



A Level Psychology
Approaches

Name:

Class:

Time:

Marks:

Comments:

1 Outline and evaluate social learning theory. In your answer, make comparisons with **at least one** other approach in psychology.
(Total 16 marks)

2 Describe the humanistic approach in psychology and discuss differences between this approach and the psychodynamic approach.
(Total 16 marks)

3 Describe and evaluate the humanistic approach in psychology.
(Total 16 marks)

4 Referring to **two** assumptions of the humanistic approach, explain why humanistic psychologists have rejected the scientific method.
(Total 4 marks)

5 A student asked his teacher: “Why are there so many approaches in psychology?”
The teacher replied: “Because each has something different to offer to our understanding of the human mind and behaviour. This means that every approach is unique.”
Discuss what makes the psychodynamic approach unique in psychology. Refer to other approaches in your answer.
(Total 16 marks)

6 Outline **one** limitation of the psychodynamic approach.
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(Total 2 marks)

7 (a) Outline a psychodynamic explanation for the development of the superego. **(3)**
(b) Explain how the superego might affect moral behaviour in the following situation:
Jackie sees a T-shirt that she really likes in a store. She is aware that there are no security cameras nearby and thinks how easy it would be to slip the T-shirt into her bag.
(2)
(Total 5 marks)

8

Marc is often frustrated and angry, but most of the time he keeps his feelings under control. One day, during a meeting at work, Marc stormed out of the room and kicked the drinks machine so hard that the glass screen broke.

(a) Suggest how a psychodynamic psychologist might explain Marc's behaviour.

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(2)

(b) Suggest how a behaviourist psychologist might explain violent behaviour such as that shown by Marc.

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(2)

(Total 4 marks)

9

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.

(Total 16 marks)

10

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'.

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(Total 4 marks)

11

Explain **one** way in which social learning theory overlaps with **one other** approach in psychology.

(Total 2 marks)

12

Describe the psychodynamic approach to explaining human behaviour. Discuss strengths **and** limitations of this approach.

(Total 16 marks)

13

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

(Total 1 mark)

14

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

(Total 16 marks)

15

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

(Total 1 mark)

16

A psychodynamic psychologist wished to investigate the function of dreams. He asked five friends to keep a 'dream diary' for a week by writing a descriptive account of their dreams as soon as they woke up in the morning. He interpreted the content of their dreams as an expression of their repressed wishes.

Referring to the study above, explain why psychodynamic psychologists have often been criticised for neglecting the rules of the scientific approach.

(Total 3 marks)

Mark schemes

1

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

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. Effective comparison with at least one other approach. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Some comparison with at least one other approach. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application 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.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

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

AO3

Marks for analysis, comparisons with other approaches, evaluation of the approach including its contributions and application of knowledge.

Discussion may focus on comparison with one other approach – though candidates may well broaden their discussion to include more than one. All approaches are acceptable but most likely will be the behaviourist approach. Strengths may cover: the role of cognition in learning; the learning of complex social behaviours; the use of the experimental method and focus on humans in research; applications to health psychology, sport psychology and therapies requiring increase in self-efficacy. Limitations may include: neglects the role of biology / heredity / maturation; methodological aspects of research where linked to social learning theory; does not explain the learning of abstract ideas.

Credit use of relevant evidence.

2**Marks for this question: AO1 = 6, AO3 = 10**

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application / reference to differences is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application / reference to differences is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application 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.
	0	No relevant content.

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AO1

Features of the humanistic approach in psychology could include the concept of free will; focus on self and self-concept; personal growth; (un)conditional positive regard; each person is unique and should be treated as such; study of subjective experience; client related therapy; Maslow's Hierarchy of Needs; self-actualisation.

Credit reference to Rogers; Credit reference to research methods used e.g. open-ended interviews.

