A2 Psychology Exam Preparation

Approaches

Exam style questions and Mark Schemes

Beechen Cliff School

For your information;

This booklet contains exam questions from specimen papers and past papers from both the new specification and the old one for AS and A2. Several may be very similar, I just wanted to provide you with all of the questions I have available. Mark schemes are in question order at the back of this booklet.

Exam questions from the old spec are slightly different in phrasing and mark scheme but are still useful practice and preparation.

Old spec questions have RED boxes around them.

AS questions have BLUE boxes around them.

REMEMBER – you are unlikely to get many of the biological approaches questions in this section of the exam even though they are included in this booklet, you will most likely see those questions in the Biopsychology section.
01. Which one of the following statements is false? Shade one box only.

A Repression can lead to unpleasant memories causing distress

B Repression causes people to have difficulty accessing unpleasant memories

C Repression involves people choosing to forget unpleasant memories

D Repression involves unpleasant memories being kept from conscious awareness

[1 mark]

01. Which one of the following statements is false? Shade one box only.

A The Id is responsible for pleasure-seeking behaviour

B The Id is responsible for unreasonable behaviour

C The Superego is responsible for bad behaviour

D The Superego is responsible for guilty feelings

[1 mark]

03. Read the item and then answer the question that follows.

Dominic is unhappy and lacks confidence. He also thinks he is not very good-looking and not very clever. He goes to a counselling therapist for help. The therapist suggests that Dominic lacks congruence.

Outline what is meant by ‘congruence’. Explain one way in which Dominic might achieve ‘congruence’.

[4 marks]

04. Discuss the contribution of behaviourist psychologists such as Pavlov and Skinner to our understanding of human behaviour.

[16 marks]
01.1 A phenotype is the result of the combined effect of .... Shade one box only.
   A. neurotransmitters and environment.
   B. inheritance and environment.
   C. genetic makeup and neurotransmitters.
   D. genotype and evolution.

[1 mark]

01.2 Which one of the following statements about evolution is false? Shade one box only.
   A. Evolution involves adapting to the environment.
   B. Evolution involves breeding of those best able to survive.
   C. Evolution involves common genetic material between species.
   D. Evolution involves changes in behaviour from one generation to the next.

[1 mark]

02 Read the item and then answer the question that follows.

Bradley has just started to play snooker and is keen to play well. He watches carefully when his partner takes a difficult shot then tries to copy the same shot. He thinks about how his partner was holding the snooker cue and whether he can do the same.

Social learning theorists refer to the role of mediational processes in learning. Referring to Bradley’s experiences, explain the role of mediational processes in learning.

[4 marks]

03 Describe Wundt’s role in the development of psychology.

[6 marks]

04 Briefly explain one strength and one limitation of the cognitive approach in psychology.

[4 marks]

05 Outline the psychodynamic approach in psychology. Discuss one or more differences between the psychodynamic approach and the humanistic approach.

[8 marks]
01 Which one of the columns in Figure 1, A, B, C or D shows the correct arrangement of levels in Maslow's hierarchy of needs? Shade one box only.

Figure 1

<table>
<thead>
<tr>
<th>Top of hierarchy</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-actualisation</td>
<td>Self-actualisation</td>
<td>Love/belongingness</td>
<td>Love/belongingness</td>
</tr>
<tr>
<td>Love/belongingness</td>
<td>Esteem</td>
<td>Esteem</td>
<td>Self-actualisation</td>
</tr>
<tr>
<td>Esteem</td>
<td>Love/belongingness</td>
<td>Self-actualisation</td>
<td>Safety</td>
</tr>
<tr>
<td>Safety</td>
<td>Safety</td>
<td>Physiological</td>
<td>Esteem</td>
</tr>
<tr>
<td>Physiological</td>
<td>Physiological</td>
<td>Safety</td>
<td>Physiological</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bottom of hierarchy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column A</td>
</tr>
<tr>
<td>Column B</td>
</tr>
<tr>
<td>Column C</td>
</tr>
<tr>
<td>Column D</td>
</tr>
</tbody>
</table>

[1 mark]

02 Which of the following sentences best describes Wundt's method of introspection? Shade one box only.

Introspection involves ...

A performing mental calculations.
B reporting present experience.
C describing events from the past.
D outlining hopes for the future.

[1 mark]

03 Tim used to run a family business. About two years ago, the business got into financial difficulties. Tim's bank demanded repayment of a loan. Tim lost the business and is very angry.

Two defence mechanisms are denial and displacement.

Outline what is meant by denial and displacement and suggest how each could be involved in Tim coping with his situation.

[4 marks]

04 Briefly evaluate defence mechanisms as a way of explaining human behaviour and experience.

[4 marks]
Outline what is meant by cognitive neuroscience and describe one practical application of cognitive neuroscience. [6 marks]

Outline Pavlov’s research into classical conditioning and describe how classical conditioning might explain a child’s fear of school. [8 marks]

1 (e) Describe the psychodynamic approach to explaining human behaviour. Discuss strengths and limitations of this approach. [6 marks]

1 (a) What do humanistic psychologists mean by ‘conditions of worth’? Give an example of how a parent might set conditions of worth on his or her child. [2 marks]

1 (d) The following are features of the psychodynamic approach:
- the structure of personality
- the unconscious.

Give a brief outline of each feature. Briefly explain how each of these features might influence human behaviour. [4 marks]

0 3 Outline key features of the cognitive approach in psychology. Compare the cognitive approach with the psychodynamic approach. (12 marks)

0 7 It has been claimed that the humanistic approach has little to offer psychology. Outline and evaluate the humanistic approach in psychology. Refer to at least one other approach in your answer. (12 marks)

0 5 Ben’s parents expect him to become a doctor, like his father and grandfather. He has applied to study medicine at university, but he really wants to be an actor. Ben feels that he cannot speak to his parents about becoming an actor because he thinks that they will be disappointed in him, and will not support him financially. Ben is now beginning to feel sad and miserable.

With reference to two features of the humanistic approach, explain how Ben’s situation could affect his personal growth. [4 marks]
Humanistic psychologists refer to promoting personal growth. Explain what either Maslow or Rogers meant by ‘promoting personal growth’. [4 marks]

Freud used case studies to highlight his psychodynamic concepts. Explain why some psychologists regard Freud’s use of case studies to support his theory as unscientific. [4 marks]

Complete the following sentence. Shade one box only.

Sensory neurons carry information
A. away from the brain. [1 mark]
B. both to and from the brain.
C. towards the brain.
D. within the brain.

Complete the following sentence. Shade one box only.

The somatic nervous system
A. comprises of two sub-systems. [1 mark]
B. connects the central nervous system and the senses.
C. consists of the brain and spinal cord.
D. controls involuntary responses.

Which one of the following responses results from the action of the sympathetic division of the autonomic nervous system? Shade one box only.
A. Decreased pupil size
B. Increased digestion
C. Increased heart rate
D. Increased salivation [1 mark]
Label the **two** areas of the synapse in **Figure 1** by putting the appropriate letter in each box.

A. Axon  
B. Dendrites  
C. Neurotransmitters  
D. Receptor sites  
E. Vesicle

**Figure 1:** The synapse

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Read the item and then answer the question that follows.

Psychologists investigating theoretical models of cognitive processing study human cognitive processing. They sometimes give participants problems to solve then ask them about the experience afterwards. Typical participant responses are as follows:

**Response A:** 'There were too many things to think about at the same time.'

**Response B:** 'I had to do one task at a time, then do the next task, and so on.'

Briefly suggest how each of these responses might inform psychologists investigating models of human cognitive processing.

[2 marks]
6.1 Read the item and then answer the questions that follow.

A psychologist carried out a study of social learning. As part of the procedure, he showed children aged 4-5 years a film of a 4 year-old boy stroking a puppy. Whilst the children watched the film, the psychologist commented on how kind the boy was. After the children had watched the film, the psychologist brought a puppy into the room and watched to see how the children behaved with the puppy.

Outline what is meant by social learning theory and explain how social learning might have occurred in the procedure described above. [6 marks]

6.2 Discuss two limitations of social learning theory. [6 marks]
01 Which two of the following statements about the fight or flight response are correct? Shade two boxes only.

During the fight or flight response:
A. there is a decrease in the release of adrenaline [ ]
B. the flow of blood is diverted from the surface of the skin [ ]
C. the process of digestion is inhibited [ ]
D. the parasympathetic division is in control of functioning [ ]
E. there is a reduction in the rate of respiration [ ]

[2 marks]

02 Briefly explain one function of the endocrine system. [2 marks]

05 Rita and Holly are identical twins who were separated at birth. When they finally met each other at the age of 35, they were surprised at how different their personalities were. Rita is much more social and out-going than Holly.

Use your knowledge of genotype and phenotype to explain this difference in their personalities. [4 marks]

06 Outline and evaluate the social learning theory approach. Refer to evidence in your answer. [12 marks]
01. Which of the psychologists A, B, C or D is best known in relation to the emergence of psychology as a science? Shade one box only.

A  Pavlov
B  Skinner
C  Bandura
D  Wundt

[1 mark]

02. Which of the following best describes identification as a feature of social learning? Shade one box only.

A  wanting to be like another person
B  watching another person
C  copying another person
D  liking another person

[1 mark]

03. Millie is asked to do a class presentation on introspection. As part of her presentation she said, 'Introspection is thinking about our own thoughts.'

After the presentation, her classmates said they had learned very little about introspection.

Explain what else Millie could have said about the major features of introspection so that her classmates would be better informed.

[4 marks]

04. Jeremy is digging in the garden. He feels the spade hit a rock and stops digging immediately.

Explain how sensory, relay and motor neurons would function in this situation.

