

Teacher Resource Bank

GCE Psychology A

Further Practice Questions with

Candidate Exemplar Work:

- PSYA3
- PSYA4



FURTHER PRACTICE QUESTIONS with CANDIDATE EXEMPLAR WORK

PSYA3 Biological rhythms and sleep

(25 marks)

- (a) Outline what psychological research has shown about lifespan changes in sleep. (4 marks)
- (b) Discuss explanations for **one or more** sleep disorders. (5 marks + 16 marks)

(a) **AO1 = 4 marks:** For outline of lifespan changes.

Changes in duration and nature of sleep are creditworthy. Key points include high levels of REM sleep in infants. Decline in REM in first year. Slight decline in REM and significant decrease in NREM 5-70 yrs. Adolescent sleep patterns.

Markers should be sensitive to depth/breadth trade-offs, particularly given the marks available for this question part.

AO1 mark bands

4 marks	Outline is reasonably thorough, accurate and coherent
3-2 marks	Outline is limited, generally accurate and reasonably coherent
1 mark	Outline is weak and muddled
0 marks	No creditworthy material

(b) **AO1 = 5 marks:** Outline description of *explanations* of one or more sleep disorder.

Candidates may focus on one or more disorder. They are likely to focus on insomnia, given the material available on this disorder compared with other disorders on the specification.

- Insomnia – stimulants, disruption of circadian rhythms, shift patterns, jet lag, psychological disorders, medical conditions, other sleep disorders and factors, such as conditioned associations, anxiety and arousal, personality factors
- Sleep apnoea – obstructions and problems with heart and blood supply to brain
- Sleep walking and night terrors – biological/genetic explanations and psychodynamic explanation
- Narcolepsy - biological/genetic explanations involving neurotransmitter orexin.

There will be a depth v breadth trade-off.

AO1 mark bands

5-4 marks	Outline of explanations of one disorder is thorough, accurate and coherent, or of more than one in less detail
3-2 marks	Outline of explanations of one or more disorders is limited, generally accurate and reasonably coherent
1 mark	Outline of explanations of one or more disorders is weak and muddled
0 marks	No creditworthy material

AO2/3 = 16 marks: For analysis, evaluation and commentary on explanation(s) of one or more sleep disorders.

A clear source of evaluation would be on research findings that support or challenge explanations of particular disorders. Discussion might focus on the quality of the research and confidence in the findings, extrapolation and generalisation.

An alternative source of AO2 would be the success or otherwise of an explanation in accounting for distinctive features of the disorder. Commentary on the implications of success and failure of treatments for the explanations (particularly pharmacological treatments) would be relevant.

Comparison of explanations may be introduced and earn AO2 credit if used effectively to evaluate explanations.

Indicative issues, debates and approaches relevant to this question could include reductionism and determinism, use of animals in research, the biological and psychodynamic approaches.

AO2/3 mark bands

16-13 marks Effective

Commentary and evaluation demonstrate sound analysis and understanding. 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 and 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 are 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 and 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.

4-1 marks Rudimentary

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

0 marks

No creditworthy material is presented.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

(a) Over our lifespan there are changes in the amount of sleep we need and the type of sleep needed. As we get older we tend to sleep less infants sleep up to 20 hours per day whilst most adults average 7-8 hours. Those over 50 average 6 hours per day. In the first year there is a significant decrease in REM sleep and this decline in REM sleep continues between the age of 5 and 70.

Examiner comments

(a) This provides some accurate detail but the reference to sleep patterns for people of 5-70 years is muddled, as it is the NREM where more significant decline is seen. If the candidate had linked these changes to restoration theory, he/she might have noticed this error.

Adolescent sleep patterns could also have been mentioned, given the recent highly publicised research into this area. **AO1: 3/4**

(b) There are 2 main categories of sleep disorder. Dyssomnias which are about the amount and quality of sleep eg insomnia and parasomnias which are disorders that involve unusual or unexplained behaviour whilst asleep such as night terrors sleep apnoea or narcolepsy. **(1)**

Insomnia involves difficulty in falling asleep, poor quality of sleep, frequent waking up, daytime tiredness. To be diagnosed as suffering from insomnia you must, take more than 30 min to fall asleep and spend more than 70% of time in bed awake. **(2)**

These symptoms must carry on for one to four weeks for short term insomnia **(3)**

(insomnia usually because of temporary worries such as exam stress) **(4)** For chronic stress they would last more than 4 weeks and affect daytime work and social life.

There are primary and secondary insomnia. Primary insomnia is chronic and cannot be explained by another physical or psychological disorder. Secondary insomnia can be explained by an existing disorder or by another sleep disorder such as sleepwalking sleep apnoea. **(5)**

Primary insomnia is caused by a malfunction of sleep control systems **(6)** which could be genetic in origin. Secondary insomnia can be the result of conditions such as depression or anxiety, medical conditions such as asthma, or heart conditions. Drug use can cause insomnia eg stimulants such as alcohol and misuse/overuse of sleeping pills that disrupt sleep patterns. Insomnia can also be caused by learned associations or conditioning, by faulty cognitions or personality factors. There are clear individual differences in need for sleep with a clear genetic cause. Anxiety and neuroticism are personality traits that are associated with risk of suffering from sleep disorders. **(7)** Chronotype (larks v owls) are a personality types that are associated with genetics but are not sleep disorders.

Other sleep disorders include sleep apnoea where breathing stops during sleep. This lasts 20-40 seconds there are two types obstructive due to airway blocking associated with obesity. Central apnoea is associated with choking rather than snoring and is associated with heart and blood supply to the brain and malfunctioning of the brains control of breathing. **(8)**

Narcolepsy has 4 main symptoms sudden loss of muscle tone leading to the person collapsing, the inability to move **(9)**, dream experiences during wakefulness and daytime sleepiness. Suffers seem to move straight into REM. Studies in dogs have shown that this disorder is linked to loss of a neurochemical called orexin. This may have a genetic cause. **(10)**

Sleepwalking and night terrors take place in deep stages of NREM early in the night. Sleepwalking involves routine activities undertaken whilst in NREM whilst night terrors involve screaming crying kicking shouting. In both disorders the sufferer does not recall in the morning any of the disturbance. **(11)** Psychoanalytic explanations explain these disorders in terms of unconscious anxieties and instinctual energies but these explanations cannot be tested scientifically. There is some evidence of a genetic cause as such disorders do seem to run in families. **(12)**

Point-by-point comments

- (1)** This introduction shows knowledge of disorders but would not earn credit as it is not focused on the question requirement.
- (2)** Error in detail: should be 'less than 85% of time in bed asleep'.
- (3)** The candidate clearly knows about the disorders but this was not a requirement of the question, so gains no marks.
- (4)** This is creditworthy AO1, showing some knowledge of explanations.
- (5)** Whilst this makes reference to explanations, it is weak in that it really is little more than a description of the defining criteria for primary insomnia.
- (6)** This needs expansion. There needs to be detail of the system and the nature of malfunction to gain more than basic AO1 marks and the explanation needs to be evaluated to gain AO2/3.
- (7)** In this paragraph, the candidate earns AO1 marks by providing a number of explanations, but there is no attempt to evaluate the explanations either through presentation of research evidence or by comparing the explanations.
- (8)** Here, the focus is more clearly on the possible causes of or explanation for the disorder.
- (9)** Although this material is not creditworthy, it is worth pointing out as an example of where the candidate could have demonstrated the ability to use psychological terminology correctly by reference to cataplexy, sleep paralysis, etc.
- (10)** This is the first evidence of evaluation in that there is reference to evidence to support the explanation, although the lack of detail means this is very weak evaluation.
- (11)** Further description of disorders that is not creditworthy.
- (12)** Superficial explanation and weak evaluation, as the point has not been elaborated.

Examiner comments

(b) This candidate has not really focused on the question. The extensive description of the characteristics of a range of disorders is accurate and reasonably detailed but is not relevant, and therefore earns no credit. The AO1 credit is for description of explanations and the AO2/3 is for commentary on/evaluation of the explanations.

The candidate has provided some detail of explanations for a wide range of disorders, although focusing on so many disorders has resulted in superficial explanations, more like a list of factors that influence the disorders. The candidate would have been better off elaborating on the explanation of two disorders such as narcolepsy and insomnia.

*There is minimal evaluation, a very brief mention of studies in dogs as evidence of orexin and in the final paragraph the difficulty in scientific testing of psychoanalytic explanation. There is no reference to issues or debates. Candidates should pay attention to the rubric for Unit 3 that advises them to address issues and debates in their answer. However psychological terminology is used appropriately and grammar, punctuation and spelling are generally sound. **AO1: 4/5, AO2/3: 2/16***

Total 9/25

PSYA3 Perception**(25 marks)**

Discuss the contribution of infant and cross-cultural studies to our understanding of the development of perceptual abilities. *(9 marks + 16 marks)*

AO1 = 9 marks: Outline description of the contribution of infant and cross-cultural studies.

There are a number of different ways of approaching this question. Candidates may focus on describing the basic rationale that underpins the use of neonate and cross-cultural studies as a way of describing the contribution. Alternatively, they could describe the findings of the two types of research or employ a combination of the two approaches.

Studies candidates are likely to refer to are Bower 1964,1966, Gibson and Walk 1960, Slater and Morrison 1985, Granrud and Yonas 1984 and Segall 1966, Gregor & McPherson 1965, Hudson (1960).

Credit other relevant approaches to answering the question.

AO1 mark bands

9-8 marks Sound	Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth/depth. Organisation and structure of the answer are coherent.
7-5 marks Reasonable	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.
4-3 marks Basic	Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2-1 marks Rudimentary	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.
0 marks	No creditworthy material.

AO2/3 = 16 marks: Analysis, evaluation and commentary on the contribution of infant and cross-cultural studies to our understanding of the development of perceptual abilities.

Discussion might focus on the quality of the neonate and cross-cultural research and confidence in the findings. Likely points would include ethical and practical difficulties such as sampling difficulty in manipulating IVs, ways of operationalising DVs and difficulties associated with reliability and validity of measurement in neonate studies, such as preferential looking, habituation, sucking rate, heart and breathing rate, and cross-cultural research. Validity of cross-cultural studies. Credit reference to flaws in the rationale of neonate and cross-cultural research. Credit alternative interpretations of the research findings.

An alternative source of AO2 would be commentary on relative contribution of neonate and cross-cultural research to understanding as compared with other types of research, such as animal studies, clinical studies, distortion studies, and the success or otherwise of neonate and cross-cultural research in accounting for distinctive features of perceptual development.

Indicative issues, debates and approaches relevant to this question could include nature/nurture, reductionism and determinism, culture bias.

AO2/3 mark bands

16-13 marks Effective

Commentary and evaluation demonstrate sound analysis and understanding. 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 and 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.

8-5 marks Basic

Commentary and 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.

4-1 marks Rudimentary

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

0 marks

No creditworthy material is presented.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

One of the major questions about perceptual development is whether it is the result of nature or nurture or a combination of them both. Studies of infants and cross cultural studies have both been used to establish the contribution of biology and the contribution of learning to development of perceptual ability. **(1)**

Cross cultural studies are used because if people from different cultures all show the same patterns of development, occurring at about the same age and in the same sequence it would suggest that the abilities are genetically determined **(2)** either innate or maturational. **(3)** If on the other hand differences in the pattern of development are evident then it would suggest that the perceptual ability is learned.

Much of the cross cultural research has been based on visual illusions and interpretation of 2d images. Segal and Campbell found that people from western built up environments were significantly more susceptible to the muller lyer illusion. People from carpentered environments constantly encounter 2d images that use perspective cues. These are unconsciously triggered by the ML illusion so that it is seen as the inside of a corner and the outside of a corner and size constancy rules are incorrectly use so the lines look different in length. People brought up in non carpentered environments would not have learned to interpret the arrow heads as perspective cues so would not be fooled by the illusion. **(4)** An alternative explanation for the difference in interpretation of the ML illusion was suggested by Pollack who argued that retinal pigmentation of dark skinned people would be denser, something that is associated with difficulty in detecting contours, resulting in less susceptibility of non western samples. **(5)** Hudson showed how 2D cue to depth distance and size constancy were not understood by some African groups, due to lack of familiarity with cues such as overlap, relative size, height in the plane, texture gradient.

These studies contributed to our understanding as they showed these aspects of perceptual development were learned rather than innate. However such studies may reflect familiarity with western art rather than perceptual development. Many of the studies are old and were subject to issues such as poor control of extraneous variables (or confounding variables eg cultural differences often involve genetic differences) limited samples and possible experimenter bias. **(6)** On the other hand the investigation of perception in other cultures means that we become more aware of other cultures and less ethnocentric and realise applying western findings to other cultures is inappropriate. **(7)**

By studying the perceptual abilities of neonates we can see what abilities are innate. Abilities that are learned would not be evident in newborns. Studies such as those of Gibson and walk the visual cliff showed depth perception is innate and Bower's study where infants were conditioned to particular retinal image sizes showed that babies have innate shape and size constancy. His later studies showed that this is probably due to innate sensitivity to motion parallax and retinal disparity. **(8)**

However it is difficult to draw conclusions from such studies of infants. Just because an infant does not show an ability at a particular point in time does not mean it is not innate it could be that the ability is maturational and will not develop until the visual system has developed. If as in the case of Granruds study an infant develops a particular ability such as use of overlap as a cue of depth/distance at 7 months this tells us when it occurs but not how - it could be maturational or learned. **(9)**

Infants cannot speak, and lose interest and become tired quickly so psychologists have had to develop ways of assessing perceptual abilities eg preferential looking (long look means able to distinguish), habituation (loss of interest), sucking rate (fast rate for novel stimuli) conditioning, changes in heart rate/breathing. From these they can only infer abilities and inferences are subject to bias. **(10)**

Other issues mean that the contribution of infant studies is limited. There are ethics that restrict controlling or manipulating variables. Some of the early deprivation and distortion studies carried out on animals provided more conclusive evidence of the role of nature and nurture. Similarly distortion studies and clinical case studies in adults have provided useful alternative sources of information. **(11)**

Neonate and cross cultural studies raise a number of issues. Evidence for nature is both reductionist and determinist. If evidence for nature is strong it would suggest there is little hope for those blind at birth whose vision is restored. Whilst an environmental determinism would mean there is hope.