AO3

Discussion should focus on differences between the humanistic approach and the psychodynamic approach. Likely differences: The humanistic approach focuses on the present / future versus the retrospective accounts of the psychodynamic approach; humanistic psychologists are more positive in their outlook of human behaviour versus the negative views of the psychodynamic approach; humanistic psychologists focus on the person's conscious mind whereas the psychodynamic approach focuses on the unconscious mind; humanistic psychologists focus on eg Maslow's drive for self-actualisation versus the psychodynamic view of motivational / underlying physiological forces; the humanistic approach is based on free-will versus the psychodynamic focus on determinism; different approaches to therapy (directive versus client-centred).

3**Marks for this question: AO1 = 6, AO3 = 10**

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application 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.
	0	No relevant content.

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AO1

Marks for description of the features of the humanistic approach. Features could include how each person is unique and / or good. The subjective experiences, feelings and thoughts of a person should be of importance to psychologists (phenomenology). Focus on the importance of self and congruence. Self-actualisation – every person has an innate tendency to reach his or her full potential. Hierarchy of Needs. Concept of free will – able to choose and determine own actions. Conditions of worth. Unconditional positive regard – the unconditional love is essential to the development of a well-adjusted adult. Client-centred therapy – client at the centre of their own therapy in solving their own problems. The idiographic approach – emphasis on understanding the uniqueness of a person. Concept of holism. Research methods used eg the Q-sort technique.

AO3

Marks for evaluation: The humanistic approach has been criticised for its rejection of the scientific approach and its failure to use experiments to understand and predict human behaviour. There is little objective evidence to support the assumptions made by humanistic psychologists. Students may evaluate the approach in relation to other approaches, eg the behaviourist approach which views humans as passively responding to stimuli in the environment. Humanistic psychologists state that humans are active agents – able to change and determine their own development. However, this may be seen as idealistic. Students may contrast the concept of free will with the deterministic features of other approaches, eg the biological approach. The value of a person-centred approach may be compared to the psychodynamic approach. Practical applications of the approach, eg motivation in business world and client centred therapy. Credit other relevant points. Credit use of relevant evidence.

4

[AO3 = 4]

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

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

One mark for each explanation. Likely content:

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

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

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

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

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

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

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

5

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

[AO1 = 4, AO2 = 8]

AO1

Up to four marks for knowledge and understanding of key defining features of the psychodynamic approach. Likely content: the role of the unconscious mind in motivating behaviour; instinctual drives; psychodynamic conflict; the importance of childhood experiences; the psychosexual / psychosocial stages of development; the structure of personality.

Credit reference to methodology and therapies.

Credit description of relevant evidence up to one mark.

AO2

Up to eight marks for the discussion including analysis, evaluation and application of knowledge.

Discussions should focus on the uniqueness of the psychodynamic approach and comparisons with other approaches should be made in this context. Possible discussion points in relation to other approaches: focus on power of the unconscious mind vs. humanistic approach (focus on conscious subjective experience), SLT and cognitive approach (internal conscious mediating processes); psychosexual stages of development vs. behaviourism and biological approach (development as continual process); conflict ridden person vs. humanistic approach (free individual with potential for growth and fulfilment).

Credit relevant references to topic areas.

Discussions could include overlap and similarities with other approaches as well as the defining differences such as: biological approach (inheritance of instincts and evolution of behaviour); behaviourism (role of early experience); humanistic (person centred and considers the individual); cognitive (study of the mind).

Credit use of relevant evidence.

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

Mark bands

<p>10 – 12 marks</p>	<p>Very good answers The answer is clearly focused on the uniqueness of the psychodynamic approach in psychology and shows sound knowledge and understanding of the approach. Discussion is full and includes thoughtful analysis. Most references to other approaches are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding. The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured, and coherent with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.</p>
<p>7 – 9 marks</p>	<p>Good answers Answer shows knowledge and understanding of the psychodynamic approach. Discussion is evident and the answer is mostly focused on the issue of uniqueness although there may be some irrelevance and / or misunderstanding. References to other approaches are apparent at the middle and top of the band though these perhaps are not linked so clearly to the discussion as for the top band. The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.</p>
<p>4 – 6 marks</p>	<p>Average to weak answers Answer shows some knowledge and understanding of the psychodynamic approach. There must be some discussion for 5 / 6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and / or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band. The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.</p>
<p>1 – 3 marks</p>	<p>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.</p>
<p>0 marks</p>	<p>No relevant content</p>

6

[AO2 = 2]

One mark for a brief outline of a problem / limitation and 2 marks for an elaborated outline of a problem.