[6 marks]

05. Describe and evaluate the behaviourist approach.

[12 marks]
01 Which two of the following statements about the divisions of the nervous system are correct?

Shade two boxes only.

In the human nervous system...

A the fight or flight response occurs when the parasympathetic division controls functioning.
B the central nervous system consists of the brain and spinal cord.
C sensory, relay and motor neurons are all controlled by the somatic nervous system.
D sensory neurons carry messages from the central nervous system.
E the somatic nervous system controls voluntary movements.

[2 marks]

02 Briefly outline how excitation and inhibition are involved in synaptic transmission.

[4 marks]

03 Read the following descriptions of behaviour:

A Sarah is terrified of lifts because she was trapped in one for 5 hours. She cannot go in a lift now.

B Jerry watches as his brother James is given sweets for cleaning their pet hamster's cage. The next day, Jerry's mum finds Jerry cleaning out the hamster cage.

How can the behaviours described in A and B above be explained by learning theories?

[6 marks]
In a study of tooth decay, researchers checked the dental records of 100 pairs of identical twins. They recorded the number of fillings for each twin and found the following data:

<table>
<thead>
<tr>
<th>Twin pairs with the same number of fillings</th>
<th>Twin pairs with different number of fillings</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>52</td>
</tr>
</tbody>
</table>

Use your knowledge of genotype and phenotype to explain the data in Table 1. [4 marks]

Outline two features of the cognitive approach. Explain two limitations of the cognitive approach. [8 marks]

1 (a) Read the following statements and decide whether they are TRUE or FALSE.

1 (a) (i) Motor (efferent) neurons carry messages to the central nervous system. (Tick the correct box)

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
</table>

(1 mark)

1 (a) (ii) The nucleus of a neuron is found outside the cell body (soma). (Tick the correct box)

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
</table>

(1 mark)

1 (b) Briefly outline the process of synaptic transmission.

1 (c) A young woman says: “When I was 5 years old, I was at a party and a balloon burst with a loud bang in my face. Even after all these years, I cannot bear to go into a room where there are balloons. They terrify me!”

Use your knowledge of classical conditioning to explain why the young woman is terrified of balloons.
1 (d) Describe a procedure that behaviourists have used to study operant conditioning.

1 (e) Describe and evaluate the behaviourist approach in psychology.

As part of your evaluation you should refer to the research methods used by behaviourist psychologists.

1 (a) The following statements relate to the biological approach. Two of these statements are false. Identify the two statements that are false by ticking the appropriate boxes.

<table>
<thead>
<tr>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synaptic transmission is an electrical and a chemical process.</td>
</tr>
<tr>
<td>The somatosensory area of the brain responds to heat and cold.</td>
</tr>
<tr>
<td>The parasympathetic division of the autonomic nervous system slows down digestion.</td>
</tr>
<tr>
<td>PET scans can only provide 2-dimensional (2D) information about the brain.</td>
</tr>
<tr>
<td>The peripheral nervous system is made up of the somatic nervous system and the autonomic nervous system.</td>
</tr>
</tbody>
</table>

1 (b) Sally spends much of her time looking after her young brothers, Alfie and Jake. Jake is 8 years old and he is very naughty. Sally often shouts at Jake to make him stop what he is doing and do what she tells him. Jake obeys Sally when she shouts.

Alfie is 5 years old and he is quiet at home. However, at school, Alfie’s teacher has noticed that he shouts at the other children when he wants them to do something.

Use your knowledge of social learning theory to explain Alfie’s behaviour.

1 (d) Describe and evaluate the cognitive approach in psychology.
A psychology student made the following observation to his teacher.

‘The behaviourist approach has been presented to us as helpful in understanding human behaviour. However, most of the data have been obtained from research using animals.’

Briefly discuss the value of behaviourism in helping us to understand human behaviour. (5 marks)

Mr Benson is a primary school teacher. He has noticed that some of the children in his class push to the front of the queue when it is time to leave the classroom.

Suggest how Mr Benson might use vicarious reinforcement to alter the behaviour of these children. Explain your answer with reference to social learning theory. (3 marks)

Sophie has made new friends at her 6th Form College. She has recently passed her driving test and has the use of her parents’ car. Her parents are concerned because Sophie stays out until after midnight during the week, even though she has promised to be home by 11 pm.

Explain how Sophie’s parents could use two different types of reinforcement to encourage Sophie to be home by 11 pm. (4 marks)

Explain one similarity between the behaviourist approach and social learning theory. (2 marks)

Behaviourists often use animals in their research. Briefly discuss one strength of using animals in research and then applying the findings to human behaviour. (2 marks)

To explain internal cognitive processes such as memory, cognitive psychologists often use an information processing model based on the computer analogy.

Briefly explain why computer analogies are used to help us understand human cognitive processes. (2 marks)

Cognitive psychologists often use the experimental method in their investigations. Briefly discuss one strength of using experiments to investigate cognitive processes in humans. (2 marks)

Discuss the biological approach in psychology. Refer to at least one other approach in your answer. (12 marks)
Ella is a two-year-old child. She has started to misbehave when she is out shopping with her parents. In the supermarket, she often throws a tantrum, screaming and kicking. Her parents always respond by shouting at Ella but this has not stopped her tantrum behaviour.

Using your knowledge of behaviourism, explain how Ella’s parents could encourage Ella to be better behaved when out shopping. [4 marks]

Researchers investigating the genetic basis of ADHD (attention deficit hyperactivity disorder) studied relatives of individuals already diagnosed with ADHD to see if they too had the same disorder. They found the following concordance* rates:

**Table 1** Concordance* rates (%) for ADHD between family members

<table>
<thead>
<tr>
<th>Sibling</th>
<th>Non-identical Twin</th>
<th>Identical Twin</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>38%</td>
<td>82%</td>
</tr>
</tbody>
</table>

*Concordance rates show the extent to which two groups of people share the same characteristic.

With reference to the percentages in **Table 1**, explain what can be concluded about the genetic basis of ADHD. Justify your answer. [2 marks]

Explain one limitation of the type of investigation described in question 0 2. [2 marks]

Choose two approaches in psychology. Discuss at least one practical application of each approach that you have chosen. [12 marks]
01.1 Which one of the following statements is false? Shade one box only. [1 mark]

Marks for this question: AO1 = 1

C

01.2 Which one of the following statements is false? Shade one box only. [1 mark]

Marks for this question: AO1 = 1

C

03 Outline what is meant by 'congruence'. Explain one way in which Dominic might achieve 'congruence'. [4 marks]

Marks for this question: AO1 = 2 and AO2 = 2

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>Outline of congruence is clear and coherent with appropriate use of terminology. Application to Dominic is appropriate with description of need to reduce the gap and how to achieve this.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Outline is limited, i.e. shows some knowledge that congruence involves different aspects of the self. Application is vague. The answer as a whole is not very clearly expressed.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Content/Outline:

- congruence is the fit/match/comparability/consistency between the perceived self (how you see yourself) and the ideal self (the self you would like to be).

Application:

- Dominic needs to close the gap/discrepancy between his perceived and his ideal self
- gap can be reduced/closed if he develops a more healthy view of himself, or, has a more achievable and realistic ideal self – unconditional positive regard from the therapist is an example of a specific strategy here.
Discuss the contribution of behaviourist psychologists such as Pavlov and Skinner to our understanding of human behaviour.

Marks for this question: AO1 = 6 and AO3 = 10

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>13-16</td>
<td>Knowledge of contribution/s is accurate and generally well detailed. Discussion is thorough and effective. Answer is clear, coherent and focused on contributions to understanding human behaviour. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.</td>
</tr>
<tr>
<td>3</td>
<td>9-12</td>
<td>Knowledge of contribution/s is evident and there is some reference to the understanding of human behaviour. There are occasional inaccuracies. Discussion is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.</td>
</tr>
<tr>
<td>2</td>
<td>5-8</td>
<td>Knowledge of contribution/s is present. Focus is mainly on description. Any discussion is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.</td>
</tr>
<tr>
<td>1</td>
<td>1-4</td>
<td>Knowledge of contribution/s is limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.</td>
</tr>
</tbody>
</table>

0 No relevant content.

Content, possible contributions:
- gave appreciation of how behaviour is learnt and environmentally determined
- large scale data gathering and generalisation allowed for development of laws and principles
- gave us theories of learning and laws of learning – classical and operant conditioning theories
- emphasised importance of consequences, i.e. behaviour that is rewarded likely to be repeated
- emphasised role of reinforcement and punishment – strengthens or weakens learning
- insistence on objectivity and study of overt behaviour – raising psychology’s scientific status.

Discussion of possible contributions:
- strict scientific methods, objectivity, controlled research, verifiable findings led to raised status of psychology but meant that many aspects of human behaviour could not be studied
- implications, e.g. development of laws and principles enabled prediction and control of behaviour and how these apply to human behaviour
- usefulness for aspects of human behaviour, e.g. therapy, classroom management etc
- reductionist approach focusing on lower level of explanation, e.g. S-R links/associations therefore lacks meaning when it comes to complex human behaviours
- focus just on behaviour neglected the whole person, e.g. in treatment using conditioning only
- strongly deterministic – human behaviour is environmentally determined – what of free will?
- research mainly with animals therefore generalisation to human behaviour could be limited
- discussion about the balance between reliability and validity in behaviourist research
- ethical issues, e.g. as applied to control of human behaviour
- comparison with what other approaches offer in explanations of human behaviour.

Credit other relevant strengths and limitations.
01.1 A phenotype is the result of the combined effect of .... Shade one box only. [1 mark]

Marks for this question: AO1 = 1

B

01.2 Which one of the following statements is false? Shade one box only. [1 mark]

Marks for this question: AO1 = 1

D
Referring to Bradley's experiences, explain the role of mediational processes in learning.