Point-by-point comments

- (1)** The first paragraph makes a clear statement about the contribution of these two types of research.
- (2)** The rationale for cross-cultural studies is explained succinctly.
- (3)** Effective use of psychological terminology.
- (4)** The fairly long description of the effect is made relevant to the question by this reference to how the research contributes to understanding of perceptual development.
- (5)** A useful, reasonably explained, evaluative point.

- (6) Rather a 'rag bag' of evaluative points, all of which are relevant: however, none have been elaborated to gain full credit. The answer needs to explain the implications of these limitations.
- (7) This is an interesting point, in that evaluation tends to focus on limitations but this aptly points out a strength.
- (8) Very succinct but limited detail of the research findings, and a narrow range of research.
- (9) A useful point supported by evidence that has been used reasonably well.
- (10) Some (limited) attempt to explain/elaborate on the evaluative point.
- (11) The comparison of the contribution of neonate v other types of study is useful, but would benefit from elaboration.

Examiner comments

The candidate gains AO1 credit for presenting both the rationale for the two types of research and for detail of the findings from these types of research. The AO1 material on cross-cultural studies is more detailed than that provided for the neonate studies – together giving evidence of breadth and depth.

The balance of AO1 to AO2/3 is appropriate and a good range of relevant points has been made. These have not always been explained or elaborated fully. There is reference to methodological issues and to issues/debates such as determinism. The nature/nurture debate has been woven into the essay well.

One way in which the essay might have been improved is by having a clearer line of argument or sequencing of the AO2/3 point being made. Consistently effective use of psychological terminology and appropriate use of grammar, punctuation and spelling.

AO1: 8/9 AO2: 13/16

Total 21/25

PSYA3 Relationships**(25 marks)**

Discuss psychological theories of the maintenance and breakdown of romantic relationships. *(9 marks + 16 marks)*

AO1 = 9 marks: For knowledge and understanding of theories that explain maintenance and breakdown of relationships.

Candidates are likely to describe theories such as social exchange – Homans 1971, interdependence – Thiabaut & Kelly 1959, investment model – Rusbult and van Lange, equity theory – Walster 1978, Duck 1988. The question requires that they look at more than one theory, though there should be a depth/breadth trade-off, and candidates should be able to gain full credit by discussion of two theories. Reference to reward/needs theories should be credited in so far as they focus on maintenance rather than formation. Credit other relevant approaches to answering the question.

AO1 mark bands

9-8 marks Sound	Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth/depth. Organisation and structure of the answer are coherent.
7-5 marks Reasonable	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.
4-3 marks Basic	Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2-1 marks Rudimentary	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.
0 marks	No creditworthy material.

AO2/3 = 16 marks: Analysis, evaluation and commentary on theories that explain maintenance and breakdown of relationships.

Discussion is likely to focus on the evidence to support and/or challenge the theories described, and on the quality of/confidence in the reliability and validity of the findings cited. Discussion of ethical and practical difficulties in these studies, such as sampling difficulty would be creditworthy. Alternative interpretations of the research findings should be credited. An alternative source of AO2 would be commentary on the rationale of theories, and comparison of the effectiveness of theories would be creditworthy. Candidates may introduce alternative explanations/theories to compare with those described.

Indicative issues, debates and approaches relevant to this question could include culture bias, scientific method and investigator bias.

AO2/3 mark bands

16-13 marks Effective

Commentary and evaluation demonstrate sound analysis and understanding. 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 and 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.

8-5 marks Basic

Commentary and 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.

4-1 marks Rudimentary

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

0 marks

No creditworthy material is presented.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

There are no clear boundaries of where a relationship stops forming and starts to be maintained. **(1)** Reward-need theories argue that long-term relationships are more likely to be formed and maintained if the relationship meets the needs of the two people involved and provides rewards for them. Evidence from Smith and Mackie supports the view that meeting needs, whether these are biological, social, or emotional needs is important in maintaining a relationship. Relationships also provide different types of reward at different stages Clark argue that as relationships progress rewards are not exchanged on a tit for tat basis but are given to provide pleasure and well being of the other person.

Economic theories explain how relationships are maintained, and also why some relationships break down. Homans social exchange theory states people aim to reduce their costs, and increase their rewards in a relationship. If rewards are greater than costs, the relationship is in 'profit' but if the costs are greater than the rewards, the result is a 'loss', which leads to dissatisfaction and possibly breakdown. **(2)** SET assumes that we monitor costs throughout a relationship but Argyle argues that we only start to count costs after we have become dissatisfied. **(3)**

Thibaut and Kelly developed SET to include comparison of the relationship cost and rewards with alternatives. They suggest we compare the present relationship with a past relationship (CL) and the present relationship with others on offer (CL Alt). If the current relationship is less rewarding than either of these, there is dissatisfaction and breakdown is likely. SET is criticised because it assumes people are self-centred and spend time thinking about their relationships. Duck argues that people only start to consider alternatives after they are dissatisfied. Also evidence shows that people often remain in costly abusive relationships. Those in such relationships argue that they can't leave because they have too much invested. **(4)**

The investment model proposes that commitment maintains a relationship and determines when it will breakdown. Commitment is based on satisfaction with the relationship, belief that it offers better rewards than alternatives, and substantial investments. Evidence to support this model comes from Impett's 18 month study of married couples and a study of women in a refuge who had already left their partners. **(5)** However in a study of abusive relationships it was found that people who had been abused most were often most committed to the relationship. **(6)**

Equity theory is based on the assumption that people expect that a relationship is fair. People will feel satisfied if what they put into the relationship is comparable with what they get out of it. If one person thinks the relationship is not equitable, this can lead to resentment and either action to restore balance and maintain the relationship or to breakdown. De Maris in a study of American couples found that women's feelings of poor equity in the relationship was an important predictor of breakdown. In a longitudinal study of over 200 couples it was found that, as the model predicts, satisfaction ratings were related equity ratings made one year earlier. The majority of men and women felt their relationship was equitable, 65% women felt they put more into the relationship than they got out of it as compared with men. (7)

This longitudinal method holds participant variables constant and depicts the sequence and continuity of relationships rather than just giving a snapshot. (8) But by asking questions about costs and benefits researchers in this and other studies are biasing the findings and neglecting other possible explanations. Hence the theory may be (9) an "artefact of the methodology".

The equity model seems to explain maintenance and breakdown of western relationships, but is less effective in collectivist non western cultures or in cultures where the freedom to leave a relationship is limited by laws and social norms. These economic theories are ethnocentric (10) and an etic analysis or an attempt to apply them in other cultures would be inappropriate.

Duck has argued that by focusing on narrow aspects of relationships at a particular point in time rather than taking a more holistic view research has misrepresented relationships and it would be better to study them as processes rather than states. (11) Duck's model of dissolution of relationships does just this, describing four stages in breakdown, however this could be criticised as it does not explain why relationships breakdown. A good theory should explain not just describe.

Point-by-point comments

- (1) Useful introduction that justifies consideration of reward/need theories.
- (2) Concise description of theories.
- (3) An assertion that would benefit from evidence to support it.
- (4) Effective AO2 in which the line of argument is clear.
- (5) Potentially relevant evaluative material that would gain more credit if there was more detail and consideration of the quality of the evidence.
- (6) Significance of this is not clear.
- (7) Detail here is not accurate.
- (8) A potentially useful point not elaborated.
- (9) Useful commentary on methodology.
- (10) Issues and debates used in effective evaluation.
- (11) This commentary hints at reductionism and that a reductionist approach may well distort understanding.

Examiner comments

As is often the case with essays on relationships, this answer is particularly long. If candidates spend too much time on one answer, other answers will suffer. However, the balance of description of theories (AO1) and commentary (AO2/3) is appropriate and reflects the greater number of AO2/3 marks.

The description of theories is sound though the decision to cover such a wide range of theories means that although all are relevant, none are described in depth/detail. Most of the information provided is accurate and has been expressed succinctly.

*The commentary is sound and focused throughout. A range of evaluative points is made. These include both commentary specific to particular theories and more general commentary. In most instances, the points made have been developed reasonably well and reflect good understanding of the theories. There is evidence of issues and debates being used effectively and thoughtful evaluation of methodology. Ideas have been expressed clearly and fluently with good use of psychological terminology. **AO1: 7/9, AO2/3: 15/16***

Total 22/25

PSYA3 Aggression**(25 marks)**

(a)	Briefly outline infidelity and jealousy as evolutionary explanations of aggression.	(4 marks)
(b)	Outline one or more social psychological explanations for aggression.	(5 marks)
(c)	Evaluate social psychological explanations for aggression.	(16 marks)

(a) AO1 = 4 marks: For knowledge and understanding of infidelity and jealousy as evolutionary explanations of aggression.

Key points might include ensuring reproductive success. Infidelity threatens reproductive success for men. It creates sexual jealousy and uncertainty about paternity. In women, reproductive success is threatened by emotional jealousy and concerns about access to resources to support self and offspring. These provide motivation and target for aggression.

Examiners should be sensitive to the marks available for this question part.

AO1 mark bands

4 marks	Outline is reasonably thorough, accurate and coherent
3-2 marks	Outline is limited, generally accurate and reasonably coherent
1 mark	Outline is weak and muddled
0 marks	No creditworthy material

(b) AO1 = 5 marks: For knowledge and understanding of one or more social psychological explanations for aggression.

Candidates may focus on one or more explanation. Possible explanations include SLT, deindividuation, relative deprivation or cue arousal. The requirement is to outline the theory/explanation(s), not the research or evidence, so, in the case of SLT, a straight description of the procedures of the Bandura bobo doll study is unlikely to gain credit. Where description of a study is *used* to show knowledge of the explanation, the knowledge of the theory should be credited. Where candidates choose to outline a number of explanations, there will be a depth v breadth trade-off.

AO1 mark bands

5-4 marks	Outline of one or more explanations is thorough, accurate and coherent
3-2 marks	Outline of one or more explanations is limited, generally accurate and reasonably coherent
1 mark	Outline of one or more explanations is weak and muddled
0 marks	No creditworthy material

AO2/3 = 16 marks: Analysis, evaluation and commentary on social psychological explanations for aggression.

A clear source of evaluation would be on research findings that support or challenge explanations of aggression. Discussion might focus on the quality of the research and confidence in the findings, reliability, validity and scope for generalisation. An alternative source of commentary would be the success or otherwise of social explanation in accounting for aggressive behaviour.

Comparison of explanations with physiological explanations may be introduced and earn AO2 credit if used effectively to evaluate social psychological explanations. Indicative issues, debates and approaches relevant to this question could include nature/nurture, ethical issues, cultural bias, reductionism and determinism, use of animals in research.

AO2/3 mark bands

16-13 marks Effective

Commentary and evaluation demonstrate sound analysis and understanding. 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 and 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.

8-5 marks Basic

Commentary and 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.

4-1 marks Rudimentary

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

0 marks

No creditworthy material is presented.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

(a) Evolutionary theory explains that infidelity triggers an emotional state and disrupts status quo. In females infidelity of a male partner causes emotional jealousy and concerns about whether he will have the time, resources/money to support her and possible offsprings and so threaten her reproductive success, and fail to provide conditions for a child to thrive. Thus aggression that prevents infidelity is adaptive. In males infidelity in female partner triggers sexual jealousy and uncertainty about paternity. Aggression associated with infidelity is based on suspicion. Jealousy is an adaptive behaviour to ensure exclusivity and keep ones mate. In males it involves mate tending and guarding including aggression to prevent infidelity.

Examiner comments

(a) This is a concise and well focused outline of the theory, with an appropriate level of detail for a 4 mark answer. **AO1: 4/4**

(b) Deindividuation is where social norms that normally prevent aggression are weak because a person loses their sense of individual responsibility. The likelihood of being aggressive increases because self restraint and fear about how others would judge us is reduced, and impulsiveness increases. This happens when an individual joins a crowd or becomes a member of a group. It is also caused by anonymity eg wearing a uniform, and states of consciousness related to alcohol or drugs. **(1)**

People normally refrain from aggressive behaviour because they can be identified and social norms inhibit antisocial behaviour. In a crowd a person is unidentifiable **(2)** and there is less chance of negative evaluation by others, accountability and less guilt. Later versions of the theory stress that it is reduced private self awareness rather than public self awareness (being anonymous). If a person is self aware they tend to act in accordance with internalised attitudes and values.

Point-by-point comments

- (1)** A good clear statement that alone would gain 4 marks.
(2) This is a bit repetitive but sets up the following point about later versions.

Examiner comments

(b) The description of the theory is clear and well structured. The candidate has selected a theory that can be explained reasonably well in the time available for a 5 mark answer. The elaboration in the second paragraph includes a little repetition but results overall in a reasonably thorough outline. **AO1: 5/5**

(c) Social psychological theories of aggression involve a number of different approaches in psychology and contrast with the biological explanations. Social learning explanation is based on the behaviourist principles along with a cognitive element. **(3)** The bobo doll evidence on which the theory is based has been criticised for lacking ecological validity because the experiment was done in a laboratory and isolated participants from a normal social setting. The procedure could have included demand characteristics that affected the validity of the findings. **(4)** Although there is support for SLT from evidence that the media affects the level and nature of aggression it could be argued that the results could just as easily be explained by relative deprivation or frustration. **(5)** Yet the relative deprivation theory is equally limited in that it fails to explain the cognitive processes involved in self perception, making comparisons and deciding who we compare ourselves with.

Deindividuation explanation of aggression is supported by studies such as those of Watson who found warriors whose dress disguised their identity were more aggressive and Zimbardo's semi replication of Milgram's study. Female participants who were deindividuated by hoods and overalls delivered more shocks and Deiner's naturalistic observation of trick and treat that showed reduced moral standards if children were unidentifiable. **(6)** However in spite of this and evidence from actual violent crimes where disguises were worn, being part of a group or crowd and anonymity do not always result in aggression. Gergen's studies showed that these conditions do reduce inhibitions but do not necessarily result in aggression. Other factors can determine if reduced inhibition leads to aggression.