Likely points: not testable / not falsifiable / key concepts not directly observable / problems of generalisability / lack of scientific rigour, etc.

Possible answer: One problem of the psychodynamic approach is that the key concepts like the unconscious are not directly observable (1 mark). That means that there is little objective evidence that can be used to support the approach (1 mark).

7

(a) [AO1 = 3]

Up to three marks for an outline which can include any of the following:

- occurs at the Phallic stage of psychosexual development
- arises through identification with same-sex parent
- and internalisation of his / her moral standards
- via resolution of Oedipus / Electra complex
- part of the tripartite personality

A full-mark answer must include reference to **identification** and **internalisation**. Although unlikely, candidates should be credited for other psychodynamic explanations.

(b) [AO2 = 2]

Up to two marks for application of knowledge of the role of the superego in moral behaviour to the example of Jackie. For full marks the answer should refer to: the unconscious conflict between the id impulses - Jackie desires the top; the demanding, threatening superego (Jackie does not steal the top (or pays for it at the till) because of guilt even at the possibility of wrong-doing). Can also give full credit to a discussion where superego fails to stop Jackie stealing the t-shirt or where the ego ideal operates to reward good behaviour ie not stealing. For full marks candidate should explain the internal / unconscious conflict between two parts of the personality and make explicit application.

8

(a) **[AO2 = 2]**

Up to 2 marks for application of knowledge of the psychodynamic approach to Marc's behaviour. There must be a link to Marc's behaviour – either controlled or violent – in the answer.

Likely points: use of defence mechanisms to cope with Marc's anxieties / uncontrolled id / weak superego – kicking the drinks machine; repressed anger – keeping feelings under control.

Candidates might suggest Marc's behaviour is a result of childhood trauma or maternal deprivation or identification with a violent father.

One mark for a brief / muddled applied answer

(b) **[AO2 = 2]**

Up to 2 marks for application of knowledge of the behaviourist approach to Marc's behaviour. There must be a link to Marc's behaviour – either controlled or violent – in the answer.

Likely points: learning by association, principles of operant conditioning and / or types of reinforcement of violent acts / violent acts have resulted in direct rewards. Accept vicarious reinforcement as an explanation – violent behaviours acquired after exposure to violent actions in the environment.

One mark for a brief applied answer or muddled reference to behaviourist concepts in an applied answer

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

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. Other approach used effectively. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. Some use of other approach. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application 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.
	0	No relevant content.

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AO1

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.

AO3

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.

10

[AO1 = 2 and AO2 = 2]

Level	Marks	Description
2	3 – 4	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.
1	1 – 2	Outline is limited, ie shows some knowledge that congruence involves different aspects of the self. Application is vague. The answer as a whole is not very clearly expressed.
	0	No relevant content.

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.

11**[AO1 = 2]**

Up to two marks for explaining one way in which social learning theory overlaps with one other approach.

One mark for identifying a way in which SLT is similar to another approach. Likely answers will refer to overlap with the behaviourist approach – learning of behaviour and role of reinforcement; overlap with cognitive approach – mental processes in learning. Accept any other possible answers such as overlap with the psychodynamic approach – role of identification in gender / moral development.

One mark for elaboration / further detail or explaining limits of the similarity and / or difference between the SLT and chosen approach.

Credit description of evidence or reference to topics as elaboration.

12**Marks for this question: AO1 = 6, AO3 = 10**

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application 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.
	0	No relevant content.

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AO1

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.

AO3

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.

Credit use of evidence.