[4 marks]

Marks for this question: AO2 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>The role of mediational processes relevant to Bradley's situation is clear and mostly accurate. The material is used appropriately to explain Bradley's experiences. The answer is generally coherent with effective use of specialist terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>The role of mediational processes relevant to Bradley's situation is evident. The material is not always linked explicitly or effectively to Bradley's experiences. The answer lacks accuracy and detail. Use of specialist terminology is either absent or inappropriate.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content:

Credit mediational processes relevant to Bradley's situation eg
- mental/cognitive processes occur between stimulus (Bradley's observation) and response (Bradley's copying the behaviour)
- specific examples here are: attention, motivation, retention/memory, assessment of own ability
- Bradley is motivated to attend to the relevant information (is keen to play well)
- Bradley pays attention to the actions of the person he wants to copy (watches carefully)
- Bradley tries to remember the action so he can do the same (thinks about how he was holding the cue)
- Bradley considers his own ability to perform (thinks... whether he can do the same.)

Credit other relevant information.
03 Describe Wundt's role in the development of psychology

Marks for this question AO1 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>Knowledge of Wundt's role in the development of psychology is generally accurate and mostly well detailed. The answer is clear and coherent. Specialist terminology is used effectively.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Knowledge of Wundt's role in the development of psychology is evident. There are some inaccuracies. There is some appropriate use of specialist terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Knowledge of Wundt's role in the development of psychology is limited and lacks detail. There is substantial inaccuracy/muddle. Specialist terminology is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content:

- Wundt known as 'the father of psychology' – moved from philosophical roots to controlled research
- Set up the first psychology laboratory in Leipzig, Germany in 1870s
- Promoted the use of introspection as a way of studying mental processes
- Introspection – systematic analysis of own conscious experience of a stimulus
- An experience was analysed in terms of its components parts eg sensations, emotional reaction etc.
- His work paved the way for later controlled research and the study of mental processes eg by cognitive psychologists.

Credit other relevant information.

04 Briefly explain one strength and one limitation of the cognitive approach in psychology. [4 marks]

Marks for this question: AO3 = 4

Strength:
1 mark for identification of a strength
Plus
1 mark for explanation/elaboration eg why it is a strength of the cognitive approach.

Limitation:
1 mark for identification of a limitation
Plus
1 mark for explanation/elaboration eg why it is a limitation of the cognitive approach.

Likely strengths: control/objectivity in research; use of models for ease of understanding; links to neuroscience and consequent applications
Likely limitations: still requires inferences about cognitive processes; mechanistic approach to understanding human behaviour
Outline the psychodynamic approach in psychology. Discuss one or more differences between the psychodynamic approach and the humanistic approach. [8 marks]

Marks for this question: AO1 = 3 and AO3 = 5

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>7-8</td>
<td>Outline of the psychodynamic approach is generally accurate. Discussion of difference(s) is thorough and effective. Answer is clear, coherent and well focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.</td>
</tr>
<tr>
<td>3</td>
<td>5-6</td>
<td>Outline of the psychodynamic approach is evident. There are occasional inaccuracies. Discussion of difference(s) is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.</td>
</tr>
<tr>
<td>2</td>
<td>3-4</td>
<td>Outline of the psychodynamic approach is present. Focus is mainly on description. Any discussion of difference(s) is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.</td>
</tr>
<tr>
<td>1</td>
<td>1-2</td>
<td>Outline of the psychodynamic approach is very limited. Discussion of difference(s) is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

**Possible content – outline:**
- The concept of the unconscious and role of unconscious in behaviour
- Tripartite structure of the personality – id, ego, superego
- Psychosexual stages of development
- Conflicts – Oedipus and Electra
- Defence mechanisms
- Psychodynamic approach to therapy – psychoanalysis

**Possible differences - discussion:**
- Negativity of Freud in relation to the positive outlook of humanistic psychology
- Emphasis on repressed thoughts and emotions, and past experiences (Freud) versus emphasis on subjective experience of the present and personal growth in the future
- Emphasis on unconscious drives/motives versus conscious awareness and experience
- Psychic determinism (Freud) versus free will and rational choice
- Directive versus non-directive approach to therapy

Not all of this is necessary for full credit.

Credit other relevant information.
01 Which **one** of the columns in Figure 1, A, B, C or D shows the correct arrangement of levels in Maslow's hierarchy of needs? Shade **one** box only.  

[1 mark]

Marks for this question: AO1 = 1

B

02 Which of the following sentences best describes Wundt's method of introspection? Shade **one** box only.  

[1 mark]

Marks for this question: AO1 = 1

B

03 Two defence mechanisms are denial and displacement.

Outline what is meant by denial and displacement and suggest how each could be involved in Tim coping with his situation.  

[4 marks]

Marks for this question: AO1 = 2 and AO2 = 2

1 mark each for outlining denial and displacement

Plus

1 mark each for application in the form of a brief relevant suggestion

Denial – refusing to acknowledge reality

Displacement – taking out your emotions on a substitute object

Possible applications:

- Tim refuses to believe his business is gone and still spends all day in his office (denial)
- Tim takes out his anger at the bank by arguing with his family (displacement)

Credit other relevant applications.
04  Briefly evaluate defence mechanisms as a way of explaining human behaviour and experience.

[4 marks]

Marks for this question AO3 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>Evaluation is relevant, well explained and focused on use of defence mechanisms to explain behaviour/experience, rather than generic criticism of psychodynamic theory. The answer is generally coherent with effective use of specialist terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Evaluation is relevant although there is limited explanation and/or limited focus on defence mechanisms. Specialist terminology is not always used appropriately. Award one mark for answers consisting of a single point briefly stated or muddled.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible evaluation points:
- Lack of testability/falsifiability since defence mechanisms are unconscious processes they cannot be studied directly
- Defence mechanisms can only be inferred from behaviour or from reported thoughts or experiences
- Use of examples to illustrate and support argument
- Intuitive appeal – most people can appreciate the idea of denial, repression, displacement
- Use of evidence to support or contradict the existence of defence mechanisms eg case studies of people who are unable to recall upsetting events

Credit other relevant material.
05 Outline what is meant by cognitive neuroscience and describe one practical application of cognitive neuroscience.

Marks for this question: AO1 = 4 and AO2 = 2

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>Outline of cognitive neuroscience and description of one practical application is generally accurate with some detail. The answer is clear and coherent. Specialist terminology is used effectively.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Outline of cognitive neuroscience and description of one practical application is evident. There are some inaccuracies. There is some appropriate use of specialist terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Outline of cognitive neuroscience and/or description of one practical application is limited and lacks detail. There is substantial inaccuracy/muddle. Specialist terminology is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content:
- Scientific study of brain/neurological structures, mechanisms, processes, chemistry
- That are responsible for cognitive/mental/thinking processes

Possible applications:
- Use of scanning/imaging techniques eg to locate different types of memory in different areas of the brain leading to treatment for memory problems
- Use of scanning/imaging techniques to study mental processing patients with depression or OCD or in children with autism or dyslexia.
- Use of imaging techniques and angiography to study the effects of normal ageing on the brain or to observe the effects of stroke on the brain
- Use of computer simulations/computational modelling to test theories or hypotheses about mental processes such as attention, memory, problem solving etc
- Use of computer modelling to develop voice recognition programmes
- Use of eye-tracking/motion-tracking to study visual word processing and reading

Credit other relevant applications.
Outline Pavlov's research into classical conditioning and describe how classical conditioning might explain a child’s fear of school.

 Marks for this question: AO1 = 3 and AO2 = 5

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>7–8</td>
<td>Outline of Pavlov’s research is generally accurate. Application to fear of school is thorough and effective. The answer is clear, coherent and well focused. Specialist terminology is used effectively. Minor detail and/or expansion sometimes lacking.</td>
</tr>
<tr>
<td>3</td>
<td>5–6</td>
<td>Outline of Pavlov’s research is evident. Application to fear of school is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Outline of Pavlov’s research is present. Any application to fear of school is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Outline of Pavlov’s research is very limited. Application to fear of school is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content:
- Detail of Pavlov's classical conditioning experiments into salivation reflex in dogs
- Knowledge of Pavlovian concepts in the context of Pavlov's experiments: unconditioned stimulus; conditioned stimulus; unconditioned response; conditioned response
- Detail of Pavlovian theory – learning by association; temporal association/contiguity

Possible Application:
- School is initially a neutral stimulus
- A fear-arousing event (the unconditioned stimulus) occurs whilst the child is at school eg being bullied in the playground
- Initially the child experiences fear which is an unconditioned response to the fear-arousing event (eg bullying)
- The fear-arousing event and school are paired together in time (are contiguous)
- Eventually the school becomes a conditioned stimulus which will elicit fear (now a conditioned response) even when the original fear-arousing event is not present

Credit any sensible application explaining fear of school in Pavlovian terms.

Full credit may be given for an appropriately labelled diagram with some verbal description of the process.
Question 1e

[AO1 = 5, AO2 = 5]

AO1 Up to 5 marks for accurate description of features of psychodynamic approach: the role of the unconscious; psychosexual stages; the structure of personality; defence mechanisms; the role of conflict; the procedures used in psychoanalysis. Credit description of features provided by neo Freudians such as Erikson. Credit description of evidence up to 1 mark.

