3

(Specification 2180)

Unit 3: Topics in Psychology

Final

Mark Scheme

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PSYA3: Topics in Psychology

Topic: Biological Rhythms and Sleep

Question 01

AO1 = 4 marks Outline of one or more ultradian rhythms

Candidates need to outline an example of one or more examples of ultradian biological rhythms ie rhythms that have a cycle length of more than one cycle every 24 hours. The most accessible example is the alternation between REM and NREM sleep during the night. For marks in the top band candidates should provide some details of this alternation, such as the number of REM episodes per night, the link with stage 2 NREM, or the distinctive characteristics of each sleep type. Other examples of ultradian rhythms include meal patterns in humans and other animals and variations in locomotor activity in rats. Again, for marks in the top band detail beyond a simple outline is necessary.

Description of the stages of sleep without reference to the ultradian rhythm can gain a maximum of 1 mark.

Straightforward definitions are not creditworthy. However, candidates who provide an incorrect definition of an ultradian rhythm but present an appropriate outline may earn marks across the scale.

AO1 Mark Bands

4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic Knowledge and understanding are basic/relatively superficial. Organisation and structure of the answer are basic.
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate. Lacks organisation and structure.
0 marks No creditworthy material.

Question 02

AO1 = 4 marks **Outline of restoration explanations of the functions of sleep**

The models of both Oswald and Horne can be considered as restoration explanations. Any given model covers REM and NREM, along with brain and body restoration, so there are no partial performance criteria in this question part.

Although only 4 marks are available, answers must be reasonably thorough for marks in the top band. Brain restoration can involve synapses and neurotransmitters. Body restoration may involve reference to growth hormone and protein synthesis. General points might include the restoration of physiological systems involved in waking activities.

AO1 Mark Bands

4 marks Sound
Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable
Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic
Knowledge and understanding are basic/relatively superficial. Organisation and structure of the answer are basic.
1 mark Rudimentary
Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate. Lacks organisation and structure.
0 marks
No creditworthy material.

AO2/AO3 = 16 marks **Evaluation of restoration explanations of the functions of sleep**

The main source of AO2/AO3 marks is likely to be the use of research evidence. There are many studies of sleep deprivation in both non-human animals and humans, including both case studies and controlled laboratory studies. Oswald's original work also involved patients with brain damage. For AO2/AO3 credit, findings should be explicitly linked to restoration explanation and the implications drawn out.

Evaluation of research, such as the uncontrolled nature of case studies, may earn AO2/AO3 marks insofar as the implications for the explanation are clear.

Comparison with alternative explanations would be another route to AO2/AO3 marks, in particular the evolutionary/ecological approach. However these must be used effectively, rather than simply described, to earn marks.

Issues, debates and approaches in this area include reductionism. The restoration approach focuses on physiological processes in brain and body, a low level and therefore reductionist explanation. It does not take into account ecological factors such as predator-prey status and sleeping niche, which have been shown to influence sleeping patterns. Candidates may also refer to determinism and the use of animals in research. Examiners should also be alert to IDA outside the 'routine' list.

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 the development of depth/distance perception and/or the development of visual constancies**

AO1 material is likely to be a description of the development of how we perceive depth/distance and visual constancies. Candidates may describe perceptual abilities at different ages, or describe what research has shown concerning changes in perceptual abilities over time. Findings of studies must be presented as description of perceptual development to earn AO1 marks.

Although unlikely it is possible and legitimate for candidates to outline the nature/nurture debate as AO1 material and use research findings as AO2/AO3 material informing the debate. It is more likely that the nature/nurture debate will be discussed as an implication of findings and so earn AO2/AO3 credit.

Theories of perceptual organisation will not earn AO1 marks unless explicitly made relevant to the development of perceptual abilities.

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

AO2/AO3 = 16 marks

Commentary on the development of depth/distance perception and/or the development of visual constancies

Research findings are likely to provide the main source of AO2/AO3 marks, if framed as supporting stages of development of the perception of depth/distance and/or visual constancies. There are many relevant infant, child and adult case studies, but the focus must be on the development of these abilities. Candidates are likely to refer to the nature-nurture debate, and this may earn AO2/AO3 marks if presented as an implication of the findings of research studies. Methodological evaluation of studies may earn marks if the implications for reliability and validity of findings are clear.