Social psychological research into aggression has been done in lab settings in western culture and so needs to be considered carefully as such theories may not be applicable to non western collectivist cultures. **(7)** Social psychological theories are less reductionist than biological theories and so are generally more effective in explaining the complexity of human aggression. For example evolutionary explanations of aggression as a response to jealousy and infidelity fall short in that not all people whose partners are unfaithful are aggressive. Whilst social psychological theories stress the nurture side of the debate and are environmentally determinist the reduction of aggression to hormonal and neurochemical explanations is very deterministic it puts responsibility for aggression beyond the individual. **(8)**

Point-by-point comments

- (3)** Evidence here of analysis that could have been elaborated to gain more credit.
- (4)** Methodological evaluation is apt but somewhat limited.
- (5)** A good point that again could have been elaborated.
- (6)** This sentence is packed with three different types of research evidence, suggesting strength of support.
- (7)** This point is correct but would have benefited from explaining the consequences of inappropriate application.
- (8)** This last paragraph is not well structured. Although relevant points are made, it lacks coherence.

Examiner comments

(c) The candidate has focused on the question requirements well, avoiding the pitfall of many candidates who end up describing more theories, rather than evaluating social psychological theories. There is a combination of specific evaluation of SLT and deindividuation with an attempt to provide a broad evaluation of social theories in comparison with biological theories: however, the latter is not as well structured. Overall, there is reasonable commentary with some attempt to use issues and debates, though the line of argument is not always clear. AO2/3: 13/16

Total 22/25

PSYA3 Eating behaviour**(25 marks)**

Outline and evaluate biological explanations of eating behaviour. (9 marks + 16 marks)

AO1 = 9 marks: For knowledge and understanding of biological explanations of eating behaviour.

This is a very broad question and could be answered in a variety of ways. This section of the specification includes the role of neural mechanisms in regulating eating and the evolutionary explanations of food preferences. As the whole topic is on eating behaviour, an answer that argues that eating disorders are examples of eating behaviour and provides sound description of biological explanations of eating disorders would be creditworthy. The question asks for explanations in the plural, so at least two explanations are required. Answers are most likely to focus on the following:

- the role of the VMN and LN of the hypothalamus – the satiety and feeding centres
- the role of hormones such as ghrelin, CCK and leptin, and neurotransmitters such as orexigenics and anorexigenics, for signalling feeding and satiety
- evolutionary explanations of food preferences.

Credit outline in the form of an accurate detailed diagram of the dual centre model.

AO1 mark bands

9-8 marks Sound	Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth/depth. Organisation and structure of the answer are coherent.
7-5 marks Reasonable	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.
4-3 marks Basic	Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2-1 marks Rudimentary	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.
0 marks	No creditworthy material.

AO2/3 = 16 marks: Analysis and evaluation of biological explanations of eating behaviour.

A clear source of evaluation would be research findings that support or challenge explanations of eating behaviour. Discussion might focus on the quality of the research and confidence in the findings, reliability, validity and scope for extrapolation in the case of animal studies. An alternative source of evaluation would be the success of the application of biological explanations. Comparison with psychological explanations may earn credit if used effectively to evaluate biological explanations. Indicative issues, debates and approaches relevant to this question could include nature/nurture, reductionism and determinism, use of animals in research.

AO2/3 mark bands

16-13 marks Effective

Commentary and evaluation demonstrate sound analysis and understanding. 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 and 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.

8-5 marks Basic

Commentary and 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.

4-1 marks Rudimentary

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

0 marks

No creditworthy material is presented.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

Evolutionary explanations provide biological explanations of eating behaviour. Food preferences are affected by neophobia, an inherited avoidance of unfamiliar foods and avoidance of certain foods occurs to protect our health eg food fads and morning sickness during pregnancy. Taste aversion, learning based on a single pairing of a food and sickness, helps us to avoid bad foods. These evolutionary explanations are difficult to test and fail to take into account the era in which we live where food is plentiful and often not natural but full of artificial ingredient. **(1)**

Neural mechanisms provide more convincing biological explanations. The digestive tract and the hypothalamus play a significant role in eating behaviour. The lateral nucleus of the hypothalamus contains the feeding centre. This initiates eating. It responds to decreased blood glucose and increase in ghrelin a hormone released from the stomach when it is empty. The ventro-medial nucleus of the hypothalamus contains the satiety centre. This inhibits eating behaviour when we are full. This responds to an increase in blood glucose, a decrease in ghrelin and to CCK a hormone released when food is detected in the duodenum and leptin a long term satiety signal released by fat cells.

Other hormones released by the endocrine system play a role in eating behaviour. These include insulin, which allows glucose in the bloodstream to enter and be stored in cells, and glucagon, which releases glucose from the liver. Orexigenics are neurotransmitters that play an important role in stimulating feeding whilst anorexigenics inhibit feeding behaviour. **(2)**

Studies such as those involving lesions to the LVM and LN hypothalamus in rats have supported the role of the hypothalamus in regulating eating behaviour and studies involving electrical stimulation of these centres have confirmed their role in feeding and satiety. Such studies provide sound scientific evidence but there is the issue of extrapolating finding from rats to humans. **(3)**

Cummings study monitored participant's ghrelin levels every 5 minutes and participants had to assess their level of hunger every 30 mins. In 5 of the 6 participants there was a significant correlation between ghrelin levels, emptiness of the stomach and hunger. Whilst the results support the theory of the role of ghrelin the study used a small sample limiting how far the findings can be generalised and it is likely that the participant's subjective judgements of hunger were influenced by expectations of food based on meal times **(4)** cultural factors rather than biological factors.

However further support comes for studies of ghrelin injections that result in increased food intake in animals and evidence that gastric bands used in treating obesity reduce ghrelin secretion. Deficiencies in the neural mechanisms and the hypothalamus have contributed to our understanding of eating disorders.

These biological explanations of eating behaviour are in many ways successful because they are reductionist. **(5)** By focusing on this level of analysis many aspects of feeding and satiety have been at least in part explained and by focusing on the role of nature rather than nurture these explanations are also biologically determinist. Something many obese people would welcome as it would mean they are not responsible for their condition. However there is substantial and convincing evidence that social, cultural and psychological factors affect our eating behaviours as is evident from psychological explanations of eating disorders such as psychodynamic explanations, enmeshments, and the role of the media.

Point-by-point comments

- (1) This paragraph is focused and relevant, though the description is limited and the evaluation is superficial.
- (2) In contrast to the first paragraph, this is much more detailed, is generally accurate, shows understanding of the concepts and mechanisms and uses a good range of terminology correctly.
- (3) Evaluation here is apt, but the evidence would benefit from more detailed elaboration, in terms of the implications for the explanation.
- (4) Here the research evidence is described succinctly but the detail triggers evaluation which has implications for the explanation.
- (5) Interesting that reductionism is seen as productive. Some effective use of issues and debates.

Examiner comments

This essay is well focused on biological explanations and provides detailed, generally accurate, knowledge and understanding of a good range of biological explanations. The amount of description is a little heavy in comparison with the proportion of the essay devoted to evaluation. The main body of the answer is reasonably well structured, with some sound use of research evidence and issues and debates to evaluate the explanations. QWC is sound, with a good use of terminology. AO1: 7/9, AO2/3: 12/16

Total 19/25

PSYA3 Gender**(25 marks)**

Discuss social influences on gender roles.

(9 marks + 16 marks)

AO1 = 9 marks: For knowledge and understanding of social influences on gender roles.

Candidates are likely to focus on the different sources of influence and the processes of influence. Sources might include parents, peers, school, media etc. Processes might include conditioning and reinforcement, social learning imitation and modelling, schemas. In the time available, candidates would not be expected to cover all sources/processes. Two sources in good detail should access the full range of marks.

AO1 mark bands

9-8 marks Sound	Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth/depth. Organisation and structure of the answer are coherent.
7-5 marks Reasonable	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.
4-3 marks Basic	Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2-1 marks Rudimentary	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.
0 marks	No creditworthy material.

AO2/3 = 16 marks: Analysis, evaluation and commentary on social influences on gender roles.

A clear source of evaluation would be research findings that provide evidence of the fact that the sources do influence gender roles and evidence that supports or challenges explanations of process of influence. Discussion might focus on the quality of the research, confidence in the findings, reliability and validity of the research.

Comparison of the relative influence of different sources would be creditworthy, as would comparison of different explanations of the processes of influence.

Indicative issues, debates and approaches relevant to this question could include nature/nurture, cultural bias, ethical and methodological issues.

AO2/3 mark bands

16-13 marks Effective

Commentary and evaluation demonstrate sound analysis and understanding. 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 and 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.

8-5 marks Basic

Commentary and 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.

4-1 marks Rudimentary

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

0 marks

No creditworthy material is presented.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

Psychological research suggests that parents, peers, teachers, school and the media all influence children's understanding and adoption of gender roles.

The behavioural approach proposes parents, teachers, peers influence children's learning of gender role behaviours through conditioning. Operant conditioning is based on the assumption that consequences of a behaviour determine whether it will be repeated. When gender appropriate behaviour is positively reinforced it will be repeated in future.

(1)

In a meta-analysis of 175 studies that analysed how parents treat boys and girls it was found that boys and girls were reinforced differently by their parents for sex appropriate activities. In particular, fathers treated sons and daughters more differently than mothers did. Fathers positively reinforced their son's gender appropriate behaviour eg toy choice or boys doing outside jobs or chores and Segal found they more often responded negatively to feminine play in sons. These findings support Maccoby who found that parent's reinforced sex typed behaviours, including game and toy choice.

Durkin (1995) argued that peers are in fact more important in gender role reinforcement than parents. This was supported by Archer who found children as young as three criticised peers for cross-sex play. **(2)**

Tenebaum argues that parent's gender schemas are more important in shaping gender than the ways parents behave and modelling and reinforcement. In a meta analysis of studies of the relationship between parents' and children's gender schemas he found that there was a weak but significant correlation. However the study involved over 10000 ppts so even a weak correlation would be significant and as they were all from America, Europe or Israel there is the possibility of cultural bias. Findings based on this sample cannot be generalised to non-western and collectivist cultures. **(3)**

Social Learning Theory argues that reinforcement plays a role but gender is learned through observation and imitation of role models and by seeing the consequences of gender appropriate behaviour (vicarious learning). Children select which models to copy selecting to copy parents, siblings, peers of the same sex and/or models who seem to be powerful/ in control of resources. Fagot found more gender role stereotyping in traditional families than in families where parenting was shared. Schools influence gender roles by teachers as role models, reinforcements and the hidden curriculum.

The media provides stereotyped gender role models with boys magazines focusing on sports and computer games, whereas girls magazines focus on fashion, and relationships. The inference being that copying the models will result in positive consequences. (4)

Behaviourist and social learning explanations of gender strongly emphasise the role of influence of society and learning processes and therefore represent the nurture side of the nature vs nurture debate. The implication being that gender roles are determined by social and cultural forces and can change. Similarly, social constructionists argue that ideas about gender are constructed and are transmitted through language.

Cross-cultural studies of gender roles indicate that collectivist cultures encouraged the development of feminine traits for both men and women, whereas, individualistic cultures encouraged the development of masculine traits for both men and women as is evident from Bem's concept of androgyny. Gender roles vary within, as well as between, cultures. (5)

Point-by-point comments

- (1) Concise outline of conditioning applied to gender.
- (2) Descriptive account of evidence supporting reinforcement. This would gain more AO2/3 credit if there was some evaluation of the reliability/validity of the evidence.
- (3) This paragraph provides effective well-developed commentary which could have been elaborated by *discussion* of the potential for cultural bias.
- (4) Useful to support this with research evidence.
- (5) Reasonable attempt to use issues and debates to comment on social influences and to analyse the arguments in terms of different approaches.

Examiner comments

The essay shows sound knowledge and understanding of social influences and the candidate provides a reasonably accurate and detailed description of a range of sources and processes of influence.

The commentary is variable in quality: however, there are a number of evaluation points that have been elaborated effectively and reflect understanding of both methodological issues and more philosophical issues, so taking the answer to the top of 'Reasonable' for AO2/3.

The answer is well focused throughout and there is a reasonably clear line of argument. It is a genuine discussion, with the main commentary and elaboration interwoven. It is a pity that the discussion of issues was not also interwoven. Quality of written communication is sound with appropriate use of grammar, punctuation and psychological terminology. AO1: 7/9, AO2/3: 12/16

Total 19/25

PSYA3 Intelligence and learning**(25 marks)**

Discuss the role of genetic and environmental factors in intelligence test performance.
(9 marks + 16 marks)

AO1 = 9 marks: For knowledge and understanding of the role of genetic and environmental factors in intelligence test performance.

Candidates are likely to focus on research evidence from family and adoption studies, and studies of twins reared together and apart.

Credit also explanation of the rationale of these studies and studies of the contribution of environmental factors such prenatal environment, SES, compensatory/enrichment programmes, nutrition.

AO1 mark bands

9-8 marks Sound	Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth/depth. Organisation and structure of the answer are coherent.
7-5 marks Reasonable	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.
4-3 marks Basic	Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2-1 marks Rudimentary	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.
0 marks	No creditworthy material.

AO2/3 = 16 marks: Analysis, evaluation and commentary on role of genetic and environmental factors in intelligence test performance.

A clear source of commentary would be through evaluation of research findings and methodology. Discussion might focus on the quality of the research, confidence in the findings, reliability and validity of the research.

Discussion of heritability estimates and comparison of the relative influence of nature and nurture would be creditworthy, as would comparison of different environmental influences on test performance.

Commentary on the implications of both nature and nurture arguments would be creditworthy, as would discussion of the socially sensitive nature of the research area and implications for policy and practices.

Indicative issues, debates and approaches relevant to this question include nature/nurture, determinism, cultural bias, ethics of socially sensitive research and methodological issues.

AO2/3 mark bands

16-13 marks Effective

Commentary and evaluation demonstrate sound analysis and understanding. 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 and 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.

8-5 marks Basic

Commentary and 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.