AO2 Up to 5 marks for discussion of strengths and limitations of the psychodynamic approach.
Likely strengths: focus on emotional development that occurs in early childhood and affects adult behaviours and personality; recognition of the lack of rationality in much behaviour and how stated intentions do not always match actual actions; development of a therapy for the treatment of anxiety disorders laying the foundation for psychotherapy in modern psychiatry.
Likely limitations: not testable as concepts such as the unconscious are not easy to operationalise; not falsifiable as the theory is one in which the explanation uses post hoc reasoning, stating that adult disorder is a result of conflict in an early psychosexual stage but the theory often cannot predict how a particular conflict in childhood will affect adult behaviour; key concepts are not directly observable and have to be inferred from indirect procedures such as dream analysis; problems of generalisability due to lack of evidence in particular and reliance on individual case studies; general lack of scientific rigour because of interpretation of information and retrospective nature of psychoanalysis, limited evidence using the scientific method and reliance of case studies; general pessimism of the approach in which the individual always has to overcome repressed memories and overuse of defence mechanisms; emphasis on sexual instincts seems out of date in modern society, especially the imbalance in explanation for male and female development.

Credit comparison with other approaches only if the comparison makes clear the way in which the value of the psychodynamic approach is evident or how the psychodynamic approach is weakened by such comparison.

Max 6 marks if only strength(s) or limitation(s) present

Mark Bands
9 – 10 marks Very good answers
There is accurate, well organised and detailed description of the features of the psychodynamic approach, showing sound knowledge. There is clear, coherent and detailed discussion of at least one each of the strengths and limitations of the psychodynamic approach with balanced evaluation. Most discursive points are well developed. The answer is well focused and contains little or no misunderstanding.

The answer is well structured, with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.
Good answers
There is reasonably accurate description of the psychodynamic approach, showing knowledge of some of the features of the approach. There is reasonable discussion of a strength and for more than 6 marks limitation of the approach. The answer is mostly focused on the question, shows some organisation, although there may be some misunderstanding.

The answer has some structure, with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

Average to weak answer
There is knowledge of the psychodynamic approach and/or basic/limited discussion/knowledge of strength(s)/limitation(s) of the approach. The answer may lack balance between description and evaluation/discussion. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance at the bottom of the band.

Some basic ideas are expressed adequately, although the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be some intrusive errors of grammar, spelling or punctuation.

Poor answer
There is extremely limited knowledge of the psychodynamic approach and/or discussion/evaluation of the approach. There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

No relevant content

Question 1(a)

(AO1=1, AO2=1)

AO1 One mark for the idea of withholding of positive regard/love/affection/esteem
Plus
AO2 One mark for an appropriate example of how/when that might happen, either specific or general
Question 1(d)

(AO1=2, AO2=2)

Up to two marks for a brief outline of each feature (AO1) with an explanation of how/why each feature might influence human behaviour (AO2).

Award only one mark per feature if the answer is relevant, but is brief/unclear.

1 mark for knowledge of the structure of personality: the outline should refer to id, ego and superego.

Plus 1 mark for valid application eg the Id might lead a person to be selfish, demanding, greedy etc.

1 mark for knowledge of the unconscious: the part of the personality that is not accessible/not part of conscious awareness/a place to store traumatic events/memories out of conscious awareness OR to store the biological instincts and drives.

Plus 1 mark for valid application eg unpleasant memories repressed in the unconscious may cause us to develop anxiety disorders eg phobias.
Question 03
[AO1 = 4, AO2 = 8]

**AO1**
Up to four marks for knowledge and understanding of key features/assumptions of the cognitive approach. Likely content: thought, both conscious and unconscious can influence behaviour; thought mediates between stimulus and response; information processing approach; mind works similarly to a computer; use of models; mental processes can be scientifically studied; the human mind actively processes information. Credit description of relevant evidence up to one mark.

**AO2**
Up to eight marks for comparing the cognitive approach with the psychodynamic approach.

Possible comparison points: cognitive – people as conscious logical thinkers vs psychodynamic – focus on unconscious thought (though conscious level is acknowledged); cognitive – stages of intellectual/cognitive development including moral development in early years through to teenage years vs psychodynamic – stages of personality development, also early years through to teenage years; cognitive – information processing approach and little focus on emotions vs psychodynamic – focus on emotional life and childhood experience; cognitive – damage to brain and mental processes as explanation of atypical behaviour vs psychodynamic – repression and unconscious conflict; cognitive – people as rational conscious thinkers vs psychodynamic – irrational; cognitive – explanations involve active processing and an element of free will/soft determinism vs psychodynamic – individual is passive and behaviour is determined. Accept comparisons based on therapies and research methods, application to all topic areas and to all the debates. Credit use of relevant evidence.

**Mark bands**

**10 – 12 marks**
*Very good answers*
The answer is clearly focused on comparison of the approaches and shows sound knowledge and understanding of the cognitive approach. Comparison is full and includes thoughtful analysis. Most analytical comments are well developed and presented in the context of the comparison as a whole. The answer is well organised and mostly relevant, with little, if any, misunderstanding.

The student 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 cognitive approach. Comparison is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding.

The student 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 cognitive approach. There must be comparison for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance and/or inaccuracy.

The student expresses basic ideas clearly but there may be some ambiguity. The student 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 student 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
Question 07
[AO1 = 4, AO2 = 8]

AO1  Up to four marks for relevant knowledge of assumptions of the humanistic approach and concepts. Most likely assumptions and concepts will focus on: concern with individual’s subjective view and experience of the world and conscious experience; focus on person-centred approach and uniqueness of the individual; holistic approach; the individual has free will; the individual striving for self-actualisation; scientific methods are inappropriate for the study of human minds; aim of psychology is to help people reach their full potential; concept of self; conditions of worth; unconditional positive regard; client-centred therapy; Q-sort/POI. Credit description of relevant evidence up to one mark.

AO2  Up to eight marks for analysis, comparisons with other approaches, evaluation of the approach including its contributions and application of knowledge. Discussion may focus on comparison with one other approach, though students may well broaden their discussion to include more than one. All approaches are acceptable though the behaviourist approach, with its focus on objectivity, determinism, reductionism and scientific and mechanistic approach, is likely. Students may be stimulated to respond to the claim that the approach has little to offer psychology as part of their discussion. Strengths may cover: promotes a positive image of human beings; optimistic view – person can grow and change throughout life; focus on subjective experience makes a valuable contribution to understanding the individual – more sensitive than scientific methods; persons in control of their lives – largely ignored by other approaches; contributes to psychological theories eg mood disorders; effective in some treatments eg counselling for stressful events – insight and control, milieu therapy. Limitations may include: opposition to scientific approach and implications; use of qualitative techniques; focus on individual, and problem of formulating general laws of behaviour/idiographic approach; vagueness of terms – implications for testing; lack of comprehensiveness; culture-bound values. Credit use of relevant evidence.

Maximum of 8 marks if there is no reference to another approach.

Mark bands

10 – 12 marks  Very good answers
The answer is clearly focused on the question and shows sound knowledge and understanding of the humanistic approach. Discussion is full and includes thoughtful reference(s) to another approach(es) and analysis. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant, with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with consistently effective use of psychological terminology. Arguments are well structured, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.
7 – 9 marks  
**Good answers**
Answer shows knowledge and understanding of the humanistic approach. Discussion is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding. At the top end of this band, reference(s) to at least one other approach are apparent, although these perhaps are not linked so clearly to the discussion as for the top band.

The student 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 humanistic 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 student expresses basic ideas clearly but there may be some ambiguity. The student 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 student 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**
Question 05

Ben’s parents expect him to become a doctor, like his father and grandfather. He has applied to study medicine at university, but he really wants to be an actor. Ben feels that he cannot speak to his parents about becoming an actor because he thinks that they will be disappointed in him, and will not support him financially. Ben is now beginning to feel sad and miserable.

With reference to two features of the humanistic approach, explain how Ben’s situation could affect his personal growth. [4 marks]

AO1 = 2 marks, AO2 = 2 marks

Two marks each for (recognisable) features of the humanistic approach linked to Ben’s situation. Knowledge of relevant concept 1 mark, application to Ben 1 mark. Answers are likely to focus on:

**Self Actualisation**: the need for personal growth and the innate drive towards self-actualisation is present throughout life but as Ben feels restrained by his parents he cannot fulfil his aspirations to become an actor and may never self-actualise.

**Incongruence**: Ben’s ideal self (his desire to be an actor) and actual experience (he feels compelled to become a doctor to please his parents) are incongruent, which is likely to result in him feeling unsatisfied and unfulfilled.

**Conditional Positive Regard**: Because Ben is only praised and approved for behaving in ways that his parents think are correct (ie he is given conditional positive regard) he doesn’t feel loved/admired for the person he is. As Ben is not given unconditional positive regard (UPR) he does not feel free to try new things and this will mean he is less likely to thrive.

Other concepts apply eg self-worth, fully functioning person, hierarchy of needs, client-centred therapy (CCT), conditions of worth etc.
Humanistic psychologists use the term promoting personal growth. Explain what either Maslow or Rogers meant by the term ‘promoting personal growth’.

[AO1 = 1 mark; AO2 = 3 marks]

One (AO1) mark for knowledge of the term ‘promoting personal growth’ – i.e. the idea that individuals are motivated towards developing their potential. Note that this may be implicit in the explanation.

Three (AO2) marks for outlining how personal growth is promoted with respect to either Maslow’s theory or Rogers’ theory.

For 1 mark a link should be made to a named theorist and a brief outline of their view of how personal growth is promoted.

For 2 marks more detail is required about the promotion of personal growth.

For 3 marks a detailed, accurate and coherent explanation of promoting personal growth, linked to either Maslow or Rogers.

The answer may also give detail of how personal growth is prevented/frustrated.

Likely content of the explanation may include some of the following points:

**Maslow.** Personal growth is an essential part of what it is to be human and this occurs through the satisfaction of deficiency needs which then allow for growth needs to be satisfied and for self-actualisation to occur (reaching full potential).