General commentary may include a consideration of the interaction between nature and nurture in the development of perceptual abilities, and ethical issues involved in studies using infants and children.

Issues, debates and approaches in this area include the nature-nurture debate. There is evidence for the early development of depth perception, suggesting that it is innate, but it is difficult to test human infants early enough to prevent any previous visual experience. So it is impossible to eliminate completely the possible influence of nurture. Candidates may also refer to free will/determinism, ethical issues involved in working with animals and children, and cultural issues and debates. Examiners should also be alert to IDA outside the 'routine' list.

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.

Topic: Relationships

Question 04

AO1 = 8 marks **Description of the relationship between sexual selection and human reproductive behaviour**

For AO1 credit candidates may outline the background to research on sexual selection and human reproductive behaviour in terms of evolutionary theory, selfish gene etc. Also relevant would be a description of the detailed processes involved in sexual selection, including intrasexual (mate competition) and intersexual (mate choice) selection. Other factors affecting mate choice, such as parental investment theory, and variations such as short and long term mate preferences, would also be creditable AO1 material. Research with non-human animals may earn AO1 and AO2/AO3 marks insofar as it is made explicitly relevant to human reproductive behaviour.

Research studies may be presented as either AO1 (illustrating the relationship between sexual selection and human reproductive behaviour) or as AO2/AO3.

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. Organisation 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 mark Rudimentary
Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organisation and structure.
0 marks
No creditworthy material.

AO2/AO3 = 16marks

Commentary on the relationship between sexual selection and human reproductive behaviour

There are a variety of routes to AO2/AO3 credit. Research findings, such as Buss's cross-cultural studies and dating research, would be an effective source of AO2/AO3 marks. Evaluation of research eg use of questionnaires and social desirability issues, may earn marks if the implications for the reliability and validity of findings are clear.

Comparison with alternative approaches eg social psychological explanations, may earn marks if they are used as effective AO2/AO3.

Candidates may also take a more theoretical approach focusing for instance on issues, debates and approaches relevant to this area.

Issues, debates and approaches in this area include free will and determinism. If sexual selection, human reproductive behaviour and the relationships it involves are driven by purely evolutionary considerations, then they would be highly predictable. In fact human reproductive behaviour has changed dramatically over the last century, with non-heterosexual relationships, widespread use of contraception, and couples choosing not to have children. This implies that we have more control (free will) over our behaviour than is implied by the evolutionary approach. Candidates may also refer to reductionism, cultural differences, gender biases and socially sensitive research. Examiners should also be alert to IDA outside the 'routine' list.

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.

Topic: Aggression

Question 05

AO1 = 8 marks **Outline of one or more social psychological theories of aggression**

Examples of social psychological theories of aggression in the Specification are social learning theory and deindividuation, and candidates are likely to focus on these. Top band answers should be accurate and well detailed, so for social learning theory the processes involved in eg imitation must be outlined. For deindividuation a variety of processes may be involved, such as decreased self-assessment and self-awareness.

Examiners should be sensitive to depth-breadth trade-offs in answers covering more than one theory.

For AO1 marks in the top band, the outline of one or more social psychological theories must be clearly linked to aggression.

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. Organisation 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 mark Rudimentary
Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organisation and structure.
0 marks
No creditworthy material

AO2/AO3 = 16 marks **Evaluation of one or more social psychological theories of aggression**

The main source of AO2/AO3 marks is likely to be the findings of research studies. Implications for social psychological theories must be explicit for marks in the top bands, and this may be a particular problem for complex studies such as Zimbardo's original prison study. Methodological evaluation of studies is likely to be popular, but may only earn AO2/AO3 marks if implications for the theory/explanation are clear eg by explicit reference to a lack of ecological validity affecting the generalisability of findings and hence of the theory/explanation. Answers presenting only extended methodological analysis of Bandura's Bobo doll studies are unlikely to move beyond basic for AO2/AO3.

Comparison with alternative explanations, such as the role of genetics or evolutionary approaches, may earn AO2/AO3 credit if used effectively as AO2/AO3. Simple description of alternatives will not earn marks.