4-1 marks Rudimentary

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

0 marks

No creditworthy material is presented.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

Environmental influences on intelligence test performance include the influence of the womb environment. Evidence to support this comes from studies that showed children whose mothers smoked more than 20 cigarettes a day during pregnancy did badly on intelligence tests at ages 18 or 19. Maltby found alcohol intake during pregnancy affected test performance. **(1)**

In a study in S Wales it was found that children given vitamin and mineral pills for eight months showed increased non-verbal test performance. The study controlled for the "hawthorn effect" finding the placebo group showed slight but not significant increase. Later studies showed the effect was only evident where children's diet was deficient.

Social, cultural and SES also influence performance in that experiences and cognitive stimulation from the home, media, schools etc can increase performance. **(2)** Also the tests themselves are not culture free or culture fair. Language based items are biased in favour of the well educated and create ethnic biases. Nonverbal items are less biased but still present difficulties. **(3)** However intelligence test performance is determined by a combination of genetic and environmental influences.

By estimating the contribution of genetics we can assess the role of the environment. Psychologists use 3 types of study to estimate the genetic contribution. Family studies where correlations in IQ between children and biological parents can be explained by genes. However they also share the same environment so alone they cannot show the relative contributions of nature and nurture. By comparing similarity of children to their biological parents with the similarity of children to their adoptive parents it is possible to estimate the biological/genetic contribution.

Twin studies provide the most reliable data in relation to nature-nurture **(4)** and IQ. As MZ twins (one egg split) have the identical genes whilst DZ (2 separate eggs) twins share approx 50% of genes. The higher correlation of IQ for MZ twins compared with DZ twins indicates a significant genetic role if we assume their environment to be equally similar but it is likely that MZ twins who look alike will be treated in a more similar way than DZ twins who may be different sex. **(5)**

Point-by-point comments

- (1)** The candidate gets down to focusing on the question in the first paragraph, giving detail of environmental influence supported by evidence, though there is no commentary on the reliability or validity of the evidence.
- (2)** This point is very general and is not evaluated by reference to research evidence.

- (3) Limited but relevant commentary touching on the issue of bias.
- (4) Given the criticisms of actual twin studies, eg Burt, this is not accurate.
- (5) The content is reasonably accurate and detailed but is not explained clearly.
- (6) Using meta analysis is legitimate. The figures are accurate.
- (7) Some useful general evaluation of the studies.

Examiner comments

The essay shows sound knowledge and understanding of environmental and genetic influences and some accurate detail of relevant research evidence. However, the commentary is basic it focuses on a few comments on the evidence and the nature/nurture debate but does not follow through to consider the implications of such research.

The question/topic offers the opportunity to explore a range of issues and debates such as culture, gender bias and determinism, and to raise the issue of socially sensitive research, and the implications of the nature/nurture debate for enrichment programmes.

Candidate should note the rubric for Unit 3 that advises them to make reference to approaches, issues and debates in their answers.

The quality of written communication is generally sound with evidence of appropriate use of terminology. AO1: 8/9, AO2/3: 8/16

Ridley's meta analysis of twin studies shows strong support for the role of genetics in intelligence test performance with a concordance rate of .86 for MZ twins reared together, .76 for MZ twins reared apart and .55 for DZ twins reared together. (6) This data suggests approx 50% heritability. However there are many limitations to twin studies. Zygosity in early studies was not reliably identified. We can't always assume being reared together gives the same experience even the experience in the womb is slightly different and being reared apart may not give different environments due to adoption policies. The practice of calculating heritability estimates assumes that the performance is the result of nature plus nurture when in fact it is the interaction of the two that determines performance genetics providing potential and nurture determining how much of the potential is shown. (7)

Total 16/25

Point-by-point comments

- (1) The candidate gets down to focusing on the question in the first paragraph, giving detail of environmental influence supported by evidence, though there is no commentary on the reliability or validity of the evidence.
- (2) This point is very general and is not evaluated by reference to research evidence.
- (3) Limited but relevant commentary touching on the issue of bias.
- (4) Given the criticisms of actual twin studies, eg Burt, this is not accurate.
- (5) The content is reasonably accurate and detailed but is not explained clearly.
- (6) Using meta analysis is legitimate. The figures are accurate.
- (7) Some useful general evaluation of the studies.

Examiner comments

The essay shows sound knowledge and understanding of environmental and genetic influences and some accurate detail of relevant research evidence. However, the commentary is basic it focuses on a few comments on the evidence and the nature/nurture debate but does not follow through to consider the implications of such research.

The question/topic offers the opportunity to explore a range of issues and debates such as culture, gender bias and determinism, and to raise the issue of socially sensitive research, and the implications of the nature/nurture debate for enrichment programmes.

Candidate should note the rubric for Unit 3 that advises them to make reference to approaches, issues and debates in their answers.

The quality of written communication is generally sound with evidence of appropriate use of terminology. AO1: 8/9, AO2/3: 8/16

Total 16/25

PSYA3 Cognition and development**(25 marks)**

- (a) Explain what is meant by Theory of Mind. **(4 marks)**
- (b) Outline and evaluate research into the development of Theory of Mind. **(5 marks + 16 marks)**

(a) AO1 = 4 marks: For knowledge and understanding of Theory of Mind.

Key points might include some of the following:

- ability to understand and read the mind of others
- recognising that others may have different belief
- concept of false beliefs
- ability to perceive the world from another's perspective
- complex ability that allows us to predict others beliefs and actions

Examiners should be sensitive to the marks available for this question part.

AO1 mark bands

4 marks	Outline is reasonably thorough, accurate and coherent
3-2 marks	Outline is limited, generally accurate and reasonably coherent
1 mark	Outline is weak and muddled
0 marks	No creditworthy material

(b) AO1 = 5 marks: For knowledge and understanding of research into the development of Theory of Mind.

Candidates may focus on one or more examples of research into TOM, though focusing on just one study may restrict the range of evaluation. The description of research is only worth 5 of the 21 marks for part (b). Description may focus on the methodology and/or the findings of the research.

Possible studies include Wimmer and Perner (1983) Maxi and the chocolate, Perner (1987) smarties task, Baron Cohen (1985) Sally-Ann task, the strange stories tasks and his research into social cognition of autistic children. Credit also Selman's study of stages in perspective taking as an investigation into a central element of TOM (1974). Where candidates choose to outline a number of studies, there will be a trade-off of depth v breadth.

AO1 mark bands

4-5 marks	Outline of research is thorough, accurate and coherent
3-2 marks	Outline of research is limited, generally accurate and reasonably coherent
1 mark	Outline of research is weak and muddled
0 marks	No creditworthy material

AO2/3 = 16 marks: Analysis, evaluation of research into the development of theory of mind.

Evaluation is likely to focus mainly on the methodology of the research and the contribution of the research findings to understanding of TOM/social cognition development. Discussion of the quality of the research, sampling, operationalising of variables, confidence in the findings, reliability and validity should be credited.

An alternative source of commentary would be the contribution of the research to our understanding of social cognition, the extent to which it has stimulated further research and scope for application particularly in relation to understanding autism.

Indicative issues, debates and approaches relevant to this question could include ethical issues, cultural bias, nature/nurture, reductionism and determinism.

AO2/3 mark bands

16-13 marks Effective

Commentary and evaluation demonstrate sound analysis and understanding.

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 and 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.

8-5 marks Basic

Commentary and 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.

4-1 marks Rudimentary

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

0 marks

No creditworthy material is presented.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

(a) Theory of mind refers to the ability to understand and “read” the mind of others. TOM requires understanding that others may have different beliefs to ours and these may be false beliefs. It also involves being able to take another’s perspective and so see things from their POV, empathise with their situations and predict their behaviour. For this reason TOM is important for social development and interpersonal skills. **(1)**

Point-by-point comments

(1) A clear and detailed explanation of the concept.

Examiner comments

(a) Provides sufficient accurate detail to gain full marks. **AO1: 4/4**

(b) Studies of TOM use false belief tasks to assess the age at which children understand that another individual can have a (false) belief which is different from their own belief. In Wimmer and Perner’s chocolate bar task the child is shown two dolls, Maxi and Maxi’s mum. Maxi puts the chocolate in the blue cupboard then goes out to play. While he is out Mum moves the chocolate to the green cupboard. The child is asked which cupboard Maxi will look in to find his chocolate. A child who has developed TOM will realise that Maxi did not see his mum move the chocolate and so will say the blue cupboard. Other similar false belief tasks such as the smarty tube filled with pencils have been used. In these tasks normal children 4yrs and older showed TOM but autistic children did not. **(2)**

The smarty task has been criticised as the children may have had difficulty with the wording of the question. What do you think is in the tube. Osborn found that if the child was asked what their friend would think was in the tube before the lid was opened they found that autistic children of less than 4 showed TOM. When children as young as 3 were shown the full sequence of events and could visualise the task their answers showed TOM. **(3)**

Baron Cohen’s Sally-Ann and the marbles task involved 27 normal children aged 4.5 yrs and 20 autistic children and 14 with Downes syndrome about 11 years old. All were asked 3 questions. The belief question - where will Sally Ann look for the marble, the reality question - where is the marble and the memory question - where was the marble at the beginning. All could answer the reality and memory question but the only 20% of the autistic children answered the belief question correctly compared to 80% of the normal and downes children. **(4)**

This study was very carefully controlled. The samples were matched in terms of mental age to ensure the child's answers reflected social cognition not just intelligence. However an alternative explanation for the apparent lack of TOM could be poor language ability. **(5)** The study supports Selman's stages in perspective taking and along with other studies has contributed to our understanding of social cognition development and in particular our understanding of autism. **(6)** Research into mirror neurons provides a biological explanation for some aspect of the development of TOM.

Point-by-point comments

- (2)** Sound description of the procedure and conclusions of the study.
- (3)** The evaluative points are appropriate and by inference also show knowledge and understanding of a further study.
- (4)** This description of the research is accurate and detailed showing good knowledge and understanding. Appropriate material has been selected.
- (5)** Some basic evaluation that needs to be elaborated.
- (6)** Useful evaluation in terms of application and theoretical coherence.

Examiner comments

*(b) The candidate has provided accurate detailed description of research into the development of social cognition: however, the answer fails to reflect the weighting of the marks for part (b). There are only 5 marks for description of the studies and 16 marks for the evaluations of the research. The evaluative points made are creditworthy but are insufficient in range and elaboration to take the answer out of the basic band. There is no reference to issues and debates. **AO1: 5/5, AO2: 6/16***

Total 15/25

PSYA4 Schizophrenia**(25 marks)**

- (a) Discuss one or more issues surrounding classification **and/or** diagnosis of schizophrenia. *(4 marks + 8 marks)*
- (b) Discuss what research has shown about **one or more** biological explanations for schizophrenia. *(5 marks + 8 marks)*

(a) AO1 = 4 marks: Knowledge and understanding of issues surrounding classification and/or diagnosis of schizophrenia.

The question requires outline of one or more issues. Candidates may focus on broadly generic issues such as the reliability and validity of classification and/or diagnosis, though this will need to be linked/applied to schizophrenia. Alternatively, they may adopt a narrower, more explicitly relevant, approach such as the issues surrounding classification and diagnosis of sub-types of schizophrenia.

Issues could include:

- reliability, validity and effectiveness of classification and/or diagnosis
- cultural, racial, gender bias
- labelling
- symptom overlap with other disorders
- lack of homogeneity (sub-types).

Credit other relevant issues. Examiners are reminded that this is a short essay with a maximum of 4 AO1 marks.

AO1 mark bands

4 marks	Outline is reasonably thorough, accurate and coherent
3-2 marks	Outline is limited, generally accurate and reasonably coherent
1 mark	Outline is weak and muddled
0 marks	No creditworthy material

AO2/3 = 8 marks: Analysis, evaluation and commentary on one or more issues surrounding classification and/or diagnosis of schizophrenia.

Analysis may take the form of explanation of the issue(s). For example, the issues of reliability might be explained in terms of variation in criteria for diagnosis (DSM/ICD), use of additional diagnostic tools, eg St Louis criteria, problems of symptom overlap with other disorders.

Commentary could focus on:

- the advantages and limitations of classification and diagnosis, in relation to understanding and researching the aetiology, identifying appropriate/effective treatment
- wider implications associated with labelling the person rather than the disorder, implications for employment, cultural and racial biases associated with the criteria and with the use of criteria in diagnosis
- the role of classification in how science works.

Examiners are reminded that this is a short essay with a maximum of 8 AO2 marks.

AO2/3 mark bands

8-7 marks Effective	Commentary and evaluation demonstrate sound analysis and understanding. The answer is well focused and shows coherent elaboration and/or a clear line of argument. 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 evaluation demonstrate reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. 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 evaluation demonstrate basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.
2-1 marks Rudimentary	Commentary and evaluation are rudimentary, demonstrating very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, and is often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.
0 marks	No creditworthy material is presented.

(b) AO1 = 5 marks: Knowledge and understanding of what research has shown about biological explanations for schizophrenia.

The question requires outline description of what research has shown. Detailed consideration of one explanation is sufficient to access marks in the top band.

Candidates are likely to focus on the findings of research studies into the aetiology of schizophrenia or its different sub-types. They could legitimately report on the findings of studies into the effectiveness of therapies in so far as they provide evidence for or against the explanation.

Research into:

- genetic explanations: twin studies, eg Cardno (2002), MZ concordance 26.5% v DZ 0%. Studies of family relations, eg Ketty 14% biological relatives v 2.7% of adoptive relatives were schizophrenic. Tienara (1991) 10% v 1%. Meta analysis reviews such as Gottesman (1991). MZ twins 48% risk of developing schizophrenia v fraternal twins 17%, siblings 9%, parents 6%
- biochemical explanations: dopamine hypothesis, excessive dopamine activity at certain synapses caused by excess dopamine or over-sensitive receptors. Research mainly based on evaluating drug treatments, eg Farde
- PET scan of response to neuroleptics, eg Clozapine, use of L-dopa to treat Parkinsons gives schizophrenic-type symptoms
- structural abnormalities, eg reduced blood flow to frontal lobes, limbic system
- brain dysfunction: ventricle size 15% larger than normal (Torrey 2002). Pre-frontal cortex dysfunction linked to dopamine
- viral infection.

