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A-LEVEL

# Psychology Specification A

PSYA3: Topics in Psychology

Mark scheme

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2180

June 2015

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Version 1.0: Final

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







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

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

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## PSYA3 RM Assessor

## Glossary of annotations summer 2015

Stamp	Usage for PSYA3
	Correct / good
	[Text box]
	A01
	A02 / 3
	[Mark blank pages]
	Meaning unclear
	IDA
	Effective evaluation
	Irrelevant
	Incorrect
	Repetition
	Benefit of doubt
	Not in use
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## Biological Rhythms and Sleep

### Question 01

Outline **one** explanation for narcolepsy.

**(4 marks)**

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

The most common explanation for narcolepsy involves the hypothalamic neurotransmitter hypocretin (also known as orexin). Narcolepsy is associated with low levels of orexin itself and, possibly, low levels of the orexin receptor. There is also evidence for a genetic basis for the disorder, probably involving the orexin system. Either the orexin hypothesis or a general genetic approach would be acceptable. **Max of 3 marks for answers referring to both orexin and genetics unless the link between them has been made explicit.**

Examiners should also be alert to alternative explanations, such as a disruption to REM sleep control or psychodynamic approaches, and also assess material in relation to the time constraints of this question part.

### AO1 4 marks knowledge and understanding

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

### Question 02

Outline and evaluate evolutionary explanations for the functions of sleep. **(4 marks + 16 marks)**

**AO1 = 4 marks** Outline of evolutionary explanations for the functions of sleep.

Evolutionary explanations cover a range of evolutionary/ecological approaches eg general theories that sleep patterns are linked to ecological variables such as safety from predation or predator/prey status, or more specific explanations focusing on particular factors such as basal metabolic rate, brain size, safety of sleep site etc. (Some key reviews include Allison & Cichetti, 1976; Zeppelin & Rechstaffen, 1975; Lesku et al, 2006). Some explanations, such as Webb's hibernation theory, emphasise energy conservation, which can be relevant to restoration accounts; as long as the focus is on general sleep patterns and not on physiological restoration processes such material is acceptable.

Given that aspects of evolutionary explanations can overlap there are no partial performance constraints for this question. Answers that provide a restricted consideration of one factor such as 'safety of sleep' site are unlikely to move beyond Basic for AO1.

#### **AO1 4 marks knowledge and understanding**

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

**AO2/3 = 16 marks** Evaluation of evolutionary explanations for the functions of sleep.

The main source of AO2/3 marks is likely to be research findings from the many studies of sleep patterns across species. Although generally consistent, there are contradictions in the data that can be commented on eg. the relationship between basal metabolic rate and sleep duration, how long does the sloth sleep (Rattenborg et al, 1976; showed that in the wild sloths sleep only for 6 hours or so, far less than sleep time in zoos), and whether this is this a problem for evolutionary accounts?

Note that methodological evaluation of research studies may only gain AO2/3 credit if the implications for explanations are clear eg through the unreliability of findings weakening support for an explanation.

General commentary might include critical evaluation of eg the predator/prey and safety hypotheses (it is a problem that animals are unaware during sleep). The need to explain the existence of two types of sleep, REM and NREM, is another important issue. Further commentary could include the application of evolutionary ideas to human sleep patterns, and the interaction between evolution and modern societies.

Introduction of alternative explanations, such as restoration accounts, may earn AO2/3 credit insofar as they are used as part of sustained and effective evaluation of evolutionary explanations eg. through proposing that the full explanation for the functions of sleep might involve both evolutionary and restoration approaches.

Indicative issues, debates and approaches in the context of evolutionary explanations for the functions of sleep include the issue of generalising findings from animals to humans. Evolutionary approaches emphasise ecological niches for non-human animals, while humans have radically altered the nature of theirs over the last few centuries, so it is likely that conclusions derived from

non-human animals would not apply to humans. Other relevant IDA may include reductionism and the nature/nurture debate.

**AO2/3 Mark Bands – Best Fit**

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

**AO2/3 16 Marks Evaluation****16-13 marks Effective**

Evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

**12-9 marks Reasonable**

Evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

**8-5 marks Basic**

Evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

**4-1 marks Rudimentary**

Evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

**0 marks**

No creditworthy material is presented.

**Perception****Question 03**

Discuss what research has shown about the development of perceptual abilities.