Issues, debates and approaches in this area include nature and nurture. Social learning theory in particular emphasises imitation, learning, and the influence of models. This is very much a 'nurture' explanation. It ignores the established importance of biological (eg brain neurotransmitters), genetic and evolutionary factors in aggressive behaviour. Candidates may also refer to gender and cultural differences and biases, and ethical issues in social psychological research and research with children. Examiners should also be alert to IDA outside the 'routine' list, for instance, applications of theories.

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: Eating Behaviour

Question 06

AO1 = 4 marks Outline of one explanation of one eating disorder

Depending upon the disorder identified, there is a variety of explanations that can be used for this question. Anorexia nervosa can involve biological factors (genetics), family dynamics and psychodynamic approaches, body dissatisfaction, media influences and evolutionary hypotheses. Bulimia nervosa similarly may involve biological factors, family dynamics/psychodynamic approaches, body dissatisfaction, and media influence. Relevant explanations for obesity include mood regulation, availability of high carbohydrate and fatty foods, reduced exercise/increased car travel, sedentary pastimes and biological factors. Candidates need to focus on one explanation only, and for marks in the top band provide accurate and coherent detail of the explanation. If more than one explanation is presented, both should be marked and the better one credited. There can be an overlap between disorders and explanations, particularly for anorexia nervosa and bulimia nervosa. Examiners should be lenient where such overlaps occur.

If candidates explicitly present several explanations/factors in relation to explanations for eating disorders under a single umbrella term eg biological psychodynamic, socio-cultural explanations, then they may be credited as a single explanation. Note, however that a simple list of relevant factors without reference to explanations will not move out of Rudimentary.

Evaluation and commentary on the explanation are not required in this question part. Studies used to illustrate explanations can be credited in so far as they add to the explanation eg twin studies of anorexia and bulimia nervosa and genetic explanations, and can receive AO1 credit if used in this way.

No credit for identifying a disorder, but if no disorder is clearly identified a maximum mark of 3 can be awarded, however detailed the explanation.

AO1 Mark bands

4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic Knowledge and understanding are basic/relatively superficial. Organisation and structure of the answer are basic.
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate. Lacks organisation and structure.
0 marks No creditworthy material

Question 07

AO1 = 4 marks Outline of explanations for the success and/or failure of dieting

Explanations for the success and/or failure of dieting include cognitive processes and the boundary model, body weight set-point theory and metabolic rate, ironic processes in dieting, and mood regulation. Other explanations may also be presented. Examiners should be sensitive to depth/breadth trade-offs in answers that cover more than one explanation, but answers in the top band should be accurate and detailed.

Reference to pharmacological and surgical treatments may only earn marks if they address explanations for the success and/or failure of dieting.

Candidates may introduce material on eating disorders. Unless this is explicitly related to the issue of explanations of dieting it cannot receive credit.

AO1 Mark bands

4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic Knowledge and understanding are basic/relatively superficial. Organisation and structure of the answer are basic.
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate. Lacks organisation and structure.
0 marks No creditworthy material.

AO2/AO3 = 16 marks

Evaluation of explanations for the success and/or failure of dieting

Findings of research studies are a likely source of AO2/AO3 marks. Implications of findings for a given explanation must be clear for marks to be awarded. Methodological evaluation of studies may be popular, but can only earn AO2/AO3 marks if implications for the theory/explanation are clear eg by explicit reference to a lack of ecological validity affecting the generalisability of findings and hence of the theory/explanation.

Comparison with alternative explanations may also earn AO2/AO3 credit as long as the focus remains on the question and not on the alternative explanation.

General commentary may include reference to successful combined interventions and social/cultural implications.

Issues, debates and approaches in this area include the applications of findings. If evidence suggests that dieting is likely to fail because of cognitive and/or biological factors, then there is little justification for 'diet plans'. However there is evidence that combined approaches (diet, exercise, group support) can work, which has implications for how we might help people trying to lose weight. Candidates may also refer to gender and cultural differences and biases, reductionism, free will/determinism, ethical issues and socially sensitive research. Examiners should also be alert to IDA outside the 'routine' list.