For Maslow, personal growth is promoted when the individual has the following needs met: physiological needs, safety needs, belongingness and love, self-esteem needs. (Satisfying these needs promotes personal growth). Once these needs are satisfied then self-actualisation can occur which is the pinnacle of personal growth. Answers may refer to measures of self-actualisation including peak experiences and ‘theory of flow’.

**Rogers.** Personal growth is an essential part of what it is to be human and this occurs with the fully functioning person. People who are able to self-actualise (achieve all their goals and desires in life) become a fully functioning person according to Rogers. Such a person lives for the ‘here and now’, is in touch with their subjective feelings/experiences and is continually growing and changing. The fully functioning person is an ideal state which is rarely achieved. Helping to achieve congruence in the self-concept promotes personal growth and self-actualisation. Answers may also refer to incongruence in the self-concept which prevents personal growth.

Accept other valid points.
Freud used case studies to highlight his psychodynamic concepts. Explain why some psychologists regard Freud’s use of case studies to support his theory as unscientific. [4 marks]

[AO3 = 4 marks]

The answer should focus on why ‘Freud’s use of case studies’ is unscientific, and not just be general limitations of case studies or general evaluations of Freudian theory/concepts. Answers may develop one point in detail or refer to more than one issue with the use of case studies.

Answers are likely to focus on particular case studies such as ‘Little Hans’.

The main problems with Freud’s use of case studies which are likely to appear in answers include:

- Freud’s studies were conducted in an unscientific manner: subjective interpretation, bias, not replicable, reliance on memory etc.
- Freud’s use of case study to support theory was unscientific: Freud fitted his own subjective interpretation of a case study into his already existing theory (e.g., Hans’ phobia due to the oedipal crisis during psychosexual development).
- The issue of generalising from Freud’s case studies

<table>
<thead>
<tr>
<th>1 Mark</th>
<th>General criticism of case studies and/or general criticism of Freud’s theory as unscientific.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Marks</td>
<td>Must be some focus on Freud’s use of case studies, but quite minimal.</td>
</tr>
<tr>
<td>3 – 4 Marks</td>
<td>Clear and explicit links to Freud’s use of case studies. At the top of the band the explanation should be accurate, full and coherent.</td>
</tr>
</tbody>
</table>
01.1 Complete the following sentence. Shade one box only. [1 mark]

Marks for this question: AO1 = 1
C

01.2 Complete the following sentence. Shade one box only. [1 mark]

Marks for this question: AO1 = 1
B

02 Which one of the following responses results from the action of the sympathetic division of the autonomic nervous system? Shade one box only. [1 mark]

Marks for this question: AO1 = 1
C
03 Label the two areas of the synapse in Figure 1 by putting the appropriate letter in each box.

[2 marks]

Marks for this question: AO1 = 2

Figure 1: The synapse

1 mark each for D and E in correct boxes.

04 Briefly suggest how each of these responses might inform psychologists investigating models of human cognitive processing.

[2 marks]

Marks for this question: AO2 = 2

1 mark for each relevant application as follows:

1 mark for response A: processing is limited capacity (when performing demanding/novel tasks)
1 mark for response B: processing is sequential (when performing demanding/novel tasks).

Credit other relevant applications.
06.1 Outline what is meant by social learning theory and explain how social learning might have occurred in the procedure described above.

[6 marks]

Marks for this question: AO1 = 2 and AO2 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5-6</td>
<td>Outline of social learning is generally detailed, clear and coherent. Explanation of how social learning might have occurred in the procedure is thorough with aspects of social learning applied appropriately to the context. There is effective use of terminology.</td>
</tr>
<tr>
<td>2</td>
<td>3-4</td>
<td>Outline of social learning is mostly clear but some detail is missing. Explanation of how social learning might have occurred in the procedure is mostly sound and appropriate. There is some effective use of terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1-2</td>
<td>Outline of social learning lacks detail and clarity. Explanation of how social learning might have occurred in the procedure is limited. Terminology is either minimal, absent or inappropriate used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Content – outline:
- learning that involves observation, imitation-copying/modelling, identification and vicarious reinforcement
- acknowledges role of cognition in learning, eg attention, motivation etc.

Possible applications:
- in the procedure children observed the actions of the boy in the film
- the psychologist exposed the children to a role model, the boy
- using role model/boy of the same age encouraged identification
- after exposure the children would model/imitate the boy’s behaviour, stroking the puppy
- the psychologist's comments acted as vicarious reinforcement making learning more likely
- the learning might not be outwardly demonstrated but could still have been internalised (because this is social learning and therefore need not be overtly demonstrated at the time).

Credit other relevant applications.
06.2 Discuss **two** limitations of social learning theory. [6 marks]

Marks for this question: AO3 = 6

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>Discussion of two limitations is clear and effective. The answer is coherent and well organised with effective use of specialist terminology.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Discussion of two limitations is mostly effective although one or both lack explanation. The answer is mostly clear and organised, with appropriate use of specialist terminology. OR One limitation is discussed at top of Level 3.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>At least one limitation is presented. Discussion lacks detail/explanation. Specialist terminology is either absent or inappropriately used. OR One limitation is discussed at Level 2.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Limitations – possible content:
- difficulty demonstrating cause and effect – although Bandura research controlled variables and demonstrated behaviour was imitated it is difficult to show cause and effect in real life
- sees behaviour as environmentally determined whereas some behaviours may be innate
- mediating cognitive factors have to be inferred so cannot measure extent of their influence
- SLT does not explain cognitive processes, leaving this to cognitive psychologists
- can explain learning of outward behaviours, SLT is not so able to explain the learning of abstract notions, eg fairness, justice etc which cannot be observed directly
- credit comparison with other theories where presented in terms of a limitation.

Credit other relevant limitations.

01 Which **two** of the following statements about the fight or flight response are correct? [2 marks]

Marks for this question: AO1 = 2

- B and C

02 Briefly explain **one** function of the endocrine system. [2 marks]

Marks for this question: AO1 = 2

1 mark for a correct function of the endocrine system

- To secrete the hormones which are required to regulate many bodily functions
- To provide a chemical system of communication via the blood stream

1 mark for elaboration of how the function occurs: such as via release of the required amount of a specific hormone to promote appropriate growth or metabolism or reproduction.
Rita and Holly are identical twins who were separated at birth. When they finally met each other at the age of 35, they were surprised at how different their personalities were. Rita is much more social and out-going than Holly.

Use your knowledge of genotype and phenotype to explain this difference in their personalities. [4 marks]

Marks for this question: AO2 = 4

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>Knowledge of genotype and phenotype is clear. Explanation of how these affect personality is clear. The answer is generally coherent with effective use of terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>There is limited/partial knowledge and explanation. Knowledge is clear but the explanation is missing or inaccurate. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible Content:

- Holly and Rita have identical genotype as they are MZ twins.
- They have the predisposition to develop the same personalities as each other unless another factor(s) intervenes.
- For them to have developed different personalities over time, this must have been influenced by being in different environments.
- Their phenotypes – personalities achieved – are different, presumably because Rita was encouraged to be sociable and lively and Holly was not.
Outline and evaluate the social learning theory approach. Refer to evidence in your answer.

Marks for this question: AO1 = 6 AO3 = 6

<table>
<thead>
<tr>
<th>Level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10–12</td>
<td>Knowledge of social learning theory and associated evidence is accurate and generally well detailed. Discussion is mostly effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion sometimes lacking.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>Knowledge of social learning theory is evident. Some evidence is included. Discussion is apparent and mostly effective. There are occasional inaccuracies. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately. Lacks focus in places.</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>Knowledge of social learning theory is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.</td>
</tr>
<tr>
<td>1</td>
<td>1–3</td>
<td>Knowledge of social learning theory is limited. Discussion is very limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content:
- Learning takes place in a social context
- Learning occurs via observation of the behaviour of others and the rewards or punishments received for the behaviour
- Other people act as models and the characteristics of models influence the likelihood of imitation of the behaviour
- Learning and performance are not the same activity. Meditational processes affect production of behaviour reciprocal determinism and the concept of free will
- Relevant research eg Bobo doll study, Bandura
- Concepts of identification and vicarious reinforcement.

Possible discussion
- Use of evidence to support social learning theory
- Benefits of the experimental approach to investigate learning and issues with experimental evidence that might affect the validity of the results and therefore the conclusions drawn
- Focus on human traits of consciousness and rationality which cannot be demonstrated with animal research, addresses the influence of meditational processes on learning – neglected by behaviourists
- Provides explanations that relate to behaviours such as aggression and intellectual development
- Does not pay much attention to the impact of biological, heredity or maturational factors on behaviour, evidence from these areas of research does show they do have an impact.

Credit other relevant information.
01 Which of the psychologists A, B, C or D is best known in relation to the emergence of psychology as a science? [1 mark]

Marks for this question: AO1 = 1

D

02 Which of the following best describes identification as a feature of social learning? [1 mark]

Marks for this question: AO1 = 1

A

03 Millie is asked to do a class presentation on introspection. As part of her presentation she said, 'Introspection is thinking about our own thoughts.'

After the presentation, her classmates said they had learned very little about introspection.

Explain what else Millie could have said about the major features of introspection so that her classmates would be better informed. [4 marks]

Marks for this question: AO2 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>The explanation of what else could be said is clear and includes other relevant features of introspection. The answer is generally coherent with effective use of appropriate terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>The explanation of what else could be said about introspection is partial/limited. The answer lacks coherence and use of appropriate terminology.</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Application could include reference to other features of introspection as follows:

- Focus on being objective
- Reflection on sensations, feelings and images
- Wundt would ask people to focus on an everyday object and look inwards noticing sensations and feelings and images
- Breaking thoughts about an object down into separate elements
- Systematic reporting of an experience of object
- Specific examples eg use of metronome

Credit other relevant application.
Jeremy is digging in the garden. He feels the spade hit a rock and stops digging immediately.