**(8 marks + 16 marks)**

**AO1 = 8 marks**

For AO1 credit students are likely to outline findings and conclusions of research into the development of depth/distance perception and/or visual constancies, using infant and cross-cultural research. There are a variety of accessible studies that would be relevant, including the classic research of Gibson & Walk using the visual cliff, cross-cultural studies of perceptual differences related to early experience, and laboratory studies of the development of eg. size constancy.

For AO1 credit, though, findings/conclusions of studies must be explicitly outlined in the context of perceptual development. As a key debate in relation to perceptual development is nature/nurture, discussion of studies and findings that focuses on the nature-nurture debate can be accepted as satisfying this requirement.

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

**AO1 8 marks knowledge and understanding**

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



**AO2/3 = 16 marks** Commentary on what research has shown about the development of perceptual abilities.

Implications of findings of research studies are likely to provide a key source of AO2/3 credit. Findings may be discussed in the context of the nature-nurture debate, as supporting innate or environmental influences as more important in perceptual development. Methodological evaluation of studies may also earn AO2/3 marks if the implications for perceptual development are clear eg. methodological issues may undermine a study that supports the nature argument in perceptual development, but this has to be explicit for marks to be awarded.

Other research has focused on the timing of perceptual development, with studies such as Bower's demonstrating that the development of size constancy seems to occur earlier than previously thought.

General commentary may include a consideration of the interaction between nature and nurture in the development of perceptual abilities, and ethical issues involved in infant and cross-cultural research.

Issues, debates and approaches in this area include the nature-nurture debate. There is evidence for the early development of depth perception, suggesting that it is innate, but it is difficult to test human infants early enough to prevent any previous visual experience. So it is impossible to eliminate completely the possible influence of nurture. As this issue is intrinsic to the question, additional IDA credit may only be earned if there is explicit discussion of the debate that demonstrates clear understanding. Students may also refer to free will/determinism, ethical issues involved in working with animals and children, and cultural issues and debates.

**AO2/3 Mark bands – Best fit**

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

**AO2/3 16 Marks Commentary****16-13 marks Effective**

Commentary demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

**12-9 marks Reasonable**

Commentary demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

**8-5 marks Basic**

Commentary demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

**4-1 marks Rudimentary**

Commentary is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

**0 marks**

No creditworthy material is presented.

## Relationships

### Question 04

Discuss the influence of childhood on adult relationships.

**(8 marks + 16 marks)**

#### AO1 = 8 marks

AO1 material should consist of an outline of the ways in which childhood may influence adult relationships. There are a number of possible approaches. Bowlby's continuity hypothesis based on the development of an internal working model is likely to be popular. This approach focuses on the relationship with the primary carer which in turn leads to the development of an 'internal working model' for later relationships. This approach may also include the development of different attachment styles which in turn influence adult relationships.

Some answers may become diverted into lengthy description of Ainsworth and her categorisation of attachment styles in young children using the 'strange situation'. Answers where this forms the bulk of the essay are unlikely to move beyond Rudimentary.

Relationships with peers are another aspect that may influence adult relationships. Relationships with peers affect the development of social competence and may predict the course of later relationships via effects on self-esteem and intimacy/trust issues. Other factors such as bullying in childhood may also influence adult attitudes to intimacy and trust.

Note that 'adolescence' is acceptable as part of childhood. Examiners should also be alert to the use of unexpected but legitimate material, eg research into the effects of early abuse on later relationships, or interactions with parents and other adults providing models for coping with hostility.

Examiners should be sensitive to depth/breadth trade-offs. Students may cover a range of influences in limited detail or a narrow range of influences in more detail.

#### AO1 8 marks knowledge and understanding

<p><b>8-7 marks Sound</b>          Knowledge and understanding are accurate and well detailed.          A good range of relevant material has been selected.          There is substantial evidence of breadth and depth.          Organisation and structure of the answer are coherent.</p>
<p><b>6-5 marks Reasonable</b>          Knowledge and understanding are generally accurate and reasonably detailed.          A range of relevant material has been selected.          There is evidence of breadth and/or depth.          Organisation and structure of the answer are reasonably coherent.</p>
<p><b>4-3 marks Basic</b>          Knowledge and understanding are basic/relatively superficial.          A restricted range of material has been presented.          Organisation and structure of the answer are basic.</p>
<p><b>2-1 mark Rudimentary</b>          Knowledge and understanding are rudimentary and may be muddled and/or inaccurate.          The material presented may be very brief or largely irrelevant.</p>

