



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

**(Total 16 marks)**

**6** Outline key features of the cognitive approach in psychology. Compare the cognitive approach with the psychodynamic approach.

**(Total 16 marks)**

## Mark schemes

1

[AO1 = 6 AO2 = 2 AO3 = 4]

Level	Marks	Description
4	10 – 12	Knowledge of social learning theory is accurate and generally well detailed. Application is appropriate. Evaluation is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	7 – 9	Knowledge of social learning theory is evident but there are occasional inaccuracies/omissions. There is some attempt at application. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Limited knowledge of social learning theory is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.  OR knowledge at level 4 can be awarded 6 marks.
1	1 – 3	Knowledge of social learning theory is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

### Possible content:

- learning takes place in a social context
- learning occurs via observation of the behaviour of others and the rewards or punishments received for the behaviour – vicarious reinforcement
- other people act as models and the characteristics of models influence the likelihood of imitation of the behaviour
- learning and performance are not the same activity
- mediational processes, eg attention, retention, motivation, reproduction, affect production of behaviour
- reciprocal determinism and the concept of free will
- concept of identification.

**Possible application:**

- Samira is commenting on how John's little sister has copied how John uses a mobile phone. This illustrates any number of possible SLT behaviours: observational learning, imitation, modelling, identification and even internalisation
- John is commenting on how behaviour can be learned by indirect reinforcement/vicarious reinforcement – seeing someone punished for a behaviour decreases the likelihood of that behaviour being imitated.

**Possible evaluation:**

- use of evidence to support social learning theory, eg Bobo doll study
- benefits of the experimental approach to investigate social learning theory and issues with experimental evidence that might affect the validity of the results and therefore the conclusions drawn
- focus on human traits of consciousness and rationality which cannot be demonstrated with animal research, addresses the influence of mediational processes on learning – neglected by behaviourists
- provides explanations that relate to behaviours such as aggression and intellectual development
- does not pay much attention to the impact of biological, heredity or maturational factors on behaviour, evidence from these areas of research does show they do have an impact.
- credit valid comparison with other approaches.

Credit other relevant information.

Note: evaluation of evidence is only credit-worthy if linked back to social learning theory.

Level	Marks	Description
4	13 – 16	Knowledge of the humanistic approach is accurate and generally well detailed. Application is effective. Evaluation of the humanistic approach is thorough and effective. Minor detail and/or expansion of the argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9 – 12	Knowledge of the humanistic approach is evident but there are occasional inaccuracies/omissions. Application/evaluation of the humanistic approach is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5 – 8	Limited knowledge of the humanistic approach is present. Focus is mainly on description. Any application is of limited effectiveness. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge of the humanistic approach is very limited. Application is limited, poorly focused or absent. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

- Maslow's hierarchy of needs – motivation to achieve progression through the levels
- Rogers' focus on the concept of self and self-acceptance
- Incongruence between self-concept and ideal self leading to negative feelings of self-worth
- person-centred approach to therapy – client led
- self-actualisation – fulfilling one's potential
- unconditional positive regard rather than setting conditions of worth.

**Possible application:**

- hierarchy of needs: Tatiana requires her mobile phone to meet her safety needs, 'feel safe', love and belonging needs, 'socially isolated without her phone', 'feels good about herself when she receives messages or comments on social media', self-esteem needs, 'low self-esteem'/ 'feels good about herself when she receives messages or comments'
- self-actualisation – 'achievement at school'
- conditions of worth linked to feeling the need to text friends and use social media for acceptance and friendship
- incongruence and negative feelings of self-worth applied to 'low self-esteem'/ 'feels good about herself when she receives messages or comments' and/or anxiety.

**Possible evaluation:**

- limited application of the humanistic approach due to its abstract concepts
- the humanistic approach is not reductionist which may improve validity
- humanistic approach lacks empirical evidence to support its claims
- consideration of influence eg. counselling, theoretical influence etc.
- discussion regarding whether behaviour is due to free will or environmental factors
- credit use of evidence to discuss the different explanations when made relevant to the stem
- comparison with alternative approaches in terms of evaluation and/or application.

Credit other relevant material.

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

**Possible content:**

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

**Possible discussion:**

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

Credit other relevant information.

**4**

[AO1 = 6]

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

**Possible content:**

Credit mediational processes relevant to Bradley's situation e.g.

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

Credit other relevant information.



**5****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.

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 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.

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Comparison 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. Comparison 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 comparison 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. Comparison 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 knowledge and understanding of key features / assumptions of the cognitive approach. Likely content: thought, both conscious and unconscious can influence behaviour; thought mediates between stimulus and response; information processing approach; mind works similarly to a computer; use of models; mental processes can be scientifically studied; the human mind actively processes information.

### **AO3**

Marks for comparing the cognitive approach with the psychodynamic approach.

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

Credit use of relevant evidence.