



**General Certificate of Education
June 2011**

GCE Psychology B 2186

**Approaches, Debates and Methods in
Psychology**

PSYB4

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Section A Approaches in Psychology

Option A

Question 01

[AO3 = 4 marks]

AO3 Up to two marks for each way/method.

Award 1 mark for outlining a way/method. Possible answer: concordance rates for monozygotic (MZ) twins reared together compared with MZ reared apart; dizygotic (DZ) twins together compared with MZ together; DZ together compared with MZ apart; family studies and relatedness; adoption studies comparing children with their biological and adoptive parents; adoption studies comparing adopted and biological children with their natural parents; genetic engineering; selective breeding; gene mapping. Accept any other plausible explanations.

Accept description of specific studies.

Plus 1 mark for rationale of each way that is outlined.

Question 02

[AO2 = 2 marks]

AO2 Up to two marks for applying the humanistic approach to Sue. Likely answers: reference to self-actualisation/innate drive for personal growth and self fulfilment; Maslow's hierarchy of needs; self-esteem; ideal v perceived self; holism; congruence; conditions of worth; free will.

1 mark for relevant humanistic explanation(s) and 1 mark for explicit link to Sue (answer must go beyond the stem).

Question 03

[AO2 = 2 marks]

AO2 Up to two marks for outline of a problem with humanistic explanations of behaviour. Allow one mark for identifying a relevant problem, plus one mark for an expanded description.

Relevant answers include: lack of empirical evidence/rejection of the scientific approach; vagueness of concepts; explanations based on subjective experience; explanations based on culture-bound concepts/ideas; free will; lack of comprehensiveness; explanations based on positive/conscious motives only. Accept any other plausible explanations.

Markers should be aware that some of the above problems may overlap and should look for a coherent answer for full marks.

Question 04**[AO1 = 4 marks, AO2 = 8 marks]**

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 Up to four marks for relevant knowledge and understanding of the two approaches (2 marks for each approach). For the behaviourist approach, candidates are likely to refer to reinforcement and consequences of behaviour; empiricism and the study of objective behaviour; S-R associations; the role of experience in learning. For the cognitive approach, candidates are likely to focus on internal mediational processes; information processing; objective scientific study; computer analogy; neurological processes underlying cognitive processes.
Credit description of relevant evidence, 1 mark.

AO2 Up to 8 marks for analysis and evaluation of application of both approaches. Up to 4 marks can be awarded for analytic description of approaches (which links back to features of the approach).
For the behaviourist approach, applications might include explanations of behaviour under topic areas such as: gender; anxiety disorders; schizophrenia and mood disorders; substance abuse; offending behaviour. Therapeutic / practical applications might include behaviour therapy and behaviour modification applied to: autism; schizophrenia; health psychology; criminological psychology; substance abuse.
For the cognitive approach, applications may include explanations of behaviour under topic areas such as: schizophrenia; gender; social cognition; remembering and forgetting; perceptual processes; anxiety disorders; autism; child development etc. Therapeutic / practical applications might include: applications to cognition and law e.g. the cognitive interview; child development; cognitive therapy for anxiety and mood disorders; stress management; treatment of offenders.
In evaluating applications, candidates may choose to discuss effectiveness of the application, use of research evidence, comparisons with other approaches.
Candidates may choose to draw comparisons between the two approaches when discussing the applications.

Maximum 7 for only one approach**Mark bands****10 - 12 marks Very good answers**

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

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent with appropriate use of sentences and paragraphs. There

are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7 -9 marks**Good answers**

Answer shows knowledge and understanding of the approaches and applications of the approaches. Discussion, analysis and evaluation are evident and the answer is mostly focused on the question although there may be some irrelevance and / or misunderstanding. At the top and middle of the band references to both approaches are apparent though these are perhaps not linked so clearly to the discussion as for the top band.

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

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

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

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

1 - 3 marks**Poor answers**

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

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

0 marks**No relevant content**

Option B

Question 05

[AO3 = 4 marks]

- AO3** Up to four marks for the explanation(s). Full marks can be obtained for one reason fully explained and linked to scientific enquiry or several in less detail. Likely content: the 'unconscious mind'; information based on recollections about childhood; retrospective/memory distortions; methodological issues: difficulty with control; replicability; objectivity; falsifiability; theoretical issues: hypothetical constructs; irrefutable; reification. One mark for briefly noting a reason(s).

Question 06

[AO2 = 2 marks]

- AO2** Up to two marks for outlining a similarity. Allow one mark for briefly identifying a relevant similarity, plus one mark for elaboration. Likely content: both accepted the tripartite theory of personality and the mind; stage theory common to both; conflict to be resolved at each stage of development; belief in strong instinctual forces common to both.

Question 07

[AO2 = 2 marks]

- AO2** Up to 2 marks for outlining a difference. Allow one mark for briefly identifying a relevant difference, plus one mark for elaboration. Likely content: Erikson was more interested in the development of the ego; put more emphasis on social factors than did Freud whose main concern was the unconscious effects of the sex instinct; stages of development throughout life and not just through childhood; conflicts in later stages not confined to the family; Erikson's theory presents a positive and optimistic view of the human condition vs. Freud's negative view of human conflict.