Lacks organisation and structure.
<b>0 marks</b> No creditworthy material

**AO2/3 = 16 marks** Commentary on the influence of childhood on adult relationships

There are a number of cross-sectional and longitudinal research studies relevant to this area and the findings of these should provide an effective source of AO2/AO3 marks. Hazan and Shaver's work on early attachment styles and adult relationships is likely to be popular, while other studies emphasise that attachment styles may change over time and are not fixed. Alternatively research has shown that major life events, such as early abuse or parental separation may be equally important in influencing adult relationships. Examiners should be alert to less well known material, such as Boothroyd's research on facial imprinting, with adult females favouring adult male faces that resemble their father's facial dimensions.

Research has also shown that attachment styles affect relationships with peers, and this in turn affects adult relationships.

It is critical that for AO2/3 credit findings are discussed in the context of the influence of childhood on adult relationships eg by supporting the existence of Bowlby's internal working model, or the persistent effect of early attachment style on adult relationships. Methodological evaluation of studies eg focusing on the problem of using questionnaires (accuracy of childhood recall, demand characteristics, self-presentation, etc, identifying cause and effect etc), would be another rich source of AO2/AO3 credit as long as the implications for the question are explicit ie by pointing out that findings and conclusions of a particular study may not be valid or reliable.

Issues, debates and approaches in this area include approaches. For example, evolutionary psychology, developmental cognitive psychology and psychodynamic approaches can all provide convincing explanations for the effects of early experience on later relationships. A related issue would be nature/nurture; the extent to which adult relationships are more a product of early experience rather than innate tendencies. The general implications of findings and their application, eg in relation to child rearing practices and relationship counselling, would be another important issue.

**AO2/3 Mark Bands – Best Fit**

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

**AO2/3 16 Marks Commentary****16-13 marks Effective**

Commentary demonstrates sound analysis, understanding and interpretation.  
The answer is well focused and shows coherent elaboration and/or a clear line of argument.  
Issues/debates/approaches are used effectively.  
Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

**12-9 marks Reasonable**

Commentary demonstrates reasonable analysis and understanding.  
The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.  
Issues/debates/approaches are used in a reasonably effective manner.  
Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

**8-5 marks Basic**

Commentary demonstrates basic, superficial understanding.  
The answer is sometimes focused and shows some evidence of elaboration.  
Superficial reference may be made to issues/debates/approaches.  
Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

**4-1 marks Rudimentary**

Commentary is rudimentary, demonstrating a very limited understanding.  
The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.  
If reference is made to issues/debates/approaches, it is muddled and inaccurate.  
Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

**0 marks**

No creditworthy material is presented.

## Aggression

### Question 05

Discuss research into institutional aggression.

**(8 marks + 16 marks)**

**AO1 = 8 marks** Outline of research into institutional aggression

‘Research’ includes both theories and studies.

If the focus of the answer is on theories, then they become AO1 material, and studies would be AO2/3. ‘Institutional aggression’ is a broad concept, and can include prisons, the army, schools and the police. Explanations can either be relatively specific, such as importation and deprivation models, or general theories of aggression. Such theories, including social learning theory, deindividuation and obedience to authority, can earn marks **only** if they are explicitly focused on institutional aggression.

If the focus is on studies, then outline of methods and findings becomes AO1, and implications of findings and evaluation of studies then become routes to AO2/3. There are many studies relevant to institutional aggression. Some are specific to particular explanations such as the importation model, looking at pre-institutionalisation characteristics of prison inmates. Others are general studies such as Zimbardo’s mock prison study, or research into conformity and deindividuation. These general studies must be presented in the context of institutional aggression to earn either AO1 or AO2/3 marks. Examiners should also be sensitive to answers that include a shift between theories and studies as AO1.

Initiation rites often involve aggressive acts, and as long as a focus on the institutional nature of such aggression (ie the aggression emerges from institutions such as religious groups or university fraternities) then these can be fully credited as either AO1 or AO2/3 as appropriate.

Examples such as genocide, warfare, hooliganism may receive credit in so far as they are clearly justified as acts of institutional aggression.

Examples such as Abu Ghraib are not research studies and cannot on their own earn AO1 or AO2/3 marks. They may earn marks if used as an illustration of a particular theory or model.