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: Gender

Question 08

AO1 = 8 marks Description of gender schema theory of gender development

AO1 material will be a description of gender schema theory (Martin & Halverson). This is based on the development of gender identity (boy or girl) at about age 2-3, after which the child actively seeks out appropriate behaviours for their own gender and ignores information that does not 'fit' with their schema. Toys, for instance, become categorised as belonging to boys or girls. The development of gender schemas also leads to the formation of ingroups and outgroups. The concept of 'schemas' is difficult to understand and describe at this level. Therefore AO1 marks should be based on the demonstration of understanding, rather than simply on the amount of AO1 material presented.

The origins of gender schemas would also be relevant. Although not completely detailed, there is evidence that parent's gender schemas play an important role.

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. Organisation 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 mark Rudimentary
Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organisation and structure.
0 marks
No creditworthy material

AO2/AO3 = 16 marks

Evaluation of the gender schema theory of gender development

There are a number of relevant research studies that would provide an effective route to AO2/AO3 credit. These generally focus on the early development of gender schemas (eg Campbell et al., 2004) or the influence of parents (eg Tenenbaum & Leaper, 2002). Other studies investigate ingroup and outgroup processes, or the rigidity of gender stereotypes. It is important for marks in the top band that implications of findings for gender schema theory are clear. Methodological evaluation of studies may only earn AO2/AO3 marks if implications for the theory/explanation are clear eg by explicit reference to a lack of ecological validity affecting the generalisability of findings and hence of the theory/explanation.

Comparison with alternative theories eg Kohlberg or biological approaches to gender, would be another effective source of AO2/AO3 credit, as long as the focus remains on gender schema theory.

General commentary might include the success of gender schema theory in explaining the rigidity of gender stereotypes, or the lack of detail in explaining the origins of schema.

Issues, debates and approaches in this area include the relative contributions of genetics and the environment to gender development ie the nature-nurture debate. Gender schema theory emphasises the importance of parents and peers in the formation and maintenance of schema, while the biological approach emphasises the genetic unchangeable nature of gender development. There is evidence for both sides of the argument, which is why the biosocial approach to gender development is increasingly popular. Candidates may also refer to gender differences and biases, cultural differences and biases, free will and determinism, and the ethics of research with children. Examiners should also be alert to IDA outside the 'routine' list.

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: Intelligence and Learning

Question 09

AO1 = 4 marks Outline of one psychometric theory of intelligence

Psychometric theories focus on quantifying intelligence and measuring IQ. Key figures include Spearman, Thurstone, Cattell and Hebb. Candidates may choose from any of these theories, which cover the development of the concept of IQ, factor approaches to intelligence and its measurement, and fluid and crystallised intelligence (Hebb). Candidates should not be penalised for mislabelling a particular theory as long as the description itself is accurate. If aspects of two different theories are muddled, the more coherent one should be marked.

Note that Gardner's theory of multiple intelligences is not a psychometric theory.

The question is on theories and any description of IQ tests is unlikely to earn AO1 marks. However the development of tests may be presented as a legitimate implication of a particular theory and earn AO2/AO3 marks.

AO1 Mark bands

4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic Knowledge and understanding are basic/relatively superficial. Organisation and structure of the answer are basic.
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate. Lacks organisation and structure.
0 marks No creditworthy material.

AO2/AO3 = 8 marks

Evaluation of one psychometric theory of intelligence

AO2/AO3 material relevant to psychometric theories may include a variety of approaches. They have been criticised for their 'static' and fixed approach to intelligence, especially in comparison with information processing theories. There are also disputes over the precise factorial or componential structure of IQ. A related source of AO2/AO3 would be a comparison of the target theory with alternative psychometric (or information processing) theories of intelligence. Applications of psychometric theory and research to eg personnel selection and education would also be of central relevance. A consideration of the development of IQ testing as an implication of some psychometric theories may earn AO2/AO3 marks.

Controversies in this area, such as race and IQ or the nature-nurture debate, may only earn AO2/AO3 credit if explicitly linked to a consideration of one psychometric theory.