Explain how sensory, relay and motor neurons would function in this situation. [6 marks]

Marks for this question: AO2 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>The explanation of how each type of neuron would function in this situation is clear and with effective and generally well-detailed application. The answer is coherent with effective use of terminology.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>The explanation of how types of neurons would function in this situation is partial. There is partial appropriate application. The answer is generally coherent with some appropriate use of terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>The explanation of how types of neurons would function in this situation is limited. Application is limited. The answer lacks coherence and/or appropriate use of terminology.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible application as follows:

- Sensory neurons send information from the senses to the brain – here receptors in Jeremy's hand would sense the jolt of the spade hitting the rock and send that information via the peripheral nervous system to his brain/CNS.
- Relay neurons connect with other neurons, mostly found in the brain/CNS - here they would be involved in analysis of the sensation, what it means, deciding about how to respond to it, thus acting between the sensory and motor neurons.
- Motor neurons send messages via long axons from the brain to the muscles or effectors – here the message from the brain instructs Jeremy's arm muscles to stop working and stop the digging action.

Credit other relevant application.
Describe and evaluate the behaviourist approach.

Marks for this question: AO1 = 6, AO3 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10–12</td>
<td>Knowledge of the behaviourist approach is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion is sometimes lacking.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>Knowledge of the behaviourist approach is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>Knowledge of the behaviourist approach is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.</td>
</tr>
<tr>
<td>1</td>
<td>1–3</td>
<td>Knowledge of the behaviourist approach is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content:

- behaviourist theories eg classical conditioning (UCS, CS, UCR, CR), operant conditioning – learning by association between response and consequence
- work of Pavlov – classical conditioning of the salivation response in dogs
- work of Skinner – operant conditioning of bar pressing in rats and pigeons
- concept of reinforcement, types of reinforcement (positive, negative, primary, secondary)

Credit other relevant content eg Thorndike’s Law of Effect

Possible evaluation points

- enhancing the scientific status of psychology
- use of objective scientific methods – systematic manipulation of variables, focus on the observable behaviour, control, demonstration of cause and effect
- research supports view that animal and humans can learn by CC and QC
- usefulness/applications eg prediction and modification of behaviour, therapy
- oversimplification of all behaviour in terms of SR links (reductionism)
- ethical issues eg negative aspects of controlling behaviour
- contrast with notion of free will (environmental determinism)

Credit other relevant evaluation points eg comparison with other approaches.
Question 1

Which two of the following statements about the divisions of the nervous system are correct? Shade two boxes only.

In the human nervous system...

Marks for this question: AO1 = 2

B the central nervous system consists of the brain and spinal cord.
E the somatic nervous system controls voluntary movements.

Question 2

Briefly outline how excitation and inhibition are involved in synaptic transmission.

Marks for this question: AO1 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>Excitation and inhibition are explained clearly with reference to synaptic transmission. The answer is generally coherent with effective use of terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>There is limited/partial explanation of excitation and inhibition with reference to synaptic transmission or only excitation or inhibition has been outlined. The answer may lack coherence. Use of terminology may be either absent or inappropriate.</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content
- Neurotransmitters can be excitatory or inhibitory (most can be both but GABA is purely inhibitory).
- If the neurotransmitter is excitatory then the post synaptic neuron is more likely to fire an impulse.
- If the neurotransmitter is inhibitory then the post synaptic neuron is less likely to fire an impulse.
- The excitatory and inhibitory influences are summed, if the net effect on the post synaptic neuron is inhibitory, the neuron will be less likely to ‘fire’ and if the net effect is excitatory, the neuron will be more likely to fire.

Students are likely to name neurotransmitters but this is not essential for full credit.

For full credit there should be some understanding of ‘summation.’
Question 3

How can the behaviours described in A and B above be explained by learning theories?  

[6 marks]

Marks for this question: AO2 = 6

A

1 mark for recognising this as EITHER an example of classical conditioning/associative learning/temporal learning/Pavlovian learning OR an example of operant conditioning.

Plus

1 mark for elaboration eg reference to EITHER elements of Pavlovian conditioning - association between a UCS and a CS leading to a learned response to a previously neutral stimulus (the elaboration may be embedded in description of Pavlov's research) OR avoidance learning and negative reinforcement.

Credit reference to the 2-process model.

Plus

1 mark for application to Sarah's lift phobia EITHER eg being trapped has become associated with lifts and now the lift alone causes the CR of fear OR avoiding lifts is negatively reinforcing.

A correctly labelled classical conditioning diagram related to Sarah can be awarded both the elaboration and the application mark.

B

1 mark for recognising this as an example of social learning/observational learning/modelling/vicarious reinforcement/imitative learning.

Plus

1 mark for elaboration eg reference to aspects of social learning such as vicarious/indirect reinforcement, identification with a role model, cognitive mediators (attention, retention, motivation etc) (the elaboration may be embedded in description of Bandura's research).

Plus

1 mark for application to Jerry's behaviour eg the observer, Jerry, noted the reward received by the model, James. This acted as vicarious reinforcement and he decided to imitate James's behaviour.
Question 4

Use your knowledge of genotype and phenotype to explain the data in Table 1.

[4 marks]

Marks for this question: AO2 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>Understanding of genotype and phenotype applied to the data is clear. The answer is generally coherent with effective use of terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>There is limited/partial understanding genotype and phenotype applied to the data. The answer may lack coherence. Use of terminology may be either absent or inappropriate. Or – only genotype or phenotype has been applied.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Or 1 mark for basic understanding of genotype AND phenotype.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content

- The genotype for tooth decay is the same for all the twin pairs as they are all MZ/identical so for each pair their teeth would be expected to decay in exactly the same way.
- The fact that some twin pairs have different decay to each other (52) indicates their phenotypes differ and something other than genes affected tooth decay e.g. diet/brushing teeth.

Expect to find this content embedded in the application.
Question 5
Outline two features of the cognitive approach. Explain two limitations of the cognitive approach. [8 marks]

Marks for this question: AO1 = 4 and AO3 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>7–8</td>
<td>Knowledge of two features of the cognitive approach is accurate with some detail. Explanation of two limitations is effective. The answer is clear and coherent. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.</td>
</tr>
<tr>
<td>3</td>
<td>5–6</td>
<td>Knowledge of one or two features of the cognitive approach is evident but there are occasional inaccuracies/omissions. There is some effective explanation of at least one limitation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Limited knowledge of at least one feature of the cognitive approach is present. Focus is mainly on description. Any explanation of limitation(s) is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. OR just limitations done well.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Knowledge of at least one feature of the cognitive approach is very limited. Explanation of limitation(s) is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used. OR just limitation(s) answered at Level 2.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible features
- Behaviour is influenced by thoughts that can be both conscious and non-conscious – internal mental processes.
- Schema are the mental representation of experience and knowledge and understanding.
- Mental processes are information processing and the processing can be compared to that of a computer.
- Models can be used to provide testable theories about mental processing and these can be studied scientifically and inferences made.
- Cognition and biological processes can be integrated leading to cognitive neuroscience as a way forward to understanding human behaviour.
- Methodology - use of controlled experimentation – inference about mental processes on the basis of observed behaviour.

Possible limitations
- The approach can be seen as mechanical in regarding human thinking as processing like the computer leaving little room for the irrationality seen in emotional behaviours.
- The focus on detail of exactly what can be recalled by participants in controlled environments means an understanding of everyday use of memory, for example, is missing from explanations. This leads to issues of generalisation.
- The process of inference may be a ‘leap too far’ in explaining thinking.
- Issue of soft determinism and little room for processes other than internal mental events affecting behaviour such as biology.
- Research findings indicate factors other than internal mental events as cause of behaviour.
- Use of self-report as a method of data collection and the subsequent issues of reliability.
- The focus on individual mental processes such as attention, leaves little room for how these mental events work together.

Limitations may overlap, one may be taken as an elaboration of another. Award credit for two limitations to the best advantage of the student.

Credit other relevant information.
Question 1a

[AO1 = 1]

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Question 1ai**

[AO1 = 1]

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Question 1b**

[AO1 = 2]

AO1 Up to 2 marks for an outline of synaptic transmission.

One mark for reference to the release of neurotransmitter into the synapse.

One mark for reference to neurotransmitter binding with receptors on the dendrite or next neuron to binding another impulse.

Credit a diagram that illustrates the process above.

**Question 1c**

[AO2 = 3]

AO2 Up to 3 marks for application of classical conditioning to the scenario.

Credit reference to the following points:

- one mark for reference to balloon as a neutral stimulus when 'unburst'
- one mark for the reflex: normally a loud noise/bang causes fear
- one mark for the association between the balloon and bang/bursting
- one mark for the 'new learning' that balloons alone now elicit a fear response.

Example of a correct diagram:

Neutral stimulus = no response
Balloon

UCS
Loud noise = UCR
Fear

CS + UCS = UCR
Balloon Loud noise = Fear

CS
Balloon = CR
Fear

Allow a maximum of 2 marks for a correct diagram with no explanation.
Question 1d

[AO3 = 3]

AO3 Up to 3 marks for a description of one way used by behaviourists to study operant conditioning.

1 mark for each of the following points:
- how the researchers used a controlled environment/context/variables – such as some detail of the Skinner box (do not credit naming Skinner's rats and/or Skinner's box)
- pairing of specified stimulus and response/consequence eg rat presses lever-receives food pellet
- reference to repetition—giving a food pellet each time.

Credit other relevant points such as schedules of reinforcement and procedure leading to extinction.