**AO1 8 marks knowledge and understanding**

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

**AO2/3 = 16 marks** Commentary/evaluation on research into institutional aggression.

As outlined earlier, AO2/3 material will depend upon which route is chosen.

If the focus is on explanations, then studies become AO2/3. Findings of studies supporting or contradicting a particular explanation would be an effective source of AO2/3 marks. Methodological evaluation of studies would only earn marks if the implications for the explanation are explicit ie by affecting the reliability and validity of findings. This is particularly important if popular general studies such as Zimbardo are presented. Students often become diverted into long methodological critiques of such studies without considering the implications for explanations/theories.

Commentary might include comparison of different explanations/theories, and the possible interaction of different factors/explanations in institutional aggression. An example might be the combination of importation and deprivation models leading to aggression in prisons. A further point might be the difficulty of isolating single factors in complex human behaviour.

If studies are used as AO1 material, then implications of findings and conclusions would be AO2/3, but must be considered in the context of institutional aggression. Methodological evaluation of studies used as AO1 would be creditworthy as AO2/3 without reference to explanations/theories, though implications of findings for theories/explanations would be an additional key source of AO2/3 marks.

Indicative issues, debates and approaches in the context of explanations for institutional aggression include practical applications of findings. If aggression in prisons, for instance, has significant situational causes, then the prison environment can be modified to eliminate these causes. Other relevant IDA may include the free will/determinism debate; if institutional aggression can be explained through external factors, then individual responsibility is diminished.

**AO2/3 Mark bands – Best fit**

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

**AO2/3 16 Marks Commentary****16-13 marks Effective**

Commentary/evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

**12-9 marks Reasonable**

Commentary/evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

**8-5 marks Basic**

Commentary/evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

**4-1 marks Rudimentary**

Commentary/evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

**0 marks**

No creditworthy material is presented.



## Eating Behaviour

### Question 06

Outline **one or more** psychological explanations for **either** anorexia nervosa **or** bulimia nervosa **or** obesity.

**(4 marks)**

**AO1 = 4 marks** Outline of one or more psychological explanations for either anorexia nervosa, or bulimia nervosa, or obesity

#### Possible explanations include:

- Anorexia – family dynamics/psychodynamic approaches; body dissatisfaction, media influences. Family dynamics include notions of over involvement of parents in the child's life and consequent loss of control – eating then becomes one area the child can control in order to change family dynamics. Body dissatisfaction leads to dieting as a precursor to eating disorders, and is fuelled both by family and peer influences, and media presentations of idealized body shapes. If there is reference to media effects, then for the top band there must be an outline of underlying SLT mechanisms such as imitation and vicarious reinforcement. Note that for both anorexia and bulimia, some factors, such as body dissatisfaction and media influences, are so closely intertwined that they should be treated as a single explanation.
- Bulimia – family dynamics/psychodynamic approaches; body dissatisfaction, media influences. Detail as for anorexia nervosa.
- Obesity – mood regulation, cultural changes in availability of food, availability of high fat/carbohydrate foods, food industry/advertising, reduced exercise/increased car travel, sedentary pastimes. Underlying mechanisms might include the mood regulating effects of food established by early experience, exposure to new diets (eg the Pina Indians), changes in work habits so there is more emphasis on fast foods, and the built environment reducing opportunities for exercise. Clearly there are many 'environmental' factors that may contribute to obesity, and these can be treated as 'psychological' (ie non-biological) in the context of this question. Students may introduce material more relevant to dieting, such as ironic processes in eating behaviour and the boundary model. Unless these are clearly linked to obesity as an eating disorder, they cannot earn marks.

Examiners should be sensitive to depth/breadth trade-offs. Students may cover one explanation in detail or several explanations in less detail.

#### AO1 4 marks knowledge and understanding

<p><b>4 marks Sound</b>          Knowledge and understanding are accurate and well detailed.          Organisation and structure of the answer are coherent.</p>
<p><b>3 marks Reasonable</b>          Knowledge and understanding are generally accurate and reasonably detailed.          Organisation and structure of the answer are reasonably coherent.</p>
<p><b>2 marks Basic</b>          Knowledge and understanding are basic/relatively superficial.</p>

Organisation and structure of the answer are basic.
<b>1 mark Rudimentary</b> Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate. Lacks organisation and structure.
<b>0 marks</b> No creditworthy material.