Issues, debates and approaches relevant to this area include cultural bias. Psychometric concepts of IQ and its measurement are based very much on Western ideas of intelligence and skills that should be valued, and research is concentrated in Western societies. They largely ignore other skills and knowledge valued in non-western societies. Candidates may also refer to nature-nurture, reductionism, socially sensitive research and ethical issues in applications of IQ testing. Examiners should also be alert to IDA outside the 'routine' list.

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

8 - 7 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.

6 - 5 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.

4 - 3 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.

2 - 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.

Question 10

AO1 = 4 marks

Outline of evolutionary factors in the development of human intelligence

Factors involved in the development of human intelligence include tool use, language, social (Machiavellian) communication and group size, foraging and emigration. Each of these characteristics, related directly to intelligence, would have provided a selective advantage. Candidates are also likely to refer to brain size. However this has to be linked to intelligence and to factors likely to have increased brain size to earn marks (besides the factors mentioned earlier, diet may have been critical).

AO1 Mark bands

4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic Knowledge and understanding are basic/relatively superficial. Organisation and structure of the answer are basic.
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate Lacks organisation and structure.
0 marks No creditworthy material.

AO2/AO3 = 8 marks

Commentary on evolutionary factors in the development of human intelligence

AO2/AO3 credit can be earned through evidence related to the development of human intelligence. This comes mainly from the fossil record, studies of living non-human primates and other advanced mammals, ethnographic studies of living tribal groups, and modern evolutionary psychology. Evidence described will depend on which factors are described, for instance Dunbar's work on the relationship between brain size and group size, or implications for human intelligence of Machiavellian intelligence and Theory of Mind in living apes.

Methodological evaluation may only earn marks if the implications for the reliability and validity of findings are clear. However there are many drawbacks to research in this area, and methodology may be an important source of AO2/AO3 credit.

Issues, debates and approaches in this area include Psychology as Science. Controlled studies with manipulation of independent variables are rare, and evidence relies heavily on correlational studies and speculations based on the fossil record. So clear conclusions are not possible, and there will always be room for uncertainty. Candidates may also refer to reductionism and problems in extrapolating from non-human animals to humans. Examiners should also be alert to IDA outside the 'routine' list.

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

8 - 7 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.

6 - 5 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.

4 - 3 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.

2 - 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.

Topic: Cognition and Development

Question 11

AO1 = 8 marks Description of Piaget's theory of cognitive development

For marks in the top band candidates should be able not only to describe the key stages of Piaget's theory but also to outline underlying processes such as assimilation and accommodation. Accuracy in describing the characteristics of each stage and their age ranges will also be important.

An extensive amount of material is available to candidates, but examiners should moderate their expectations as appropriate for 8 AO1 marks.

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. Organisation 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 mark Rudimentary Knowledge and understanding are rudimentary and may be muddled and/or inaccurate. The material presented may be very brief or largely irrelevant. Lacks organisation and structure.
0 marks No creditworthy material.

AO2/AO3 = 16 marks Commentary on Piaget's theory of cognitive development

AO2/AO3 credit is most likely to be accessed through the many relevant research findings available, either from Piaget or by later researchers. Methodological evaluation, especially of Piaget's studies, is likely to be popular but may only earn AO2/AO3 marks if implications for the theory/explanation are clear eg by explicit reference to a lack of ecological validity affecting the generalisability of findings and hence of the theory/explanation.

Comparison with alternative theories, such as Vygotsky, would be another effective route to AO2/AO3 marks, as long as the focus is on the question rather than the alternative theory. General commentary may include applications of Piaget's ideas, eg to education.

Issues, debates and approaches relevant to this area include the application of Piaget's ideas to education. Ideas such as 'readiness' and 'critical periods' have been influential in the design of educational programmes, and although many of his ideas have not stood the test of time Piaget remains one of the most influential psychologists who has ever lived. Candidates may also refer to cultural differences and biases. Examiners should also be alert to IDA outside the 'routine' list.

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 Grid

Questions	AO1	AO2/3	Total
Biological Rhythms and Sleep 01 02	4 4	16	24
Perception 03	8	16	24
Relationships 04	8	16	24
Aggression 05	8	16	24
Eating Behaviour 06 07	4 4	16	24
Gender 08	8	16	24
Intelligence and Learning 09 10	4 4	8 8	24
Cognition and Development 11	8	16	24

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