Credit can be given where specific studies have not been identified. Examiners are reminded that this is a short essay with a maximum of 5 AO1 marks.

AO1 mark bands

5-4 marks	Outline is reasonably thorough, accurate and coherent
3-2 marks	Outline is limited, generally accurate and reasonably coherent
1 mark	Outline is weak and muddled
0 marks	No creditworthy material

AO2/3 = 8 marks: Analysis, evaluation and commentary on what research has shown about one or more biological explanations for schizophrenia.

Commentary is likely to assess what research has shown by considering the quality of the research methodology, its reliability and validity. This might include reference to sampling and scope for generalisation, control of variables, the rationale of the methods, particularly with respect to genetic studies and studies of the effectiveness of therapies. It would be legitimate to refer to non-biological explanations that challenge the explanation or the evidence on which it is based.

Examiners are reminded that this is a short essay with a maximum of 8 AO2 marks.

AO2/3 mark bands

8-7 marks Effective	Commentary and evaluation demonstrate sound analysis and understanding. The answer is well focused and shows coherent elaboration and/or a clear line of argument. 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 evaluation demonstrate reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. 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 evaluation demonstrate basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.
2-1 marks Rudimentary	Commentary and evaluation are rudimentary, demonstrating very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, and is often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.
0 marks	No creditworthy material is presented.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

(a) There are problems with the diagnosis and classification in schizophrenia. There is not a set of symptoms that are required for diagnosis but some symptoms from each category. So two schizophrenics could have completely different sets of symptoms. Also these symptoms may overlap with symptoms of other disorders such as bipolar disorder or symptoms of brain disease or damage. **(1)**

A further difficulty in diagnosis is the stage of the disorder. It is only reliably diagnosed in the active stage where symptoms are numerous and evident. These problems are associated with the classification systems used. In science a good classification system would mean that the categories would be discrete and mutually exclusive but this is not possible with a disorder that has so many sub-types and symptoms. **(2)**

Another issue of diagnosis of schizophrenia is bias. Goater found that misdiagnosis of black people as schizophrenic was more likely than misdiagnosed **(3)** of white people. In many ways it is not just psychiatrists that may be biased it may be that there are some symptoms of schizophrenia that signal mental disorder in western culture but not in other cultures, eg hearing voices.

Point-by-point comments

- (1)** Two relevant issues are identified and presented in a way that suggests knowledge of criteria for diagnosis without describing the criteria in full.
- (2)** The issue is identified and explained, and by linking back to the preceding paragraph, there is elaboration.
- (3)** The study is appropriate but it would have been useful to elaborate on the methodology, and to use this to evaluate the evidence. The final paragraph implies that the diagnosis was done in different cultures, when it was a study based in London.

Examiner comments

(a) Given that this part of the question is worth virtually half the marks, the answer is very short. A number of relevant issues mainly associated with diagnosis were identified. Evaluative points are made but in most instances would have gained more marks if they had been elaborated, the lines of argument developed and the implications explored more fully. Alternatively, the essay could have considered other issues directly associated with classification. Whilst the content is sound and focused, it is limited in depth and range. There are some errors of grammar and punctuation but these do not compromise meaning. **AO1: 2, AO2/3: 4**

(b) Biological explanation for schizophrenia include genetic, viral, biochemical and brain dysfunction. Each has evidence to support it and evidence to challenge it along with other explanations that can explain the research findings.

Gottesmans study reports on a number studies. He found that if a child has schizophrenia there is a 9% chance of his sibling developing schizophrenia, whilst for MZ twins who share the same genes there is a 48% chance compared with DZ twins (as alike as siblings) that have a 17% chance. **(4)**

These rates are different from the Cardno study that found concordance rates of 26% for MZ twins and 0% for DZ twins. One explanation for the difference is that the Cardno study used strict diagnostic criteria to distinguish MZ from DZ twins. Earlier studies did not and so may not reflect the true degree to which genetics explain schizophrenia. As families share the same environments, the similarity could be due to the environment and MZ may have even more similar environments and experience the same environments at the same age and stage of development.

Research studies have controlled for some of these problems by looking at adopted children. Tienari studied 100 adopted children **(5)** who had schizophrenic mothers and compared them with 180 children who had been adopted but did not have a family history of schizophrenia. He found 15 of adopted children with schizophrenic mothers had schizophrenia but only 2 of the control group. By using the control group the evidence is stronger. **(6)** The other main issue with genetic explanations is that no single gene has been found for schizophrenia. Studies of mice showing social abnormalities and studies of schizophrenic families found defects in the pp33cc gene but this research is in early stages. **(7)**

Biochemical explanations are not an alternative to genetic explanations as it may be that the genetic abnormality causes the biochemical abnormality. Most research points to the dopamine hypothesis to explain schizophrenia. Too much dopamine activity at the synapses in the brain causes the symptoms. The extra activity could be because too much is produced or that the receptors are over sensitive.

Most of the research into the explanation comes from drug therapies such as phenothiazines that reduce schizophrenia by blocking the receptors and clozapine that reduces positive symptoms by occupying the dopamine receptors at the synapse. Post-mortem and PET studies show schizophrenics have more dopamine receptors than normal people. To add to this evidence Ldopa used for treating parkinsons increases dopamine activity and causes positive symptoms of schizophrenia. However it is only the positive symptoms that decrease, not the negative symptoms **(8)** and just because these drugs affect dopamine and symptoms of schizophrenia it can't be concluded dopamine is the cause. Newer studies show that symptoms can also be controlled by drugs that act on serotonin receptors as well as dopamine receptors. Lewandowski found that negative symptoms of schizophrenics may be the result of too little dopamine in prefrontal regions of the brain.

A more general issue is that sub types have very different symptoms and these may have different causes also diagnosis is not always reliable due to symptom overlap with bipolar disorder so participants may not be comparable. (9)

Point-by-point comments

- (4) Though the expression is clumsy, the detail is accurate.
- (5) Not quite accurate, but the understanding is evident.
- (6) The rationale could be elaborated.
- (7) This paragraph earns both AO1 and AO2/3 credit. There is a real discussion with one point leading to another. It demonstrates some reasonably accurate detail of studies and their methodology, and some focused evaluation. Given the balance of AO1 to AO2/3, it would not be sensible to spend a long time describing the studies in detail, but better (as has been done here) to focus on details of the studies that can be evaluated/commented on.
- (8) This does not seem to follow on. It is really important to spend just a little time reading through your essay and checking it.
- (9) Useful points but they need elaboration: what is the problem? If they are not comparable, what is the implication for the research?

Examiner comments

(b) The candidate has probably spent more than half his/her time on this part of the question, so it is quite long for a 13 mark essay. The extra time has been spent on the description of the research and findings rather than the evaluation. The evaluation and commentary that are provided are focused and sound, but are limited in scope and not always expressed clearly. There is, however, evidence of appropriate use of terminology. Some minor errors of grammar and punctuation. AO1: 5, AO2/3: 5

Total 16/25

PSYA4 Depression**(25 marks)**

Outline and evaluate psychological therapies for depression. (9 marks +16 marks)

AO1 = 9 marks: Knowledge and understanding of psychological therapies for depression.

The question requires an outline of more than one therapy. Candidates may focus on broadly different therapies, eg cognitive behavioural and psychoanalytic, or they may adopt a narrower approach considering two or more therapies from within one approach, eg CBT and REBT.

The outline of the therapy must be in the context of and suitable for treatment of depression. It should make reference to the aims and the process/techniques involved. Reference to the assumptions on which the therapy is based, the nature of the relationship between therapist and client, and the length of time therapy takes would also be creditworthy, though there need not be equal balance: if only one therapy is described, maximum of 6 marks.

AO1 mark bands

9-8 marks Sound	Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth/depth. Organisation and structure of the answer are coherent.
7-5 marks Reasonable	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. Max 6 marks for partial performance.
4-3 marks Basic	Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2-1 marks Rudimentary	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.
0 marks	No creditworthy material.

AO2/3 = 16 marks: Analysis and evaluation of psychological therapies for depression.

Therapies may be evaluated in terms of their effectiveness and their appropriateness. Effectiveness – this may include:

- issues associated with measuring effectiveness and criteria for judging the success of therapy
- evidence of effectiveness from evaluative studies, case studies, or comparison of different therapies or control samples
- the methodology, reliability and validity of studies cited.

Appropriateness – this may depend on:

- the severity or type of depression
- comparison with alternatives
- issues relating to culture
- factors relating to choice, such as financial or time constraints, side effects of revisiting painful events
- role of the client/therapist.

Evaluation may also refer to implications for policy/practices. Maximum of 9 marks if only one therapy is evaluated. Some evaluative points may be relevant to more than one therapy. Examiners should be sensitive to evaluation which candidates clearly intend to apply to more than one therapy.

AO2/3 mark bands

16-13 marks Effective	Commentary and evaluation demonstrate sound analysis and understanding. The answer is well focused and shows coherent elaboration and/or a clear line of argument. 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 and evaluation demonstrate reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning. Max 9 marks for partial performance.
8-5 marks Basic	Commentary and evaluation demonstrate basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.
4-1 marks Rudimentary	Commentary and evaluation are rudimentary, demonstrating very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, and is often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.
0 marks	No creditworthy material is presented.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

Cognitive-behavioural theories explain depression in terms of learned irrational or maladaptive thinking, so **(1)** Beck's cognitive behavioural therapy aims to challenge and alter negative beliefs and thoughts (the cognitive element) and alter dysfunctional behaviours that are maintaining the depression. (the behavioural part) It is supposed to be brief 3-4 months. In the initial session the therapist explores background information before starting the therapy. The therapy involves behavioural activation to identify pleasurable activities and how to make these happen more often. Graded homework to encourage the client to engage in increasingly rewarding activities. Thought catching recording negative thoughts and feelings so that the therapist can help the client to challenge them. There are 4 phases to therapy 1. increasing confidence and mood, 2 challenging habitual negative thoughts, 3 identifying negative thoughts, 4 changing key attitudes and beliefs. The client is like a scientist gathering evidence to challenge negative thoughts. **(2)**

Rational emotive therapy developed by Ellis attempts to replace a person's irrational thoughts with rational thoughts. The therapist's task is to make the client aware of these irrational negative or self-defeating ways of thinking.

Eg I must be perfect at everything I do. And then to challenge them by argument and confrontation so that the irrational belief is replaced. The result is increased self-esteem.

(3)

Cognitive therapies have been shown to be highly effective with recovery rates of 60% for a 12 week programme. This compares well with recovery rates for psychoanalytic therapy but it does depend on the type of depression. Bipolar depression is difficult to treat with any type of psychological therapy responding best to drug therapies. It may also depend on the person. For those who have very rigid attitudes and are resistant to change it is not effective. Kuyken showed CBT to be effective in treating and preventing relapse. CBT is often used in conjunction with drug therapy and whilst the drugs seem more effective in the acute phase in the latter phases CBT is more effective in reducing symptoms. Keller found drugs alone reduced symptoms for 55%, CBT alone 52%, but 85% with both drugs and CBT. **(4)**

Studies to evaluate CBT and REBT, like all studies of the effectiveness of therapy do encounter problems that make it difficult to judge their effectiveness. In the first place CBT is often undertaken after drug therapy or possibly some other therapy. Thus it is hard to decide what is attributable to the drugs and what to the CBT. The effectiveness of therapy could be more to do with the individual therapist than the therapy, clinical trials would be done by someone in favour of the therapy. (5) There is also the issue Hawthorn effect where the attention is causing the effect not the therapy. In a study by Hollon there were 3 groups of moderate to severe depression one group were given drug therapy one group cognitive therapy and the third group was given a placebo over the next year. (6) 40% of the cognitive therapy group relapsed 45% in the drug group and 85% in the placebo suggesting cognitive therapy has a real effect.

There are other factors that make CBT an appropriate treatment such as the role played by the therapist and client. In CBT the client plays an active role from the start has to gradually take control, learning how to manage things for himself whereas in REBT therapist plays a more controlling role confronting and challenging so the client is more passive but nowhere near as passive as the client's role in psychoanalytic therapy or biological therapy where dependency can develop.

The fact that CBT techniques are used in settings other than treating mental disorders means there is less of stigma attached to it. (7)

Point-by-point comments

- (1) A good link between the assumptions of the theory and the therapy.
- (2) The description of the therapy is sound. There is detail of techniques used and a brief outline of the steps in therapy. It depicts the therapy succinctly, leaving time for the evaluation.
- (3) By contrast, this description is limited in detail. It does, however, bring out a difference between the two cognitive therapies – a point picked up later in the essay.
- (4) Evaluative points have been supported by research evidence.
- (5) Methodological issues have been discussed, though the issues of judging effectiveness could have been elaborated.
- (6) Again, effective support for the point made, and accurate detail.
- (7) The point raised here provides evidence of breadth in the evaluation and an awareness of a range of issues.

Examiner comments

The candidate has provided an accurate and detailed outline of CBT and a brief outline of REBT. It is not essential that there is a balance. There is evidence of sound knowledge and understanding.

*There is an appropriate balance of AO2/3 to AO1 and the quality of the evaluation is good. It addresses a range of issues, with some in greater depth. Points of evaluation are supported by research evidence and there is coherent elaboration. Ideas are reasonably well structured, with effective use of psychological terminology, minor errors of punctuation giving rise to incomplete sentences. **AO1: 7, AO2/3: 14***

Total 21/25

PSYA4 Anxiety disorders*(25 marks)*

Outline and evaluate explanations for **either** phobias **or** obsessive compulsive disorder. Refer to research evidence in your evaluation. *(9 marks + 16 marks)*

AO1 = 9 marks: Knowledge and understanding of relevant explanations as applied to either phobias or OCD.

The question requires an outline of more than one explanation. Candidates may focus on broadly different explanations, eg the biological and behavioural, or they may adopt a narrower approach, considering two or more explanations from within one approach. Examiners will need to decide whether an explanation should be credited as either an outline (AO1) or is being used to evaluate an explanation that has already been outlined. Explanations outlined should make reference to the underlying assumptions about abnormality and the particular disorder being explained, and the causal mechanisms. In the case of phobias, explanations might include genetic explanations, dysfunction of neurons that produce GABA, psychodynamic (displacement of repressed feelings), behavioural (classical conditioning and learned preparedness) cognitive behavioural modelling.