**Question 07**

Outline and evaluate **one or more** explanations for the success **and/or** failure of dieting.  
**(4 marks + 16 marks)**

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

Explanations for the success and/or failure of dieting include:

- cognitive processes and the boundary model. This approach focuses on the balance between a biologically determined boundary for meal size, and a cognitive ‘dieting’ boundary which is set at a lower level. When this cognitive boundary is maintained, dieting can be successful, but when it is passed it can lead to bingeing and the ‘what the hell’ effect, leading to failure of dieting
- body weight set-point theory and metabolic rate (biological factors). This is a general model that emphasises that we have a body weight set point that we are biologically determined to maintain. Dieting is operating against this body weight set point, which is why successful dieting is difficult.
- ironic processes in dieting. Dieters (‘restrained eaters’) often try to avoid contact with or thinking about food. Ironically, trying not to think about food often leads to an increased obsession with food and a failure of dieting
- mood regulation. Eating affects mood, either directly through biological mechanisms or through learned associations. People who rely on food for its mood elevating properties find dieting much more difficult
- social support. Successful dietary programmes usually include group/social support as a key feature, along with modest ambitions.

Other explanations may also be presented. Examiners should be sensitive to depth/breadth trade-offs in answers that cover more than one explanation, but answers in the top band should be accurate and detailed within the time constraints of this question part.

**AO1 4 marks knowledge and understanding**

<b>4 marks Sound</b> Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
<b>3 marks Reasonable</b> Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
<b>2 marks Basic</b> Knowledge and understanding are basic/relatively superficial. Organisation and structure of the answer are basic.

<b>1 mark Rudimentary</b> Knowledge and understanding are rudimentary and may be very brief, muddled and/or inaccurate. Lacks organisation and structure.
<b>0 marks</b> No creditworthy material.

**AO2/3 = 16 marks** Evaluation of one or more explanations for the success and/or failure of dieting

Findings of research studies are a likely source of AO2/AO3 marks. There are accessible studies on cognitive processes and the boundary model, and also on ironic processes and mood regulation. Implications of findings for a given explanation must be clear for marks to be awarded. Methodological evaluation of studies may be popular, but can only earn AO2/AO3 marks if implications for the explanation are clear eg by explicit reference to a lack of ecological validity affecting the generalisability of findings and hence of the explanation.

Comparison between explanations would also be an effective source of AO2/3 marks.

General commentary may include reference to successful combined interventions (eg. cognitive therapy, physical exercise, group support) and social/cultural implications. Students may refer to medical interventions eg the use of gastric bands. If used as relevant commentary on the difficulty of losing weight through dieting such material may be creditworthy.

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

**AO2/3 Mark bands – Best fit**

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

**16-13 marks Effective**

Evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

**12-9 marks Reasonable**

Evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

**8-5 marks Basic**

Evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

**4-1 marks Rudimentary**

Evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

**0 marks**

No creditworthy material is presented.

**Gender****Question 08**

‘Parents, peers, schools and media are important influences on gender and its development’.

Discuss research into social influences on gender.

**(8 marks + 16 marks)**

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

Although ‘research’ includes theories and studies, students are likely to focus on describing some of the many studies investigating the importance of social influences on gender. These include the role of parents, peers, schools, and the media. The behavioural approach suggests that rewards and punishments provided by parents, peers and teachers can lead to gender stereotyped behaviours, while social learning theory can help explain the influence of parents, peers and the media. There is also research on eg traditional and egalitarian families and gender stereotyping. Cross-cultural studies of social influence on gender would also be relevant. Note that description of studies and their findings would be AO1 material.

Although the quote refers to gender development, the question itself does not. Although most answers are likely to focus on gender development, other aspects of gender, such as gender stereotyping and gender roles, would be equally relevant for AO1 and AO2/3 credit.

Students are often drawn into some of the more dramatic case studies in this area. As long as the focus and conclusions are on social influences rather than, say, biological factors, such studies are relevant and can earn AO1 or AO2/3 credit.

Simple listing and brief description of social influences would not earn AO1 credit given the opening quote. However outlines of the underlying mechanisms eg through general explanations/theories such as the behavioural or social learning theories, would be creditworthy as AO1. If this approach is taken, research studies would become AO2/3 material.