Question 08**[AO1 = 4 marks, AO2 = 8 marks]**

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 Up to four marks for relevant knowledge and understanding of the approaches. Allow up to 2 marks for knowledge and understanding of an eclectic approach which must go beyond the stem. Candidates are likely to draw upon the key assumptions and distinguishing features of the chosen approaches such as reference to unconscious conflicts and childhood experience for the psychodynamic approach, the focus on internal mental processes for the cognitive approach, emphasis on behaviour, nurture, reinforcement and consequences of behavior for the behaviourist approach, the influence of models for social learning theory, the focus on physiology heredity/genes for the biological approach and self-actualisation, freedom of choice and psychological growth for the humanistic approach. Credit description of relevant evidence, 1 mark.

AO2 Up to 8 marks for an evaluation of the eclectic approach. There should be some discussion applied to at least two topic areas. Relevant strengths might include: overlap and complementarity between the approaches gives a better understanding of behaviour; human behaviour too complex and varied to be completely explained by one approach; approaches develop and build on one another / overlap between them; emphasis on one approach may mean relevant information from other approaches is missed; insularity of individual approaches. Relevant weaknesses might include: contradictions and irreconcilable differences, including methodology; loss of theoretical basis; 'pick and mix' of approaches may result in no more than common sense explanations/ weaken explanations. Topic areas may come from: gender; memory; anxiety disorders; autism; child development; schizophrenia; mood disorders; stress; substance abuse; forensic psychology. Credit use of relevant evidence.

Maximum 8 if only one topic is discussed.

Mark bands**10 -12 marks Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of the approaches and an eclectic approach. Discussion is full and includes thoughtful analysis. References to topic areas are accurate and applied to the question. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

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

7 - 9 marks Good answers

Answer shows knowledge and understanding of the approaches and an eclectic approach. Discussion, analysis and evaluation are evident and the answer is mostly focused on the question although there may be some irrelevance and / or misunderstanding. At the top of the band references to two topics are apparent though these are perhaps not linked so clearly to the discussion as for the top band.

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

4 - 6 marks Average to weak answers

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

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

1 - 3 marks Poor answers

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

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

0 marks No relevant content

Section B Debates in psychology

Question 09

[AO3 = 4 marks]

AO3 Up to two marks for an outline of the debate. Allow one mark for each side of the debate. For free will credit reference to: choice; ability to make decisions; behaviour and thought under the control of the will/volition of an individual; people as agents of own behaviour. For determinism credit reference to behaviour caused by internal /external forces.

Up to two marks for an explanation as to why a belief in the existence of free will conflicts with scientific enquiry. One mark for a superficial or muddled explanation. Two marks for a sufficiently detailed and clear explanation.

Likely answers are: science is based on causal explanations whereas free will implies that behaviours and thinking are non-deterministic; science aims to predict and control behaviour whereas free will implies that behaviours and thinking result from a person's complete freedom to control what he or she does and thinks; the idea that a non physical phenomenon like free will can have an effect on the physical world in the form of behaviour is at odds with the assumption of science that a physical effect must have a physical cause.

Question 10

[AO1 = 2 marks, AO2 = 2 marks]

AO1 Up to two marks for knowledge of relevant strengths. Likely answers: focus on the subjective experiences of an individual; provides a more complete understanding of the individual than the nomothetic approach; satisfies some of the key aims of science-descriptions and understanding of behaviour; findings can serve as source of ideas for nomothetic studies; unique cases can serve to challenge general laws of behaviour. One mark for each relevant strength outlined.

AO2 Up to two marks for evaluation/analysis/comment. Credit comparisons and /or interactions with the nomothetic approach and relevant reference to a topic area. One mark for a superficial or muddled discussion. Two marks for a clear, relevant and coherent response.

Question 11**[AO1 = 4 marks, AO2 = 8 marks]**

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

Candidates can respond to this question in a variety of ways. Many candidates will identify as reasons (AO1) the features of science, and gain AO2 credit for discussion of these as reasons psychology should be a science. Others will respond to the question more directly identifying as AO1 the material listed in the mark scheme as AO2 and gain AO2 credit for discussion of these.

AO1 Up to four marks for knowledge and understanding of features of the scientific approach; theory construction; hypothesis testing; general laws; empirical methods of testing; replicability; definable subject matter; paradigm.
Credit description of relevant evidence, 1 mark.

AO2 Up to 8 marks for arguments why psychology should /should not adopt the scientific approach. Arguments for greater understanding and knowledge at a theoretical level; objective and empirical support for a theory; allows for progress within the discipline; adds to creditability/scientific status; practical applications to behaviour; prediction and control of behaviour; replication. Possible counter arguments may address the difficulty of applying a scientific approach to the study of humans and problems such as the control of variables; demand characteristics; ethical issues including dehumanization; constraints and mechanistic view of humans; artificiality of environments; reductionism; determinism; unobservable subject matter and subjective private experience.
Credit use of relevant evidence.

Mark bands**10 - 12 marks Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of reasons why the scientific approach should be adopted. Most counter arguments are well developed and presented in the context of the discussion as a whole. Discussion is full and includes thoughtful analysis. The answer is well organised and mostly relevant with little, if any, misunderstanding.