Accept answers based on both positive and negative reinforcement (or avoidance) and answers based on Skinner's work, shaping of animals such as guide dogs, token economies with humans.
Question 1(e)

(AO1=5, AO2=3, AO3=2)

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1

Up to 5 marks for a description of the features of the behaviourist approach in psychology eg the focus on observable behaviour; all behaviour is learned and can be best understood in terms of associations between stimulus and response; behaviour is determined by our interactions and experiences in the environment; psychology should be both scientific and objective; the nomothetic approach to psychology; apply the findings from animal research in order to explain human behaviour.

Credit knowledge of principles and procedures of both classical and operant conditioning:
Classical conditioning – temporal associations between neutral stimulus and unconditioned stimulus (credit diagrammatic representation)
Operant conditioning – the use of consequences/reinforcement to shape behaviour. The impact of reinforcement rather than punishment on learning.

Up to 5 marks for evaluation in total

AO3

Up to 2 marks are reserved for evaluation of the methods used by behaviourists. In terms of the strengths, the approach has been praised for its use of highly controlled and scientific methods of research – experiments – which have laid the foundation for other approaches to adopt scientific principles in research. These methods are sometimes artificial The approach has been viewed as crude in extrapolating the findings from animal research to explain human behaviour although animal research does provide benefits in terms of ethics and time saved due to short gestation periods. Note: Candidates may also receive AO3 credit by explicit comparison with the research methods used in other approaches in psychology.
AO2

Up to 3 marks for evaluation. This may include further evaluation of methodology or any of the following: In terms of the limitations, candidates may state how the behaviourist approach oversimplifies the stimulus-response links used to explain all forms of behaviour. The behaviourist approach suggests that all behaviour is determined by our environment thereby stating that there is no free-will or need to study internal mental events – a point criticised by humanistic and/or cognitive psychologists who have demonstrated the impact of these processes on behaviour in particular the demonstration that learning and performance are not equivalent (as in BoBo doll study). The behaviourist approach focuses on the importance of the environment/nurture in contrast to the nature aspect of the biological approach which has demonstrated the impact of biology on behaviour with evidence to support its assertions. In terms of application of the behaviourist approach to psychology, candidates may discuss the many practical applications of the behaviourist approach – phobia treatment, token economy programmes for criminals and people with schizophrenia; behaviour modification therapy for autism, etc. They may also point out the limitations of these programmes in some cases in terms of lack of generalisation outside the therapeutic situation.

Credit use of relevant evidence.

Maximum 8 marks if no evaluation of methods used by behaviourists.

Mark bands

9 – 10 marks Very good answers

There is mostly accurate, well-organised and detailed description of the behaviourist approach in psychology.
The evaluation is mostly clear and coherent. The answer is well focused with little or no misunderstanding. Discursive points are elaborated rather than stated.
The answer is well structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

6 – 8 marks Good answers

There is a reasonably accurate and organised description of the features of the behaviourist approach though some detail may be lacking. Evaluation is present but it may be limited in either depth or breadth. There may be some misunderstanding, irrelevance or limited focus. Some discursive points may be stated rather than discussed.
The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks Average to weak answers

There is some knowledge of the behaviourist approach and/or basic/limited evaluation. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.
Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately.
There may be some intrusive errors of grammar, spelling or punctuation.

1 – 2 marks Poor answer

There is extremely limited knowledge/evaluation of the behaviourist approach. There must be some relevant information.
Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

0 marks No relevant content
1 (a) The following statements relate to the biological approach. Two of these statements are false.

Identify the **two** statements that are **false** by ticking the appropriate boxes. [2 marks]

<table>
<thead>
<tr>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The parasympathetic division of the autonomic nervous system slows down digestion.</td>
</tr>
<tr>
<td>PET scans can only provide 2-dimensional (2D) information about the brain.</td>
</tr>
</tbody>
</table>

1 (b) Use your knowledge of social learning theory to explain Alfie’s behaviour. [4 marks]

[AO2 = 4 marks]

Expect reference to some of the following SLT concepts:

- This is **observational learning**.
- This is **modelling** - Sally shouting at Jake when he is naughty/Alfie copying Sally’s behaviour
- Sally is a **role model** for Alfie
- Alfie sees Sally get what she wants (is **positively reinforced**) by shouting - this acts as **vicarious reinforcement** for Alfie
- Alfie imitates the behaviour he has seen at home when he is in school as he expects the same reward – other children will now do what he wants.
- Alfie has **indirectly learned** the behaviour of shouting at others to get what you want in a social context.
- Alfie has **identified** with Sally.
- Reference to **mediating cognitive factors** eg attention, retention, motivation, motor reproduction.

**Mark Bands**

3 – 4 marks Knowledge of features of SLT is clear and mostly well-detailed. Links between Alfie’s behaviour and SLT concepts are effective. The answer is coherent and terminology is used appropriately.

1 – 2 marks Knowledge of feature(s) of SLT is present. There is a link to Alfie’s behaviour. The answer may lack clarity in places.

OR

Knowledge of features of SLT is at the level required for 3/4 marks but there is no application to Alfie’s behaviours.

0 marks No relevant content
1 (d) Describe and evaluate the cognitive approach in psychology.

[10 marks]

[AO1 = 5 marks; AO2 = 5 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1

Up to 5 marks for knowledge of features and/or assumptions of the cognitive approach. These might include: the requirement that cognitive processes must be studied if human behaviour is to be understood; mental processes mediate between the stimulus and response; human information processing is analogous to the way a computer works – input, storage and retrieval systems, hardware and software; the use of models to explain internal/mental processes; proposals of stage-based processing; the process of inference; the expectation that human behaviour should be studied scientifically (control, cause and effect, replication etc).

Credit description of models to illustrate features – max 1 mark
Credit description of evidence – 1 mark

AO2

Up to 5 marks for evaluation of the cognitive approach.
Likely strengths of the approach: the reliance on scientific procedures to establish reliability when testing theories. The use of laboratory based experiments and the value of these. How models help to make mental processes more testable and provide descriptions of unseen processes. Practical applications, such as in therapy, the efficacy of these; the value of using human participants rather than animal research; expect reference to the study of learning and/or animal research and comparisons with the behaviourist and SLT approaches.

Credit reference to how the cognitive approach combines with other approaches in explaining and treating disorders.

Likely limitations of the approach: how artificiality of the scientific/experimental situation might affect validity; lack of focus on emotional aspects of human behaviour; crude comparison of the computer analogy and the mechanistic view this proposes.
Credit contrast with other approaches where the relevance to evaluation of the cognitive approach is made clear.

Credit use of evidence to evaluate the cognitive approach.

Mark Bands

9 – 10 marks  Very good answers
There is mostly accurate, well-organised and detailed description of the features of the cognitive approach showing sound knowledge. The evaluation is mostly clear and coherent. The answer is well focused with little or no misunderstanding. Evaluative points are elaborated rather than stated.
The answer is well structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

6 – 8 marks  Good answers
There is mostly accurate description of the cognitive approach showing knowledge of some of the features of the approach. There is evaluation of the approach. Some evaluative points are well developed although some points may be stated rather than discussed. The answer is mostly focused on the question, shows some organisation although there may be some misunderstanding.
The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks  Average to weak answer
There is knowledge of the cognitive approach and/or basic/limited evaluation of the approach. The answer may lack balance between description and evaluation. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance at the bottom of the band.
Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be some intrusive errors of grammar, spelling or punctuation.

1 – 2 marks  Poor answer
There is extremely limited knowledge of the cognitive approach and/or evaluation of the approach. There must be some relevant information.
Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

0 marks  No relevant content
Question 01
[A01 = 2, A02 = 3]

AO1 Up to two marks for knowledge of assumptions of the behaviourist approach, behaviourist research and concepts. Content might include: behaviour learned from experience/blank slate; classical and/or operant conditioning; unconditioned stimulus; unconditioned response; conditioned stimulus and response; pairing/association between the two stimuli; focus on stimulus-response associations; consequences of behaviour; reinforcement (positive and negative); punishment; repetition of response; scientific approach/experimental approach. These may be embedded in the discussion.

AO2 Up to three marks to be awarded for discussion based on detail. 
Has value because: success of behaviour therapy, including aversion therapy, systematic desensitization; behaviour modification; scientific approach to understanding human behaviour, etc.
Limited value because: human behaviour is more complex than animal behaviour; consciousness, reflective thought and/or emotions affect how humans think and behave; mechanically responding to a stimulus, effects of reinforcement and punishment on behaviour may be more characteristic of animals than humans; references to reductionism and determinism.
Credit use of relevant evidence/examples of behaviours/topic areas.

The question does not ask for reference to the stem. Full A02 marks can be awarded without reference to the stem and research using animals.

Question 06
[A02 = 3]

AO2 One mark for a suggestion. Answers must include a role model and the opportunity of seeing:
- positive consequences for the model(s) for performing the desired behaviour, eg allowing the children in the class to exit first and/or praising them /giving them privileges/stars/edible rewards, in front of all the class, for their orderly conduct.
- negative consequences for undesired behaviour eg show the class a video of children being punished for pushing to the front of the queue.

Two marks for explaining the suggestion in the context of social learning theory. Behaviour seen to be rewarded/reinforced will be repeated; or behavior seen to be punished will be avoided; child learns by observing a model and consequences for the model; child thinks that the consequences will apply to him/her on a future occasion; role of cognitive processes, eg perception of a reward and expectation of similar.
Question 01

Sophie has made new friends at her 6th Form College. She has recently passed her driving test and has the use of her parents’ car. Her parents are concerned because Sophie stays out until after midnight during the week, even though she has promised to be home by 11 pm.

Explain how Sophie’s parents could use two different types of reinforcement to encourage Sophie to be home by 11pm. [4 marks]

AO1 = 2 marks, AO2 = 2 marks

Credit for application of knowledge of positive and negative reinforcement, although some candidates might refer to partial reinforcement schedules/vicarious/primary/secondary reinforcement etc.