Note that there are no partial performance penalties on this question. Social influences are complex and even single categories such as ‘schools’ may operate in variety of ways. Answers that cover only a restricted range of influences are unlikely to move beyond basic for AO1 and AO2/3.

**AO1 8 marks knowledge and understanding**

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

**AO2/3 = 16 marks** Commentary/evaluation on research into social influences on gender

Social influences include parents, family, peers, teachers and media, and a range of research studies have investigated their impact on gender roles and their development, as outlined earlier. Implications of findings from such studies are likely to provide the main source of AO2/3 credit ie the extent to which they demonstrate the importance, or otherwise, of social influences in gender and/or in the development of gender. Another source would be methodological evaluation of studies, which would earn AO2/3 marks where description of studies is used as AO1 material.

Students may introduce alternative approaches and evidence, for instance on the role of biological factors. These can only earn marks if used as part of sustained and effective commentary on the role of social influences. As mentioned earlier, students can provide overlong and over detailed accounts of some of the key case studies in this area; credit may only be given where the focus of the answer remains on social influences. Additional and relevant commentary could include the interaction between biological and social factors, and cultural differences in gender and its development.

Issues, debates and approaches in the context of research into social influences on gender include the nature-nurture debate. This is the extent to which gender is determined by mainly biological factors (nature) versus the view that social influences play an important part in gender and its development. To demonstrate understanding, answers should use the evidence they present to draw conclusions on this debate, rather than simply outlining the debate.

### **AO2/3 Mark bands – Best fit**

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

### **AO2/3 16 Mark Bands – Commentary**

#### **16-13 marks Effective**

Commentary/evaluation demonstrates sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

#### **12-9 marks Reasonable**

Commentary/evaluation demonstrates reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

#### **8-5 marks Basic**

Commentary/evaluation demonstrates basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

#### **4-1 marks Rudimentary**

Commentary/evaluation is rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

#### **0 marks**

No creditworthy material is presented.

## Intelligence and Learning

### Question 09

Outline key features of operant conditioning and evaluate its role in the behaviour of non-human animals. **(4 marks + 8 marks)**

#### AO1 = 4 marks

Operant conditioning focuses on the role of reinforcement (reward), punishment and negative reinforcement (avoidance of punishment) on voluntary behaviour. Reinforcement increases the likelihood of a response, while punishment suppresses responding. Extinction may occur when responses formerly rewarded are now neither rewarded nor punished. Answers may refer to schedules of reinforcement in relation to operant conditioning; for instance the link between partial schedules and resistance to extinction. Additional features such as secondary reinforcers would also be relevant.

For the top band there should be reference to voluntary ('emitted') behaviour/responses, reinforcement/reward, punishment and schedules of reinforcement.

Descriptions of the key studies of Skinner and Thorndike are likely to be popular. These may earn AO1 credit if they clearly illustrate features of operant conditioning.

Outline of one feature only can receive a maximum mark at the top of Basic.

#### AO1 4 marks knowledge and understanding

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

**AO2/3 = 8 marks** Evaluation of the role of operant conditioning in the behaviour of non-human animals

The studies of Skinner (focusing on conditioning rats and pigeons in the 'Skinner box') and Thorndike (in particular his cat 'puzzle box') are likely to feature strongly. Insofar as these studies illustrate the effectiveness of operant conditioning in shaping the behaviour of non-human animals they are creditworthy AO2/3 material. There are a number of more natural examples; foraging behaviour, for instance, is shaped by the reinforcement of finding food in particular places, while dogs, dolphins and circus animals learn any number of tricks through shaping by positive reinforcement.



More general commentary might include a comparison of the role of operant conditioning with ‘intelligent’ behaviours such as self-awareness, Machiavellian intelligence, imitation etc. Behaviours with an innate bias such as taste aversion learning, imprinting, bird song and insight learning may also be used to contrast with conditioned behaviours. Species comparisons would also be very relevant, including the idea that as we go up the evolutionary scale the role of operant conditioning becomes less important.

Issues, debates and approaches relevant to this area include practical applications of operant conditioning to animal training. Another important issue is ecological validity, with tightly controlled laboratory studies (Skinner, Thorndike) contrasted with real world naturalistic studies.