13

[AO1 = 1]

C

Level	Marks	Description
4	13 – 16	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.
3	9 – 12	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.
2	5 – 8	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.
1	1 – 4	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.
	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, ie 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.

Credit other relevant contributions.

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, eg development of laws and principles enabled prediction and control of behaviour and how these apply to human behaviour
- usefulness for aspects of human behaviour, eg therapy, classroom management etc
- reductionist approach focusing on lower level of explanation, eg S-R links / associations therefore lacks meaning when it comes to complex human behaviours
- focus just on behaviour neglected the whole person, eg 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, eg as applied to control of human behaviour
- comparison with what other approaches offer in explanations of human behaviour.

Credit other relevant strengths and limitations.

15

[AO1 = 1]

C

16

[AO3 = 3]

Up to three marks for explaining how the psychodynamic approach as depicted in the stem neglects the rules of science. Students may offer a brief elaboration on two or more rules of science identified in the study as ‘neglected’ or may choose to elaborate on a single one.

Likely answers: interpretation of content of dreams open to bias and subjectivity; no verifiable evidence; small sample; opportunity sample of friends and implications for generalizability; qualitative data collected and implications for statistical analysis; retrospective data / memory distortions – reports written on waking; dreams are private experience and covert; problem of replicability. Credit other possible answers if made relevant to the scenario, eg no reference to a testable hypothesis.

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

Examiner reports

1 In the main students were knowledgeable about key features of social learning theory (SLT) and many provided very detailed explanations of this with description of one or more of the Bobo doll studies. However, there were some very inaccurate descriptions of studies such as ‘... the group that saw the aggressive model copied the model’s aggressive behaviour more than the group that did not see the aggressive model...’ Some students have clearly been guided to make evaluative points about the methodology and ethical issues raised by the Bobo doll studies. Although it is commendable that students are made aware of such issues, students must be reminded always to consider whether or not these are of direct relevance to the question set. Likewise, many raised the issue of ‘lack of ecological validity’ although they did not explain clearly why this was the case or why this was problematic in the context of the question. Valid and thoughtful comparisons with the behaviourist and cognitive approaches were made by more successful students. Less effective answers made comparisons, but did not use these to draw out the strengths and limitations of the theory. Evaluative points were not always well developed, for example, some stated that social learning theory (SLT) was highly scientific as it made use of laboratory experiments and that SLT ‘fails to take biological factors into account’, with no further elaboration.

2 This question required students to provide an accurate description of features and concepts associated with the humanistic approach and then to organise their understanding of the distinguishing features of the humanistic and psychodynamic approaches to provide a discussion of differences between them. The descriptions of the work of humanistic psychologists were varied and a number of students covered a good range of concepts and were able to achieve 4 / 5 AO1 marks for their knowledge. It was encouraging to read the answers of students who had developed an understanding that was beyond rote learning and could therefore produce effective discussion of concepts of free will and the unconscious, positive outlook and pessimism and non-directive and directive therapy. However, many students did not seem to understand how to deal with differences between the approaches beyond stating these. Some students listed similarities rather than differences.

3 This was reasonably well answered with a good spread of marks awarded. However, students did find it difficult to access marks in the top two mark bands. There was a great deal of muddle in some of the description offered by students, who could not distinguish between the theoretical proposals of Rogers and Maslow. Many offered long lists of named concepts such as: self, free will, hierarchy of needs, congruence and so on, but did not demonstrate that they had clear knowledge of these key features. When concepts were elaborated it was evident that students often had quite superficial, and in some cases, inaccurate understanding of these and it was quite common to see comments such as: ‘we do not have free will because there are laws,’ or ‘self-actualisation is when you get all you want,’ or ‘the hierarchy of needs must be wrong because people in China cannot satisfy basic needs.’ Evaluation of the approach was generally weaker than the description and many responses were lists of statements of difference between humanistic theory and other explanations of behaviour. These were often in the form, ‘the humanistic approach says we have free will but the psychodynamic approach says we are determined by the unconscious / the behaviourist approach says the environment determines behaviour.’ Other attempts at analysis were in the form of unsubstantiated claims that there is **no** evidence to support it or the therapy is **very** effective.