Note that one mark can be given for each of the identifiable types of reinforcement outlined (not simply named).

For example: Positive Reinforcement:
Sophie’s parents could use positive reinforcement by rewarding Sophie each time she arrives home on time (1).
Second mark could be for either a concrete example of a reinforcer eg extra money or clothes or for elaboration of operant conditioning principles eg stamping in of appropriate behaviour (1).

For example: Negative Reinforcement:
Sophie’s parents could use negative reinforcement by warning Sophie of consequences if she arrives home late (1).
Second mark could be for either a concrete example of a negative reinforcer eg she will be ‘grounded’/lose the use of the car, or for elaboration of operant conditioning principles eg Sophie should comply with the expected behaviour to avoid the unpleasant consequence (1).

Do not accept answers that merely describe punishment rather than negative reinforcement.
Question 02

Explain one similarity between the behaviourist approach and social learning theory. [2 marks]

AO2 = 2 marks

One mark for brief explanation of a similarity between the behaviourist approach and social learning theory, a second mark for expansion of the similarity. Similarities include: reinforcement, learning, S-R approach, use of experiments, position re: nature v nurture, the role of experience etc. Expect a clearly identified similarity for 1 mark. If examples are used and you are left to infer the similarity – maximum 1 mark.

For example:
One similarity is that both social learning theory and behaviourists use carefully controlled scientific experiments that generate laws that apply to all/social learning theorists use laboratory experiments to investigate observational learning and imitation and the behaviourists conduct laboratory experiments to investigate learning.

Question 03

Behaviourists often use animals in their research. Briefly discuss one strength of using animals in research and then applying the findings to human behaviour. [2 marks]

AO3 = 2 marks

One mark for a relevant strength of the use of animals and a second mark for elaboration/counterarguments.
For example:
Strengths of using animals in research include: controlled research on animals is easier to conduct (smaller, shorter gestation period); some argue animal research is ethically more acceptable. Answers may also refer to evolutionary similarities between humans etc. Any animal research can be credited.
Question 06

To explain internal cognitive processes, such as memory, cognitive psychologists often use an information processing model based on the computer analogy. Briefly explain why computer analogies are used to help us understand human cognitive processes. [2 marks]

AO2 = 2 marks

One mark for a brief, relevant point and a second mark for elaboration or example of a similarity between a computer and cognitive processes in humans.

For example:
The computer analogy is helpful because computers and humans process information in similar ways - both humans and computers use coding, have a CPU for manipulating information, and have storage capacity etc.
Answers may make general points about analogies, eg analogies are used to explain something complicated in a simpler way; analogies are useful if the two things being compared are similar in significant ways. Such points should be given credit but for 2 marks answer must refer to computer analogy/human cognitive processing.

Question 07

Cognitive psychologists often use the experimental method in their investigations. Briefly discuss one strength of using experiments to investigate cognitive processes in humans. [2 marks]

AO3 = 2 marks

One mark for a relevant strength of the experimental method and a second mark for elaboration linked to cognitive processes. Credit counterargument.
Likely strengths include: Cause and effect; role of inference; control; replication; general laws etc.

For example:
Experiments allow cause and effect to be established. In cognitive processes like memory psychologists can use experiments and make inferences about properties of memory eg capacity.
Question 08

Discuss the biological approach in psychology. Refer to at least one other approach in your answer. [12 marks]

AO1 = 4 marks

Up to four marks for relevant knowledge and understanding of the biological approach in psychology. This will most likely focus on the key assumptions of the approach: role of genes, neurological processes (brain), hormones, nervous system, and neurochemistry etc. Credit reference to methodology and use of appropriate terminology eg reductionist, determinist etc. Credit examples of topics in psychology where the biological approach has been valuable. Credit description of relevant evidence up to one mark.

AO2 = 8 marks

Up to eight marks for analysis, comparisons with other approaches, evaluation of the approach including its contributions and application of knowledge. Discussion may focus on comparison with one other approach though candidates may broaden their discussion to include more than one approach. All approaches are acceptable, but the most likely approach will be behaviourism. Credit references to debates eg nature-nurture, to reductionist explanations and to the implications of a scientific approach to investigating behaviour. Credit use of relevant evidence if used to discuss the biological approach.

Maximum 8 marks if there is no reference to another approach.

Mark bands

10-12 marks  Very good answers
The answer is clearly focused on the question and shows sound knowledge and understanding of the biological approach. Discussion is full and includes thoughtful analysis and use of at least one other approach in psychology. 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 student 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 biological approach. Discussion is 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 at least one other approach are apparent although these are perhaps not linked so clearly to the discussion as for the top band.

The student 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 biological 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 student expresses basic ideas clearly but there may be some ambiguity. The student 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 irrelevance.

The student 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

01 Using your knowledge of behaviourism, explain how Ella’s parents could encourage Ella to be better behaved when out shopping.  [4 marks]

[AO1 = 1 mark; AO2 = 3 marks]

One AO1 mark for the selection and knowledge of at least one feature of behaviourism eg positive reinforcement, negative reinforcement, punishment; schedules of reinforcement; shaping; extinction; operant conditioning; contingency of reinforcement etc.

Up to 3 AO2 marks for the explanation which must be related to the stem, include appropriate behaviourist term(s) and focus on changing behaviour.

One mark for each relevant suggestion about how to change Ella’s behaviour from the following. Alternatively, full credit for one or two suggestions which are elaborated.

• To change Ella’s behaviour the parents need to identify the contingency of reinforcement that is involved by identifying the response and the reinforcer
• The shouting is the response which has become a positive reinforcer because of the attention received from the parent(s);
• To change the tantrum behaviour the parents could ignore the undesired behaviour by not responding to the tantrums – which should lead to extinction;
• The parents could encourage good behaviour by positively reinforcing Ella when she is quiet or behaving well etc through shaping;
• Shaping is where a new response is gradually acquired through reinforcing successive approximations to the required response – with respect to Ella ….

Accept other relevant points.
02 With reference to the percentages in Table 1, explain what can be concluded about the genetic basis of ADHD. Justify your answer. [2 marks]

[AO3 = 2 marks]

1 mark for the conclusion – i.e. the data suggest there is a genetic basis to ADHD.

1 mark for the justification eg
- the 82% concordance for ADHD in identical twins is much higher than for siblings/non-identical twins
- As identical twins share 100% genes and siblings/non-identical twins share only 50% genes, the higher concordance found for ADHD in identical twins can be explained by the higher genetic similarity.
- The results indicate a likely environmental component since even MZs do not have 100% concordance, where there is less of a shared environment, there are even lower concordance rates.

03 Explain one limitation of this type of investigation described in question 02. [2 marks]

[AO3 = 2 marks]

Award 1 mark for brief explanation of an appropriate limitation. Further mark for expansion as to how or why this is a limitation.

Answers are likely to focus on:
- the nature of concordance studies (only correlation)
- twins reared in highly similar environments and share similar experiences
- concordance not 100% etc
- sample sizes of twin studies
- determining zygosity.

Accept other relevant limitations.
Choose two approaches in psychology. Discuss at least one practical application of each approach that you have chosen.

[AO1 = 4 marks; AO2 = 8 marks]

AO1 = 4
Up to four marks for relevant knowledge and understanding of at least one practical application linked to each approach. The practical applications will depend on the approaches chosen, but examples include:

- Biological Approach: Drugs eg anti-psychotics for schizophrenia; anti-depressants for Mood Disorders etc.
- Behaviourist Approach: Behaviour therapy based on classical and operant conditioning. Behaviour modification etc.
- Social Learning Theory Approach: The concept of self-efficacy applied in a number of areas e.g. addiction, stress etc.
- Cognitive Approach: Therapy eg RET, CBT; Cognitive Interview; EWT; Cognitive development eg metacognition, discovery learning, spiral curriculum etc;
- Psychodynamic Approach: Therapeutic techniques; Child psychoanalysis etc.
- Humanistic Approach: Therapy and counselling; unconditional positive regard in education/training; Hierarchy of needs applied in organisational psychology etc.

Maximum of 2 marks, for knowledge of chosen approaches, one for each approach.
Credit relevant evidence linked to practical application/s, up to 1 mark.

AO2 = 8 marks
This question may elicit a wide range of responses, although candidates are likely to focus on therapy.
Up to eight marks for discussion of the practical applications which should be clearly linked to specific approaches.
NB How an approach has contributed to understanding of behaviour/experience is only creditworthy if used to discuss practical applications.
There should be a discussion of the usefulness of the applications: for example linked to the biological approach, the benefits of drug therapy for schizophrenia; linked to the cognitive approach how the cognitive interview has been beneficial to the police etc. The discussion is likely to draw on evidence to support the benefits proposed. The discussion should also examine any limitations (if applicable) and may offer possible alternatives. With biological therapy this could be in the form of problems with side effects of drugs and alternative psychological therapies, for example.
Credit use of relevant evidence when linked to discussion of practical application.

Maximum 7 marks if only refer to one approach with relevant practical application.

Mark bands
10 - 12 marks Very good answers
The answer is clearly focused on the question and shows sound knowledge and understanding of practical applications in psychology. There is reference to two approaches (with a good balance between the 2) which are clearly linked to appropriate practical applications. Discussion is full and includes thoughtful analysis. Most points 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 practical applications in psychology. At the top of the band there is reference to two approaches each linked to at least one practical application, though these are perhaps not linked so clearly to the discussion as for the top band. Discussion is evident and the answer is mostly focused on the question although there may be some irrelevance and/or misunderstanding.

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 at least one practical application which is linked to an approach in psychology. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive and/or not focus so clearly on practical applications. 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