### **AO2/3 Mark bands – Best fit**

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

### **AO2/AO3 8 Marks Commentary/evaluation**

#### **8-7 marks Effective**

Commentary and/or evaluation demonstrate sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

#### **6-5 marks Reasonable**

Commentary and/or evaluation demonstrate reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

#### **4-3 marks Basic**

Commentary and/or evaluation demonstrate basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

#### **2-1 marks Rudimentary**

Commentary and/or evaluation are rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

#### **0 marks**

No creditworthy material is presented.

**Question 10**

Outline and evaluate **one or more** psychometric theories of intelligence.

**(4 marks + 8 marks)**

**AO1 = 4 marks**

The psychometric approach focuses on quantifying intelligence and measuring IQ. Key figures include Spearman (who emphasised that a general component, 'g', underpinned performance on tests of different mental abilities, combined with specific abilities, 's'), Thurstone (who proposed seven primary mental abilities, with no general factor), and Cattell (fluid intelligence related to skills such as problem solving ability, and crystallised intelligence related to the store of knowledge). The approach covers the development of the concept of IQ and IQ tests, factor analytic approaches to intelligence and its measurement, and fluid and crystallised intelligence. The key assumption is that intelligence in general and IQ in particular can be quantified (measured).

In relation to both AO1 and AO2/3 students may choose to use one or two theories as examples of the psychometric approach, or to consider the approach more generally. Either tactic is acceptable. Students should not be penalised for mislabelling a particular theory as long as the description itself is accurate.

The question is on the psychometric approach and any description of IQ tests is unlikely to earn AO1 marks. However the development of tests may be presented as a legitimate implication of the approach and earn AO2/3 marks.

**AO1 4 marks knowledge and understanding**

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

**AO2/3 = 8 marks** Evaluation of one or more psychometric theories of intelligence.

There are a variety of routes to AO2/3 credit relevant to the psychometric approach. It has been criticised for its 'static', limited and fixed approach to intelligence, especially in comparison with information processing theories. There are also disputes over the precise factorial or componential structure of IQ (eg Spearman versus Thurstone), though the commonly found correlations between different tests of mental abilities implies that a general factor of intelligence does exist.

Answers outlining two theories but evaluating only one can receive a maximum of 8 marks for AO2/3.

Support for the approach can also be found in the correlations between scores on IQ tests and general educational attainment.

As mentioned above, comparison with alternative approaches, such as information processing models of intelligence, would be an effective route to AO2/3 credit, though the focus must remain on the psychometric approach.

Applications of psychometric theory and research to eg personnel selection and education would also be of central relevance. A consideration of the development of IQ testing as an implication of the psychometric approach may earn AO2/3 marks. However, controversies in this area, such as race and IQ or the nature-nurture debate, may only earn AO2/3 credit if explicitly linked to a consideration of the psychometric approach.

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

### **AO2/3 Mark bands – Best fit**

AO2/3 material should first be placed in the appropriate band according to the descriptors.

However, not all the criteria need be satisfied for an answer to be placed in a particular band.

Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

### **AO2/AO3 8 Marks Evaluation**

#### **8-7 marks Effective**

Evaluation demonstrates sound analysis, understanding and interpretation.

The answer is well focused and shows coherent elaboration and/or a clear line of argument.

Issues/debates/approaches are used effectively.

Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.

#### **6-5 marks Reasonable**

Evaluation demonstrates reasonable analysis and understanding.

The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.

Issues/debates/approaches are used in a reasonably effective manner.

Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

#### **4-3 marks Basic**

Evaluation demonstrates basic, superficial understanding.

The answer is sometimes focused and shows some evidence of elaboration.

Superficial reference may be made to issues/debates/approaches

Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive

#### **2-1 marks Rudimentary**

Evaluations are rudimentary, demonstrating a very limited understanding.

The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.

If reference is made to issues/debates/approaches, it is muddled and inaccurate.

Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

**0 marks**

No creditworthy material is presented.

## Cognition and Development

### Question 11

Outline and evaluate Kohlberg's theory of moral understanding.

**(8 marks + 16 marks)**

**AO1 = 8 marks** Outline of Kohlberg's theory of moral understanding

Kohlberg's theory of moral understanding consists of three levels. Pre-conventional, based on the direct consequences of actions, conventional, based on social norms and conventions, and post-conventional, based on the development of individual ethical systems and principles. Each level in turn has two stages. Moral understanding develops from a basic awareness of rewards and punishments in stage 1 through to individual ethical systems in stage 6. To move above Basic answers should refer to the three levels accurately, with some further reference to the stages, though detail of individual stages may be sparse or absent. Top Band answers should provide an outline of most individual stages.