AO1 mark bands

9-8 marks Sound	Knowledge and understanding are accurate and well detailed. A good range of relevant material has been selected. There is substantial evidence of breadth/depth. Organisation and structure of the answer are coherent.
7-5 marks Reasonable	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.
4-3 marks Basic	Knowledge and understanding are basic/relatively superficial. A restricted range of material has been presented. Organisation and structure of the answer are basic.
2-1 marks Rudimentary	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.
0 marks	No creditworthy material.

AO2/3 = 16 marks: For analysis and evaluation of explanations and of the evidence used to evaluate the explanations.

Explanations may be evaluated in terms of their coherence, effectiveness, whether there are inherent biases in the theory (gender, cultural), the extent to which evidence supports the explanation and the quality of the evidence in terms of methodological issues, reliability, validity, sampling. Evaluation may also address the implications of the explanation. Alternatively, explanations may be evaluated by comparison with other explanations.

Though not a requirement of this section, it is likely that candidates will make reference to issues and debates, possibly considering where the theory stands in relation to nature/nurture, and what the implications are of its assumptions, eg if it is nature and strongly deterministic, then it may also be socially sensitive and have implications for policy/practices.

AO2/3 mark bands

16-13 marks Effective	Commentary and evaluation demonstrate sound analysis and understanding. The answer is well focused and shows coherent elaboration and/or a clear line of argument. 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 and evaluation demonstrate reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of argument is evident. 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 and evaluation demonstrate basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.
4-1 marks Rudimentary	Commentary and evaluation are rudimentary, demonstrating very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure and is often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.
0 marks	No creditworthy material is presented.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

Phobias are excessive anxiety states that involve persistent irrational fear of an object of situation that out of all proportion to the danger or harm it can cause. There are different types of phobias specific phobias such as animals, blood injection type, situation phobias and others such as fear of choking. **(1)** There are also social phobias and agoraphobia. The different types of phobias is important as not all phobias can be explained in the same way.

Learning theory proposes that phobias are the result of classical conditioning. Based on study by Watson and Rayner of little Albert and the white rat it supposes that the person learns the anxiety and arousal through pairing the object of fear and an object the gives rise to an involuntary fear response. Because of the intensity of the response one trial is all that is needed for the response to be conditioned. As time goes by the person avoids the cs/object of fear and so is rewarded by feeling no fear so there is no chance that he will learn the object is harmless the phobia is perpetuated by operant conditioning. Di Nardo found 60% of people with fear of dogs could relate it to such an incident. Although this seems to support the explanation in the control group of non phobic people there were just as many who could recall such an incident. **(2)**

This explanation is rather simplistic **(3)** and can't explain why most phobics can't remember having such an experience and some develop fear of objects they have never encountered. This theory does not explain evidence that phobias can run in families. This is better explained by genetics and supported by studies such as Kendler where social and blood phobias show a particular link in families. 65 % of blood phobics have relations who are also blood phobic. **(4) (5)**

As an explanation of why we become phobic of some things but not others Seligman proposed a theory of learned preparedness. Evolution has made us more susceptible to conditioning if being anxious about the phobic object would help us to survive hence we are more likely to develop a phobia of snakes or spiders than of feathers or flowers. **(6)** This is supported by the frequency of phobias for eg snakes. Cook found that monkeys readily acquired fear of toy snakes and crocodiles but not a toy rabbit. However to extrapolate this as an explanation of phobias would be inappropriate.

The psychodynamic explanation for phobias is that anxiety resulting from repressed id impulses is displaced onto another object. In the case of Freud's analysis of Hans the phobia developed because of unresolved conflicts and the fear of the father (part of the Oedipus complex) was displaced onto horses. However because of the repression it is impossible to test Freud's explanation of the development of Hans fear of horses could equally well be explained by conditioning as at the age of 4 Hans had witnessed an accident involving a horse. Also Freud's explanation is based on a small number of case studies, in many cases he did not meet the patient but based the diagnosis and explanation on information reported by others. This could be open to bias and selective recall. (7)

Point-by-point comments

- (1) This introduction focuses on describing characteristics of phobias. Alone, this would not be creditworthy, but the final point in the first paragraph is later developed in paragraph 3 and so gains credit as reasonable evaluation.
- (2) Effective evaluation.
- (3) Evaluative points that would benefit from expansion, eg why is it simplistic?
- (4) Sound line of argument, but would benefit from some detail of research and comment on the methodology and implications.
- (5) Issues of accuracy: Ost's findings are mixed in here.
- (6) It is difficult to decide whether this material is intended to show knowledge of another explanation, or is intended as an evaluative point extending the learning explanation, thus counting as evidence that learning explanation has generated research/theory building (a feature of a good theory).
- (7) Some limited evaluation, but this is restricted to one study and the analysis lacks depth.

Examiner comments

The candidate has provided a reasonably accurate and detailed outline of the learning explanation, though the second explanation (psychoanalytic) is very brief and lacks detail. The evaluation of the learning theory is reasonably well developed, focusing on how other theories can provide as good if not better explanations for particular aspects of learning theory explanation. However, although evidence is cited to support the explanation, there is limited consideration of its quality and it is quite superficial. Some evidence cited is not accurate. As the question requires the use of evidence to evaluate, this aspect of the evaluation needed to be stronger. Strengthening this would also mean that the balance of AO2/3 to AO1 would more accurately reflect the requirements. The quality of written communication would have been better if the candidate had taken the trouble to read through what he/she had written. The minor errors do not compromise meaning but do not create a good first impression. AO1: 6, AO2/3: 9

Total 15/25

PSYA4 Media**(25 marks)**

(a)	Outline the Hovland-Yale model of persuasions.	(5 marks)
(b)	John is about to move from primary to secondary school. When looking round the schools, he and his mum agree that Greenway High comes top of their list and Rowan Lane a close second. When it comes to putting in the application form, John's mum sees that the chances of getting into Greenway are very slim and only people who put Rowan as first choice are given a place, so she puts Rowan as John's first choice. A few days later, when talking to John, she does not mention any of the good points about Greenway, only weaknesses that she had just noticed in their brochure. Explain how cognitive dissonance theory could be used to explain John's mum's behaviour.	(8 marks)
(c)	Discuss explanations for celebrity worship.	(4 marks + 8 marks)

(a) AO1 = 5 marks: For outline of main features of the model.

Candidates need to provide detail of the components/variables as well as the process to gain full marks.

Credit reference to:

- components – source, message, target and medium
- stages in the process – attention, comprehension, reactance, attitude change.

Credit also reference to the research evidence, in so far as it adds to the description.

AO1 mark bands

5-4 marks	Outline is reasonably thorough, accurate and coherent
3-2 marks	Outline is limited, generally accurate and reasonably coherent
1 mark	Outline is weak and muddled
0 marks	No creditworthy material

(b) AO2 = 8 marks: For analysis of the scenario and application of knowledge of dissonance theory to explain John's mum's behaviour.

Candidates may focus on the stem and explain how the features relate to the scenario, or they might focus on the theory and illustrate features of the theory with examples from the scenario.

Features of dissonance theory might include:

- this is an uncomfortable state which we are motivated to change
- often result of choice between two equally attractive alternatives – the two schools are the attractive alternatives
- rejection of something that is attractive leads to dissonance – rejecting Greenway High which was an attractive option
- post-decision dissonance reduced by changing one of the cognitions – mum does not mention any of the good points about Greenway, only weaknesses that she notices in their brochure
- selective exposure is a strategy to reduce dissonance: mum now notices weaknesses in the brochure.

AO2 mark bands

8-7 marks Effective	Explanation shows sound analysis and understanding. Application of the knowledge to a novel situation is effective. 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	Explanation shows reasonable analysis and understanding. Reasonable application of the knowledge to a novel situation. 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	Explanation shows basic understanding and superficial analysis. Application of knowledge to a novel situation is basic. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.
2-1 marks Rudimentary	Explanation is rudimentary, demonstrating very limited analysis or understanding. Application of knowledge is weak, muddled and incomplete. Deficiency in expression of ideas results in confusion and ambiguity. Errors of grammar, punctuation and spelling are frequent and intrusive.
0 marks	No creditworthy material is presented.

(c) AO1 = 4 marks: For knowledge and understanding of two or more explanations.

Candidates are likely to choose from the following explanations, though any relevant explanations should be credited:

- attachment theory
- absorption – addiction
- positive active explanation
- evolutionary explanation, prestige hypothesis.

There are only 4 AO1 marks, so examiners should expect outline description and should note a depth/breadth trade-off.

4 marks	Outline is reasonably thorough, accurate and coherent
3-2 marks	Outline is limited, generally accurate and reasonably coherent
1 mark	Outline is weak and muddled
0 marks	No creditworthy material

(c) AO2/3 = 16 marks: For analysis, evaluation and commentary on explanations.

A clear source of evaluation would be research findings that support or challenge explanations. Discussion of research might include reference to methodological limitations, sampling, reliability and validity of the research, confidence in the findings and conclusions that can be drawn from correlational research. There might be reference to the coherence of the explanation/theory and the success or otherwise of an explanation in accounting for celebrity worship. Comparison of explanations may be introduced and earn AO2 credit if used effectively. Examiners need to be mindful of whether information on a contrasting explanation is being presented as knowledge or being *used* as evaluation. Indicative issues and debates include cultural bias, reductionism, determinism. Credit also reference to the issues of pathologising behaviour (pathological v positive theories).

AO2/3 mark bands

8-7 marks Effective	Commentary and evaluation demonstrate sound analysis and understanding. 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 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 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 evaluation are rudimentary, demonstrating 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 or inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure and is often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.
0 marks	No creditworthy material is presented.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

(a) Hovland argues that persuasion and attitude change depend on the interaction between the source, the message, the medium, the receiver and the situation. **(1)**

Messages that provoke moderate fear can persuade if there is information about how to avoid the fear but when the message causes strong fear the receiver is overwhelmed and may ignore the message. If the receiver is well educated and intelligent then the message content needs to be justified and give both sides of the argument if it is to persuade. If only one side is given the receiver thinks they are not being told the whole story so become suspicious. If we think that a person is trying to persuade us we tend to put up barriers and not take in the message.

Physically attractive people similar to ourselves who are credible and speak fairly fast tend to be more persuasive. Often adverts use these factors for example they often use experts in white coats to make the source seem credible. Most people in adverts are reasonably good looking and if not actually like us they are like what we aspire to. **(2)**

Point-by-point comments

- (1)** Useful, succinct introduction.
- (2)** This elaboration of the first paragraph is accurate and detailed, reflecting knowledge of a range of research evidence.

Examiner comments

(a) This answer is reasonably accurate and certainly very detailed, but covers only part of the theory. The absence of any mention of stages in the process of attitude change prevents the answer from being thorough. The question is only worth 5 marks, therefore this candidate should have provided less detail about the effect of varying the source, message and receiver, and should have mentioned the stages in the process. **AO1: 4/5**

(b) Cognitive dissonance theory argues that when 2 related cognitions contradict each other we experience dissonance this is an uncomfortable state which we are motivated to change. Dissonance is reduced by changing one of the cognitions so that consistency is restored. **(3)**

Dissonance is often generated by having to choose between 2 equally attractive alternatives. The rejection of something that is attractive leads to dissonance, often referred to as post decisional dissonance. One of the ways to reduce this dissonance is to seek out information that justifies the rejection. This is illustrated by John's mother. **(4)**

Point-by-point comments

- (3) The basic assumptions of the theory are outlined clearly.
- (4) This reference to John's mother does not explain how CDT is applied.

Examiner comments

(b) It is clear that the candidate has sound knowledge of the theory, and the elements described are relevant to the scenario about John. However, the question required explanation of John's mother's behaviour and this explicit requirement has not been satisfied. It is possible to tackle this type of question by starting with an outline of relevant theory but it is then necessary to point out the relationship between the elements of the theory and the material in the stem. In this case, the two schools are the attractive alternatives: putting Rowan as first choice and rejecting Greenway means that an attractive option has been rejected (in this case, the more attractive option). It is also worth pointing out that she was not forced to do this. The remainder of the text refers to strategies to reduce post-decision dissonance. Ideas clearly presented with effective use of psychological terminology.

AO2: 4/8

(c) There are various explanation for celebrity worship they differ in terms of whether they view the behaviour as adaptive.

McCutcheons absorption-addiction model argues that people develop these parasocial relationships with celebrities because of inadequacies in their real life. They attempt to escape from reality and cope with their situation by developing relationships with celebrities. The relationship can provide an identity and give a sense of purpose. Parasocial relationships are seen as addictive. The individual needs an increasingly strong involvement with their celebrity and once a relationship reaches a certain intensity the stronger the relationship the poorer psychological health. **(5)**

One of the strengths of this theory is that it reflects the three levels of celebrity worship. Most fans stay in the harmless 'Level One' stage social entertainment, those with a weaker sense of personal identity or coping skills become absorbed in a celebrity's life and the third level is reached by a few people who have the poor mental health and social adjustment.

Maltby in a study of students found that individuals at each successive level of the CAS showed higher levels of social dysfunction and anxiety providing support for the pathological view of celebrity worship but because of the correlational design causal inference cannot be drawn. One issue of relevance here is that the manifestation of celebrity attraction seems to be a culturally specific phenomena typical of individualist cultures. **(6)**

Evolutionary explanations challenge this view **(7)** arguing that the tendency to look up to and imitate successful individuals could have had powerful advantages in the past and is a more efficient way of learning than trial and error. However the more extreme 2nd and 3rd levels of celebrity seem to go beyond imitation and are associated with dysfunction.

According to attachment theory, the tendency to form parasocial relationships starts in early childhood. Insecure attachment types show more intense attraction to celebrities because the celebrity makes no demands and there is no risk of being criticised, or rejected as in real relationships. Anxious-ambivalent attachment types tend to be needy and clingy in real relationships and are more likely to try to make contact or stalk a celebrity. **(8)**

Attachment theory is deterministic in that attachment style is established in childhood. It suggests treatment of borderline pathological relationships would require intense therapy to resolve childhood problems. **(9)**

McCutcheon in a correlational study of university students found no relationship between insecure attachment and parasocial relationships with celebrities. Whilst other studies have supported this view Roberts found evidence of attachment style being linked to stalking.