As already stated, the standard of literacy in this extended writing was often very weak, with frequent spelling errors and poor structure and coherence.

4

Many students performed well on this question with two assumptions of the humanistic approach clearly placed in the context of the rejection of the scientific method. Generally, students focused their answers on holism and the reductionist nature of science, and free will and the determinism of the scientific method. Where students did not score full marks, this was often because the student made generic points such as 'you cannot generalise' or the link to science was unclear. Some, for example, referred to the use of client-centred therapy and it was not always apparent why this was a rejection of the scientific method.

5

This question clearly highlighted the fact that students need to plan their essays in the context of the questions asked instead of writing a pre-prepared essay. The few students who accessed the top band focused on what was unique about the approach and made thoughtful and intelligent comparisons with other approaches. Unfortunately, many students, though showing detailed knowledge and effective evaluation of the psychodynamic approach, wrote a pre-prepared "Describe and discuss" essay. Other students focused on irrelevant comparisons referring simply to Freud's unscientific approach as a unique feature, with incorrect statements such as 'case studies are unique to the psychodynamic approach' or 'the approach is unique because it is the only approach that is unscientific'. It was disappointing that students focused on the weaknesses of Freud's psychodynamic analysis rather than the theoretical aspects of the approach. Another frequently stated assertion was that the psychodynamic approach is the only approach to take account of both nature and nurture. This essay clearly emphasised the need for students to take time to carefully think about and plan their answers.

6

This was generally quite well answered although some students did not focus on one limitation of the psychodynamic approach which was then outlined more fully and instead offered a number of possible limitations.

7

- (a) Although most students scored some marks for this part, a significant number omitted to include the key notions of identification and internalisation. Very weak responses consisted of general psychodynamic theory without specific relevance to moral development.
- (b) The scenario seemed to prove helpful in this part, with many students being able to explain the role of the superego, and stronger students detailing the unconscious internal conflict Jackie would experience. As in the other Child Development topics, experimental design was not always well addressed, with students frequently identifying one design and then describing a different one. However, most students did gain some credit for design and a further mark for correctly specifying the independent and dependent variables.

8

Students found it quite difficult to apply their knowledge of the two approaches to Marc's behaviour, either controlled or violent. Psychodynamic explanations that referred to the use of defence mechanisms and displacement were quite effective, but behaviourist explanations were often weaker, as they failed to suggest that Marc would have learned the actions.

9 This question was answered well with a number of students gaining full marks. Most students had sound knowledge of the assumptions of the humanistic approach and some showed detailed insight into client-centred therapy and measuring techniques such as Q-sort and Personal Orientation Inventory (POI). The answers were sometimes overly descriptive and some students had difficulty providing sufficient discussion, but most accessed some points regarding the lack of scientific rigour and use of qualitative techniques, etc. Better answers compared the humanistic approach with other approaches on concepts such as 'freewill' and 'methodology' and were able to give a detailed discussion of both strengths and weaknesses of the approach. There were some valid and thoughtful comparisons with other approaches, in particular key differences between behaviourism and humanism and similarities / contrasts between humanism and the psychodynamic approach.

11 This question was answered well, most students referring to the overlap between social learning theory and cognitive or behaviourist approaches. A few students failed to explain the overlap and gained only 1 mark.

12 This was reasonably well answered with over half the students gaining at least half marks. However, descriptive skills were demonstrated much better than the evaluation in terms of strengths and limitations of the approach.

16 Many students answered this question well, often gaining full marks. There were a number of students who clearly demonstrated knowledge of how psychodynamic psychologists neglect the rules of the scientific approach but failed to link the points made to the stem. The question clearly required 'reference to the study above' and without linking the concepts (e.g. implications of generalising from small samples, bias, subjectivity, etc) to the scenario outlined in the 'dream diary', no marks could be accessed. This was a shame and is indicative of the need of students to read the question carefully and address the requirements of the question.