An important feature of Kohlberg's theory was his method of using moral dilemmas with children of different ages eg the classic Heinz dilemma, in which a man has to decide whether to steal a medicine vital for his wife's survival. Description of Kohlberg's methodology is not part of the theory and cannot receive AO1 marks, but may be used in evaluation of the theory (AO2/3). If however the method is described and explicitly linked to the development of the theory it is creditworthy as AO1

General commentary on eg the relation between Kohlberg and Piaget's theory of cognitive development (in the sense that attaining higher levels of morality depends upon reaching a particular stage of cognitive development) can be seen as an aspect of Kohlberg's theory and receive AO1 marks.

### AO1 8 marks knowledge and understanding

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

**AO2/3 = 16 marks** Evaluation of Kohlberg's theory of moral understanding

Research evidence for the existence of Kohlberg's levels and stages of moral understanding has been found in a number of studies and would be an effective source of AO2/3 credit. Research on the cross-cultural existence of the levels is less consistent but again would be creditworthy. Methodological evaluation of studies would be relevant only insofar as it is made explicitly relevant to the validity of the theory. For instance it has been suggested that the use of artificial dilemmas produces unrealistic judgements from participants and so findings cannot be generalised to the real world. It has additionally been argued that Kohlberg only studied moral judgements, and these may not predict actual moral behaviour.

Further criticism of Kohlberg's work is led by Gilligan and her view that the theory is gender biased. Much of the research was done only on male participants, while Gilligan also suggests that it is based on a male justice-oriented view of moral behaviour; it ignores the female caring-oriented approach to moral behaviour. A further criticism is that the justice-oriented approach of Kohlberg is typical of western individualistic societies, and his theory is less applicable to other cultures; research evidence is contradictory, as some studies find that Kohlberg's levels of morality are consistent across cultures, while other studies find differences.

Indicative issues, debates and approaches in the context of Kohlberg's theory of moral understanding include the gender and cultural bias issues outlined above. Students may also refer to socially sensitive research.

**AO2/3 Mark bands – Best fit**

AO2/3 material should first be placed in the appropriate band according to the descriptors. However, not all the criteria need be satisfied for an answer to be placed in a particular band. Weak performance in one area may be compensated for by strong performance in others. In order to access the top band, issues and debates and/or approaches need to be addressed effectively.

**AO2/3 16 marks Evaluation**

<p><b>16-13 marks Effective</b>  Evaluation demonstrates sound analysis, understanding and interpretation.  The answer is well focused and shows coherent elaboration and/or a clear line of argument.  Issues/debates/approaches are used effectively.  Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.</p>
<p><b>12-9 marks Reasonable</b>  Evaluation demonstrates reasonable analysis and understanding.  The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident.  Issues/debates/approaches are used in a reasonably effective manner.  Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.</p>
<p><b>8-5 marks Basic</b>  Evaluation demonstrates basic, superficial understanding.  The answer is sometimes focused and shows some evidence of elaboration.  Superficial reference may be made to issues/debates/approaches.  Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive</p>
<p><b>4-1 marks Rudimentary</b>  Evaluation is rudimentary, demonstrating a very limited understanding.  The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant.  If reference is made to issues/debates/approaches, it is muddled and inaccurate.  Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.</p>
<p><b>0 marks</b>  No creditworthy material is presented.</p>

## Assessment Objectives

Question	AO1	AO2/3	Total
01	4		4
02	4	16	20
<b>Total</b>	<b>8</b>	<b>16</b>	<b>24</b>
03	8	16	24
<b>Total</b>	<b>8</b>	<b>16</b>	<b>24</b>
04	8	16	24
<b>Total</b>	<b>8</b>	<b>16</b>	<b>24</b>
05	8	16	24
<b>Total</b>	<b>8</b>	<b>16</b>	<b>24</b>
06	4		4
07	4	16	20
<b>Total</b>	<b>8</b>	<b>16</b>	<b>24</b>
08	8	16	24
<b>Total</b>	<b>8</b>	<b>16</b>	<b>24</b>
09	4	8	12
10	4	8	12
<b>Total</b>	<b>8</b>	<b>16</b>	<b>24</b>
11	8	16	24
<b>Total</b>	<b>8</b>	<b>16</b>	<b>24</b>