Both attachment and absorption models are pathological models. In contrast to these, positive models eg Jenkins argue that celebrity worship helps to create social networks rather than substitute para-social relationships for real relationships and we are in danger of pathologising the behaviour – the daily mail articles talk about it as a syndrome.

Point-by-point comments

- (5)** A fairly succinct and reasonably accurate description of the theory.
- (6)** Some useful evaluation in terms of methodology and issues, though the point about culture needed to be evidenced, as there are contradictory views on this.
- (7)** This reference to evolutionary theory is used to counter the reference to CW being culture-specific and as commentary on addiction absorption theory/pathological view of CW.
- (8)** Clear summary of the main point of the theory.
- (9)** An attempt here to consider implications of determinism.

Examiner comments

(c) The candidate provides a clear outline of two explanations and uses other theories as commentary/alternative explanations for the evidence. The description is reasonably thorough, accurate and detailed, given the time and marks available.

*The discussion is focused and reasonably well developed, though more thorough methodological evaluation of the research cited as evidence would have been useful, as would elaboration of the issues raised. Effective use of psychological terminology with ideas well structured and clearly presented. **AO1: 4/4, AO2: 7/8***

Total 19/25

PSYA4 Addiction**(25 marks)**

Jake is addicted to gambling just like his father. He started in the arcades, where he and his friends used to hang out after school. Soon he started skipping school to go to the arcades and stealing money from his mum. Jake's friends think he is really cool when he wins but cannot understand why Jake does not seem to recognise when he is losing, why he risks even more money on his next bet and why he finds betting so exciting.

- (a) (i) Discuss explanations for Jake's gambling addiction. (10 marks)
- (a) (ii) Outline one psychological intervention that could be used to help overcome addiction to gambling. (5 marks)
- (b) Discuss legislation and public health interventions that have been used to prevent addiction. (4 marks + 6 marks)

(a) (i) AO2 = 10 marks: For analysis of the scenario, application of knowledge of explanation for Jake's addiction and commentary on the explanations.

Candidates may focus on the stem and explain how explanations relate to particular aspects of the scenario or they might focus on the theories and illustrate features of the theory with examples from the scenario. As the requirement is to discuss the explanations, commentary may entail: empirical evidence to support the explanations; consideration of the coherence of the explanation; issues and debates such as reductionism, determinism, nature/nurture, or biases.

Relevant explanations include:

- biological explanation: genetics – Jake's father is a gambler/inheritance of personality factors, eg impulsivity. Biochemical explanations could be used to explain the excitement
- psychological explanations: conditioning – reinforcement from friends who think he is cool. Cognitive explanations including attribution and irrational self talk.

Candidates may also refer to vulnerability factors as socio-cultural explanations, such as access and opportunity (nearby arcades); gender (Jake is male); family attitude (father gambles).

AO2 mark bands

10-9 marks Effective	Discussion shows sound analysis and understanding of relevant explanations. Application of the knowledge to a novel situation is effective. The answer is well focused and shows coherent elaboration, and 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.
8-6 marks Reasonable	Discussion shows reasonable analysis and understanding of relevant explanations. Reasonable application of the knowledge to a novel situation. The answer is generally focused with reasonable elaboration and use of issues/debates/approaches. Most ideas are appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

5-3 marks Basic	Discussion shows superficial analysis and basic understanding. Application of knowledge to a novel situation is basic. Answer is sometimes focused and may make superficial reference 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	Discussion demonstrates very limited analysis and rudimentary understanding. Application of knowledge is weak, muddled and incomplete. Deficiency in expression of ideas results in confusion and ambiguity. Errors of grammar, punctuation and spelling are frequent and intrusive.
0 marks	No creditworthy material is presented.

(a) (ii) AO1 = 5 marks: For outline description of one psychological intervention to treat addiction.

The description should cover the main features. This might include the assumption on which the therapy is based, its aims, the procedure, particular techniques involved, the setting of the therapy and possibly detail of the relationship between and roles of therapist and client.

Relevant psychological interventions may be behavioural or cognitive, for example:

- cue avoidance
- self-management techniques
- CBT
- motivational interviewing.

AO1 mark bands

5-4 marks	Outline is reasonably thorough, accurate and coherent
3-2 marks	Outline is limited, generally accurate and reasonably coherent
1 mark	Outline is weak and muddled
0 marks	No creditworthy material

(b) AO1 = 4 marks: For knowledge and understanding of legislation and/or public health interventions that have been used to prevent addiction.

Candidates may refer to legislation and/or interventions. There will inevitably be a depth/breadth trade-off, but a mere listing of legislation and/or interventions would gain very limited credit.

Candidates are likely to refer to:

- legislation to restrict or ban advertising
- making substances more expensive
- restricting sales to minors
- restricting when and where the target of addiction can be accessed, eg opening times, licensing premises for sale of alcohol or gambling.

AO1 mark bands

5-4 marks	Outline is reasonably thorough, accurate and coherent
3-2 marks	Outline is limited, generally accurate and reasonably coherent
1 mark	Outline is weak and muddled
0 marks	No creditworthy material

AO2 = 6 marks: For evaluation and commentary on legislation and/or public health interventions that have been used to prevent addiction.

Candidates are likely to make reference to evidence of the effectiveness of the interventions outlined. Commentary could focus on the methodological issues including reliability, validity and the limitations of correlational research. Discussion of political and economic implications of licensing laws and taxation of alcohol, tobacco and gambling would be creditworthy, as would discussion of the role of psychological research in influencing policy and practices.

AO2/3 mark bands

6 marks Effective	Commentary demonstrates sound analysis and understanding. The answer is well focused. Issues/debates are used effectively. Ideas are well structured and expressed clearly and fluently. Appropriate use of grammar, punctuation and spelling.
5-4marks Reasonable	Commentary demonstrates reasonable analysis and understanding. The answer is generally focused. Issues/debates are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.
3-2 marks Basic	Commentary demonstrates basic, superficial understanding. The answer is sometimes focused. Superficial reference to issues/debates. Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.
1 marks Rudimentary	Commentary is rudimentary, demonstrating very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. 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.

Candidate Response

NB Numbers in the text relate to the point-by-point comments below.

(a) (i) Jake's gambling addiction can be explained in a number of ways. As his father is also addicted to gambling just like his father his gambling could be explained by genetics. Eisen using twin studies found evidence for genetic contribution to pathological gambling. This would be a very deterministic nature based explanation and the fact that father and son are both addicted could be explained just as well by modelling and reinforcement from behaviourist approach. **(1)**

There is also evidence that vulnerability is increased by a culture that approves of gambling and permissive family attitudes. **(2)**

Other biological explanations link gambling to increased dopamine and noradrenalin levels which would explain Jake's excitement and how gambling even if you don't win becomes addictive. **(3)**

The fact that Jake's mates think he is cool suggests that reinforcement is involved or at least was involved in the initiation phase of the addiction.

Mark Griffiths in his research into gambling has shown that opportunities to gamble and access in particular to slot machines contributes significantly to gambling addiction in young men. In Jake's case having a local arcade and being able to bunk off school and having money from Mum may have contributed. Griffiths also states that gamblers tend to turn losing experiences which would normally prevent repetition of a behaviour into near wins which can reinforce gambling. These explanations are reductionist they reduce a very complex behaviour with both biological and social causes to simple reinforcement. To explain Jake's gambling a more holistic approach is needed. **(4)**

Point-by-point comments

- (1)** Useful commentary which involves evidence to support the view, makes reference to determinism and leads nicely into an alternative explanation.
- (2)** This is an apt point but would gain more credit if it had been supported by, for instance, Fisher's research. This would also provide evidence related to truancy, lying and stealing.
- (3)** Again, the explanation is linked to the material in the scenario.
- (4)** A clear line of argument with good commentary.

Examiner comments

(a) (i) This candidate really has analysed the scenario and demonstrated knowledge and the ability to apply knowledge to a new situation. There is some evidence of reasonable commentary and reference to issues, though the real strength of this response is in the application skills. To gain full marks, a candidate would not have to have looked at so many explanations or explained so many of the features of Jake's addiction. Most of the ideas are expressed clearly using appropriate terminology. **AO1: 10/10**

(a) (ii) Because Jake is addicted to gambling biological treatments would not be appropriate. As he seems not to recognise when he is losing, cognitive therapy might be best as it could help him to challenge his inappropriate way of thinking about losing. As Griffith points out losing is not nearly winning. **(5)**

Cognitive therapy **(6)** would involve first identifying the stage of the person possibly using the Prochaska model. If the person is not yet motivated, motivational interviewing might be appropriate. This involves reviewing habits and weighing up the positive and negative effects the gambling is having on the person's life (work, family relations health, friendships, finances). The therapist gets the client to argue his own case for changing rather than being told he needs to change. Once the client is motivated he might move on to cognitive behavioural therapy where the therapist gets the person to keep a diary of negative and irrational thoughts and in particular thoughts about and when gambling. In the therapy sessions the therapist will challenge irrational thoughts that undermine self esteem and ability to cope without gambling and challenge thoughts that see losing as near wins and so to increase the person's control.

Point-by-point comments

- (5)** The question does not require that the intervention is appropriate for Jake, only that it is appropriate for gambling. However, the stem has led this candidate to an appropriate choice, and the reasoning shows some knowledge of interventions.
- (6)** The question requires description of one intervention. This candidate has focused on cognitive therapy as if it is one intervention and the reference to both motivational interviewing and CBT as a sequence justifies this.

Examiner comments

(a) (ii) The answer is quite long for a question worth only 5 marks. Candidates should be aware that spending too much time on one part will adversely affect other answers. Part of the problem lies in the fact that the first paragraph, whilst showing this is an able candidate, does not earn marks, as this part of the question does not have to be contextualised. Once the candidate starts describing the intervention, the description is clear, reasonably accurate and explicitly relevant to gambling. **AO1: 5/5**

(b) Legislation to reduce addiction can take a number of forms. Licencing laws restrict when and who can sell alcohol and cigarettes, where people can gamble and completely bans drugs which is a criminal offence. Legislation can also limit or ban advertising of addictive substances. (7)

The effectiveness of such measures is difficult to assess. Most research supports (8) the view that ban on smoking in public places has increased the number of people giving up and reduced smoking by removing the cues to smoke. However research is correlational so we can't see if the ban causes reduced addiction and there are limitations on the sampling of these studies. (9)

Similar problem arise in assessing whether restricting advertising has an effect, though a study of the effect of a complete ban on cigarette advertising in Sweden (10) showed a significant reduction in smoking.

One of the main problems of legislation and increasing taxation is that those who earn a living from the industry lobby against it and in some ways restricting access just to people below a particular age makes the substance more attractive or grown up. (11)

Health advice from doctors or on the internet is another way of reducing addiction but even when lots of good advice is given, only about 5% of smokers succeed in giving up.

Point-by-point comments

- (7) This paragraph lists different types of intervention.
- (8) This may be true, but the candidate would gain more credit by referring to specific research.
- (9) These points would gain more credit if they were more detailed and referred to specific research.
- (10) Finland.
- (11) The candidate raises a relevant issue here.

Examiner comments

(b) Although the answer is well focused, details of the legislation and of the health advice are not provided, so AO1/knowledge is limited. The evaluation makes a number of statements but these are not justified or explained. References to research are superficial and the evaluation of the research is not well developed. For example, to gain credit, the comment about sampling needs to explain what the sampling problems were. Ideas are expressed reasonably clearly. Only minor errors that did not compromise meaning. **AO1: 2, AO2: 3**

Total 20/25

PSYA4 Psychological research and scientific method (35 marks)

Question

In the wake of the economic crisis, young people are leaving school and university and joining the ranks of the unemployed. A group of students decided to investigate the effects of unemployment on young adults' self-esteem and locus of control. They used an opportunity sample of 40 young people between 18 and 24 years. Twenty of the sample had been unemployed for the previous 9 months; the other 20 were employed and had only ever experienced short spells of unemployment.

Self-esteem was measured with the Rosenberg Self-Esteem Scale, a 10-item questionnaire. Each of the 10 statements is rated on a 4-point scale, resulting in a minimum score of 10 (low self-esteem) and a maximum score of 40 (high self-esteem).

Figure 1 Example of the items and scoring for the self-esteem test

	Strongly agree	Agree	Disagree	Strongly disagree
I feel that I have a number of good qualities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to do things as well as most other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The locus of control scale used was a new scale that consisted of 12 items, with a minimum score of 12 and a maximum of 24. A high score indicates external locus of control and a low score indicates internal locus of control. Before collecting the data, the students checked the reliability and validity of this new locus of control scale.

The students calculated the mean and standard deviation scores for self-esteem and locus of control scale.

Table 1 Mean and standard deviation scores for self-esteem and locus of control scale

	Employed	Unemployed
Mean self-esteem score	31	26
Standard deviation for self-esteem	3.8	5.0
Mean locus of control	16	18
Standard deviation for locus of control	2.06	2.8

- 1 Identify the design of this investigation. (1 mark)
- 2 (i) Explain how the students could have checked the reliability of the locus of control scale. (3 marks)
- 2 (ii) Explain how the students could have checked the internal validity of the locus of control scale. (3 marks)
- 3 Outline what the data in Table 1 seems to show about the difference between the employed and unemployed samples. (4 marks)

The students then used a statistical test to find out if there was a significant difference between the scores for the unemployed and employed groups. They found a significant difference at the 5% level for a two tailed test ($p = 0.05$) for both the self-esteem scores and the locus of control scores.

- 4 Identify an appropriate statistical test for analysing the scores for self-esteem. Explain why it would be appropriate. (4 marks)

The students decided to explore the relationship between self-esteem and locus of control for the two groups. The scattergraphs below depict the relationship for employed and unemployed young people.