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

7 - 9 marks Good answers

Answer shows knowledge and understanding of why the scientific approach should be adopted. There is evidence of discussion and the answer is mostly focused on the question although there may be some irrelevance and / or misunderstanding. Counter-arguments may

not be presented or are perhaps not linked so clearly to the discussion as for the top band.

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

4 - 6 marks Average to weak answers

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

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

1 - 3 marks Poor answers

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

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

0 marks No relevant content

Section C Methods in psychology

Question 12

[AO3 = 2 marks]

- AO3** 2 marks for a hypothesis which must be a testable (operational) statement, refer to differences and refer to the two 'conditions' e.g. 'the ratings for exploratory behaviour in baby boys will be higher than the ratings for baby girls'.
1 mark if incomplete or muddled.
Accept directional or non-directional hypotheses.

Question 13

[AO3 = 3 marks]

- AO3** One mark each for knowledge of each term plus 1 mark for relating both terms appropriately to the study.
Qualitative: non-numerical data; information represented in words; represents thoughts and feelings; what something means to an individual; recorded as a conversation etc.
Quantitative: numerical; measuring behaviour in a numerical way etc.
1 mark for application to the study: the psychologist collected qualitative data from parents in the form of verbal answers to questions expressing their thoughts and feelings about their babies' behaviour; the ratings out of ten /median scores is quantitative data; raw qualitative information was converted by the psychologists into quantitative data (a score out of 10) for analysis.

Question 14

[AO3 = 2 marks]

- AO3** 1 mark for the appropriate test: Mann-Whitney.
1 mark for identifying a reason. Accept a test of difference between the ratings for baby boys and baby girls; unrelated scores; a rating scale cannot claim to use units of equal intervals / not an objective measurement so level of measurement is ordinal / data is non-parametric.
Only accept independent /unrelated *t* test if candidate refers to the scale being standardised.

Question 15

[AO3 = 2 marks]

- AO3** 1 mark for: 'the probability of the difference occurring by chance is greater than the minimum acceptable level of 0.05 level for a statistically significant difference' or similar.
1 mark for the conclusion: results are not significant; the psychologists cannot reject the null hypothesis; the alternative hypothesis cannot be accepted.
Credit other possible answers such as if candidate states that the alternative hypothesis should be accepted then an appropriate explanation is required.

Question 16

[AO3 = 2 marks]

AO3 1 mark for each accurate point explained.

Likely answers: converting qualitative data into quantitative data is open to bias / subjectivity; check for inter-rater / researcher reliability.

Accept any other relevant answers.

Question 17

[AO3 = 2 marks]

AO3 1 mark for each correctly outlined advantage.

Likely answers; can be standardised as interviewing up to forty parents; easier to collate data from participants to examine patterns; focus of interview can be maintained; easier to replicate the study; reduces researcher bias; allows for comparison of responses.

Accept any other relevant answers.

Question 18

[AO3 = 7 marks]

AO3 Up to 7 marks for answers demonstrating an ability to design an observation effectively. Answers should refer to:

Variables: 'independent' and dependent variables identified; extraneous variables identified and possibly some attempt to control outlined.

The sample to be used: size and composition of the sample; target population and sampling technique; possibly reference to time sampling/continuous recording.

Materials: data collection sheet; behaviour categories; timing device.

Proposed procedure: choice of playroom; target behaviours; briefing and debriefing including letters of consent; presence/role of caregiver during the study. Although not required, credit ethical issues and how these might be addressed such as informed consent, confidentiality, right to withdraw and protection from harm.

Mark bands

7 – 6 marks **Very good answers**

Answers demonstrate an ability to design an appropriate observation. The proposal is coherent and feasible and includes details of most of the essential elements of the design. Reporting is clear, precise and with the required expansion so that reasonable replication is possible.

5 – 3 marks **Good to average answers**

The design shows knowledge and understanding of some of the features of an observation though there may be inaccuracies and/or omissions. The proposal includes some detail so that an attempt at replication is possible at the top of the band. It may not be entirely feasible or lack the clarity and coherence of the top band.

2 – 1 marks Poor answers

Detail of the proposal lacks information so that replication is likely to be very difficult. The method selected may not be obvious. There may be substantial confusion, inaccuracy and /or irrelevance.

0 marks No relevant content

Assessment objective grid

| Question | AO1 | AO2 | AO3 | Total |
|-----------------|------------|------------|------------|--------------|
| 1 | | | 4 | |
| 2 | | 2 | | |
| 3 | | 2 | | |
| 4 | 4 | 8 | | |
| 5 | | | 4 | |
| 6 | | 2 | | |
| 7 | | 2 | | |
| 8 | 4 | 8 | | |
| 9 | | | 4 | |
| 10 | 2 | 2 | | |
| 11 | 4 | 8 | | |
| 12 | | | 2 | |
| 13 | | | 3 | |
| 14 | | | 2 | |
| 15 | | | 2 | |
| 16 | | | 2 | |
| 17 | | | 2 | |
| 18 | | | 7 | |

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