Figure 2

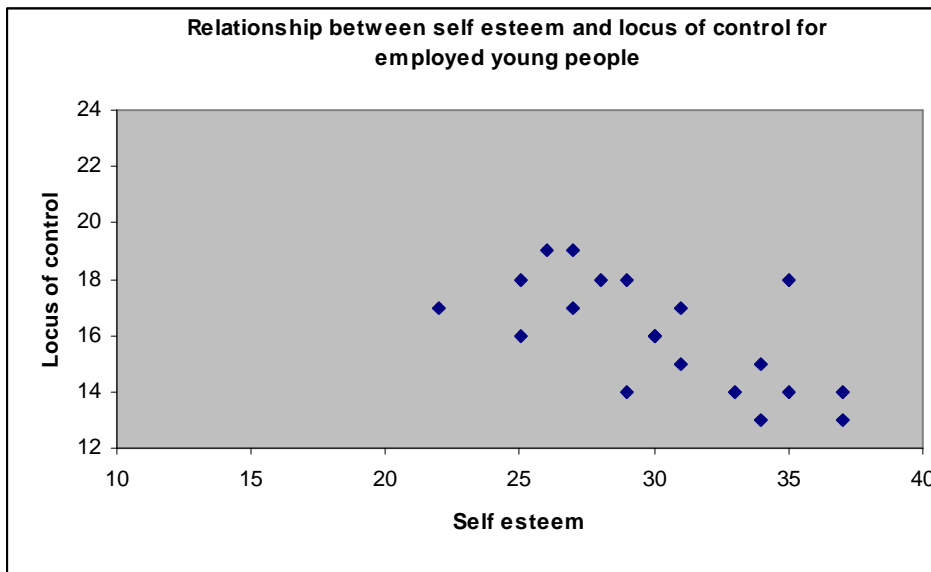
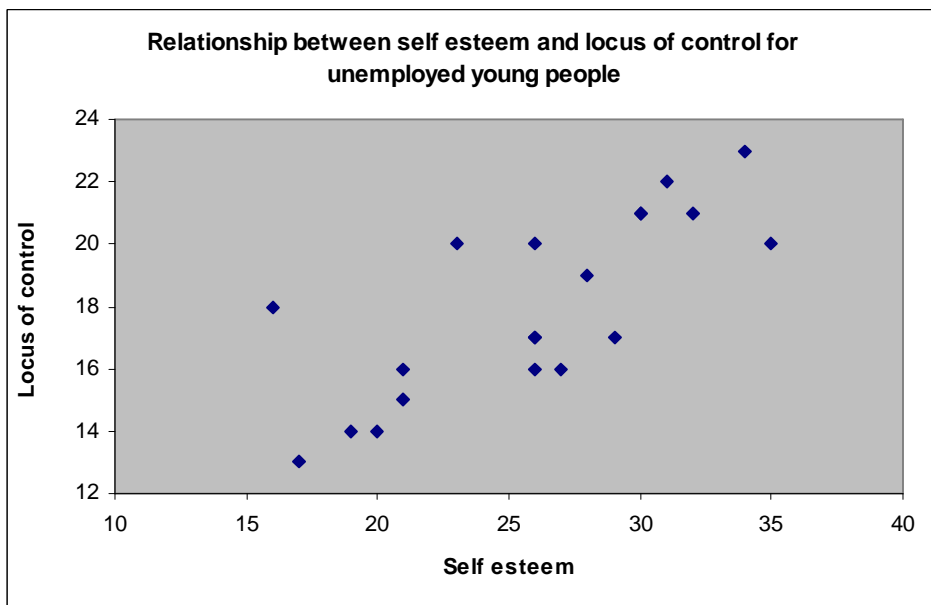


Figure 3



- 5 Explain what the scattergrams show about self-esteem and locus of control in employed and unemployed young people. (4 marks)
- 6 Discuss limitations of this study and the implications of these limitations. (8 marks)
- 7 The students' tutor suggested that collecting some qualitative data might help them to develop a deeper understanding of the effects of employment and unemployment on young people.

Outline a proposal for a study that would allow you to collect qualitative data on the effects of employment and unemployment on young people. You should identify the research method, provide detail of the sampling procedure and data collection tools/techniques, explain how you would record the data and suggest how you would analyse the data. (8 marks)

Mark scheme

- | | | |
|----------|--|----------|
| 1 | Identify the design of this investigation. | (1 mark) |
|----------|--|----------|

AO3 = 1 mark: For correct identification of design.

Independent measures/groups/samples design.

Reference to method, eg quasi-experimental, is not creditworthy.

- | | | |
|--------------|--|-----------|
| 2 (i) | Explain how the students could have checked the reliability of the locus of control scale. | (3 marks) |
|--------------|--|-----------|

AO3 = 3 marks: For explanation of the method of checking reliability.

One mark for identifying a method that could be used and 3 further marks for explanation of the procedure/rationale and required outcome to evidence reliability.

Likely answers split half test/re-test.

For full marks, it is not necessary for candidates to describe the correlation procedure but if they did, it would be credited.

- | | | |
|---------------|--|-----------|
| 2 (ii) | Explain how the students could have checked the internal validity of the locus of control scale. | (3 marks) |
|---------------|--|-----------|

AO3 = 3 marks: For explanation of method of checking internal validity.

Candidates may explain a method to check face validity, concurrent validity, or predictive validity, criterion validity.

One mark for making clear the aspect of internal validity being checked (though the technical term is not essential) plus 2 further marks for detail of the procedure and/or rationale and required outcome to evidence validity.

References to external validity would not be creditworthy.

3 Outline what the data in Table 1 seems to show about the difference between the employed and unemployed samples. *(4 marks)*

AO3 = 4 marks: For outline of what the data shows.

For full marks, candidates need to make reference to both the means and the standard deviations but they need not necessarily be equally weighted.

Relevant points:

- self-esteem higher for employed
- employed more internal in LofC
- unemployed more external in LofC
- SD/variation in scores on SE and in LofC is greater amongst the unemployed.

Credit also other comparisons and references to the point that causality cannot be inferred.

4 Identify an appropriate statistical test for analysing the scores for self-esteem. Explain why it would be appropriate. *(4 marks)*

AO1 = 1 AO3 = 3 marks: One mark for identification of a suitable test for this data, 3 further marks for the justification.

Mann-Whitney is the most appropriate test, but if candidates argue a good case for the robustness of the t-test for independent samples, they should be credited.

Justification:

- independent groups
- at least ordinal data
- test of difference.

5 Explain what the scattergrams show about self-esteem and locus of control in employed and unemployed young people. *(4 marks)*

AO3 = 4 marks: For explanation referring to both conditions.

Relevant points include:

- strong relationship between SE and LofC
- for unemployed, the relationship is positive external locus of control: belief in luck and chance is associated with high self-esteem.
- for the employed sample, the relationship is negative internal locus of control: belief in personal responsibility and self-efficacy is associated with high self-esteem
- because it shows a relationship, it cannot tell us what causes the association: it could be a third factor such as the employed group are more inclined to give socially desirable responses on both scales.

As locus of control is part of the compulsory specification content at AS level, candidates may make reference to this in relation to the direction of relationship. This should be credited.

AO3 mark bands

4 marks	Explanation is reasonably accurate and coherent
3-2 marks	Explanation is limited, generally accurate and reasonably coherent
1 mark	Explanation is weak, muddled or incomplete
0 marks	No creditworthy material

6 Discuss limitations of this study and the implications of these limitations. (8 marks)

AO3 = 4 marks: For identification of the limitations.

AO2 = 4 marks: For discussion of the implications of the limitations identified.

Limitations and their implications might include:

- quasi-experiment where no IV has been manipulated so the study cannot achieve its aim to see the effect of employment on SE and LofC
- cannot draw causal inferences. High SE may lead to employment and low SE to unemployment: in addition, those who are external in LofC may not try to get employment
- scores could have been distorted by socially desirable responses. Implications for validity
- independent groups design does not hold person variables constant. Implications for validity
- no random allocation to conditions.

AO2/3 mark bands

8-7 marks Effective	Discussion shows sound analysis and understanding of limitations and their implications.
6-5 marks Reasonable	Discussion shows reasonable analysis and understanding of limitations and their implications.
4-3 marks Basic	Discussion shows superficial analysis and basic understanding of limitations and their implications.
2-1 marks Rudimentary	Discussion demonstrates very limited analysis and rudimentary understanding of limitations and their implications.
0 marks	No creditworthy material is presented.

7 The students' tutor suggested that collecting some qualitative data might help them to develop a deeper understanding of the effects of employment and unemployment on young people.

Outline a proposal for a study that would allow you to collect qualitative data on the effects of employment and unemployment on young people. You should identify the research method, provide detail of the sampling procedure and data collection tools/techniques, explain how you would record the data and suggest how you would analyse the data. *(8 marks)*

AO3 = 8 marks: For outline of proposals for qualitative investigation.

Quality of answers is likely to vary as a function of the plausibility/appropriateness of the proposal. Candidates are most likely to choose either interviews or a questionnaire using a range of open questions, though other methods that yield qualitative data should be credited.

The proposals should make clear how:

- the method will yield qualitative data
- questions would be selected and structured, eg through open questions
- the sample would be selected. It is perfectly acceptable for candidates to suggest selecting from the original sample
- data would be recorded
- data would be analysed.

Credit also references to issues such as reliability, validity, bias, piloting, ethics.

AO3 mark bands

8-7 marks Effective	Well-reasoned outline of an investigation proposal that demonstrates sound knowledge and understanding of qualitative research design and good understanding of collecting and analysing qualitative data.
6-5 marks Reasonable	Outline of an investigation proposal that demonstrates reasonable knowledge and understanding of qualitative research design and some understanding of collecting and analysing qualitative data.
4-3 marks Basic	Outline of an investigation proposal that demonstrates some basic knowledge and understanding of research design and limited understanding of collecting and analysing qualitative data. The proposals may have significant omissions, lack of clarity and possibly some implausible suggestions.
2-1 marks Rudimentary	Outline of an investigation proposal that demonstrates rudimentary understanding of how qualitative data is collected and/or analysed. The proposal is muddled and/or mostly inappropriate.
0 marks	No creditworthy material is presented.

Candidate Response

1 Independent groups design.

AO3: 1/1

2 (i) A split-half test could be used. The questions in the test are randomly split into two halves and participants answers to the two halves is compared to see if they correlate positively. Alternatively the test retest assessment could be used. The participants undertake the test again at a later date and their scores on the two occasions are compared.

Examiner comments

The answer suggests two ways: each of these contains sufficient detail to gain the 3 marks.

AO3: 3/3

2 (ii) validity could be checked by examining the behaviour of people rated strongly internal on the test and the behaviour of those rated strongly external to see whether the scale really distinguishes between them.

Examiner comments

The method is not identified as a check of predictive validity but an appropriate method is described, though the decision about whether or not the scale is valid is not explained.

AO3: 2/3

3 On average, the employed group has higher self-esteem and more internal locus of control than the unemployed whose self-esteem is lower and locus of control is more external. This could be because of their job or it could be they have got jobs because they have high self-esteem. And the unemployed cannot get jobs because they believe it is just luck of chance.

Examiner comments

An accurate and detailed outline of what the means show, with some elaboration, though this is speculative and therefore not creditworthy. There is no mention of what the standard deviations show. **AO3: 4/4**

4 Mann Whitney, as it is an independent groups design.

Examiner comments

No reference to the level of measurement or that it is a test of difference. **AO3: 2/4**

5 The scatterplots show that there is a strong relationship between self-esteem and locus of control. They are not equally strong. It is a bit stronger for the employed as the scatterplot is closer to a straight line.

The relationship in the graph for unemployed people is positive but for the employed it is negative.

Examiner comments

*This answer makes three good points about the strength and direction of the relationship but it is not related explicitly to SE and LofC. There is no explanation provided for the difference in direction of the relationship. **AO3: 3/4***

6 The main limitation of this study is that it is an independent measures design and this means there are different people in each condition so any differences that are found could be personality differences not the effect of being employed or unemployed. The usual way to deal with this confounding variable is by random sampling so that every one has an equal chance of being selected and put into one or other group. However it would be unethical to randomly put people into employment or make them unemployed and even if you did it would not have ecological validity as in the real world people have to apply for and get jobs based on their qualifications.

Another big problem with the study is that the questionnaires might not be answered honestly. The participants may just answer how they think you want them to answer and the employed people might think they have to seem really in control and up for it whereas the unemployed might think they ought to be ashamed and resentful because they do not have a job, so the difference they found was not a real difference.

Examiner comments

*Some sound discussion of limitations which elaborates on the implications. At some points, the answer is muddled as in the explanation of random allocation. It is a pity the candidate did not get to grips with the most fundamental flaw, that the study does not adopt a method suitable for testing whether employment/unemployment affects SE or LofC. **AO2/3: 4/8***

7 The students could select some of the participants from the first study and approach them to see if they are willing to participate. They would have to give them an information sheet, and get them to sign a consent form. This would ensure they realised they had the right to withdraw and that the information would be confidential.

The data would be collected using face to face interviews. The questions would mostly be open questions that allowed the interviewee to say what they really thought about how unemployment or employment had affected them. The questions could focus attention on things like the first response, how other people reacted etc.

Eg When you first got your job how did you feel?

When you had not managed to get a job after 6 weeks, how did you feel?

The students could record the persons answers so that they could pick out information carefully and then they could all listen to the tape and help analyse what is said. It is important to keep the meaning so they need to listen to the tone.

They would then take the notes for all the employed and try to identify themes. Then do the same for the unemployed. By doing it together they could compare how they categorised the bits of information and check reliability.

Examiner comments

The candidate has described the main components that were listed in the questions for guidance and has provided a clear proposal. The answer would have been more effective if the proposed sample size and the way of obtaining the sample from the participants in the first study had been explained. Adding in detail of a couple of sample questions was useful, as were the examples of the focus for some questions. The candidate gave sufficient detail to show understanding of how to collect data.

*The recording and analysis were quite good and the point about noting tone to “keep the meaning” was impressive. This sort of detail, along with the point about reliability, suggests the candidate had carried out some qualitative data analysis, not just read about it. **AO3: 7/8***

Total 26/35