Sample Assessment Materials
September 2007

GCE Psychology

Edexcel Advanced Subsidiary GCE in Psychology (8PS01)
First examination 2009

Edexcel Advanced GCE in Psychology (9PS01)
First examination 2010

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A Introduction

These sample assessment materials have been prepared to support the specification.

Their aim is to provide the candidates and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.

B Sample question papers

Unit 1: Social and Cognitive Psychology 7
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Unit 3: Applications of Psychology 35
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Centre No.						Paper Reference							Surname	Initial(s)
Candidate No.						6	P	S	0	1	/	1	Signature	

Paper Reference(s)

6PS01/1

Edexcel GCE

Psychology

Advanced Subsidiary

Unit 1: Social and Cognitive Psychology

Sample Assessment Material

Time: 1 hour 20 minutes

Examiner's use only

Team Leader's use only

Question Number	Leave Blank
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17	
18	
Total	

Materials required for examination
Nil

Items included with question papers
Nil

Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initials and signature.
Check that you have the correct question paper.
Answer ALL questions. Write your answers in the spaces provided in this question paper.
Do not use pencil. Use blue or black ink.
For Section A, choose an answer A, B, C or D by putting a cross in a box (☒).
If you change your mind about an answer, put a line through the box (~~☒~~) and then mark your new answer with a cross (☒).

Information for Candidates

The marks for individual questions and the parts of questions are shown in round brackets: e.g. **(2)**.
There are 18 questions in this question paper. The total mark for this paper is 60.
There are 12 pages in this question paper. Any blank pages are indicated.

Advice to Candidates

Quality of written communication will be taken into account in the marking of your response to Question 18. This question is indicated with an asterisk. Quality of written communication includes clarity of expression, the structure and presentation of ideas and grammar, punctuation and spelling.

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SECTION A

Answer ALL questions. You are advised to spend approximately 15 minutes on this section.

Choose an answer A, B, C or D, and put a cross in the box (☒). If you change your mind, put a line through the box (☒) and then put a cross in another box (☒).

1. An independent variable (IV) is

☒ **A** The variable that is manipulated in an experiment

☒ **B** The variable that cannot be controlled in an experiment

☒ **C** The variable that is measured in an experiment

☒ **D** The variable the researcher is not interested in

(1)

2. A researcher designs a survey using a structured interview to investigate opinions about social groups. She recruits some interviewers to conduct the survey. She must ensure that

☒ **A** interviewers are able to ask whatever they like

☒ **B** participants are interviewed in their own surroundings

☒ **C** interviewers are only able to ask the questions she has set

☒ **D** participants are only able to answer in writing

(1)

3. Which of the following statements is true of a volunteer sample?

☒ **A** Researchers select their friends and family to do a memory experiment for them.

☒ **B** Researchers select ten men and ten women from each of four age groups to be tested.

☒ **C** Researchers use a random number generator to identify who to test from a workforce.

☒ **D** Researchers advertise in a local newspaper for participants.

(1)

4. Laboratory Experiments involve

☒ **A** Manipulating the independent variable (IV) in the participants' natural setting

☒ **B** Manipulating the independent variable (IV) in a controlled environment

☒ **C** Manipulating the dependent variable (DV) in a controlled environment

☒ **D** Manipulating the dependent variable (DV) in the participants' natural setting

(1)

Leave blank

5. A non-directional (two tailed) experimental hypothesis will make a statement about there being

- ☒ **A** more effect of one condition than of the other
- ☒ **B** a difference between the conditions
- ☒ **C** less effect of one condition than of the other
- ☒ **D** no difference between conditions other than those that occur by chance

(1)

6. A researcher is interested in whether obedience to pedestrian lights differs between men and women pedestrians. In order to be as objective as possible, which of the following options would be the best way to collect data?

- ☒ **A** Record the number of times that men and women disobey the pedestrian lights.
- ☒ **B** Ask a large sample of men and women how they behave at pedestrian crossings.
- ☒ **C** Rate crossings by men and women separately on a scale for level of obedience.
- ☒ **D** Give each crossing made a score from 1 to 5 depending on level of obedience.

(1)

7. Cue dependency theory states that there are two types of cues that could affect memory. These cues are called

- ☒ **A** Internal and external
- ☒ **B** Primacy and recency
- ☒ **C** State and context
- ☒ **D** Encoding and recall

(1)

8. Ali was very late for his psychology lesson because he had stayed behind in the common room to tidy it up. He explained to his teacher that he was just doing what he was told.

Using knowledge from of the Social Approach, which of the following statements best describes his obedience?

- ☒ **A** He was going along with what the head of year insisted he must do to help.
- ☒ **B** He was going along with what the head of year asked him to do to help out.
- ☒ **C** He was going along with what his friends asked him to do as they needed his help.
- ☒ **D** He was going along with what his friends were doing as, if he helped, it would be quicker.

(1)

Leave blank

9. Which of the following is an illustration of the processing of information from input through to output as explained by the Cognitive Approach?

☒ **A** David forgot to take his football kit to school as he did not usually play on Tuesdays.

☒ **B** Emily read the instructions for assembling her new wardrobe then put it together.

☒ **C** Moheed remembered every detail about his first drive in a racing car, even five years later.

☒ **D** Suki improvised the moves in her gymnastics routine which she had not learned.

(1)

Choose two answers A, B, C, D or E, and put a cross in the box (☒). If you change your mind, put a line through the box (☒) and then put a cross in another box (☒).

10. Identify **two** of the following five statements to show which are true about prejudice.

☒ **A** Prejudice is an attitude involving stereotyping

☒ **B** Prejudice involves disobeying an authority figure

☒ **C** Prejudice refers to correctly recalling events as an eye witness

☒ **D** Prejudice can lead to discrimination of minority groups

☒ **E** Prejudice is always a form of obedience

(2)

Section A

(Total 11 marks)

TOTAL FOR SECTION A: 11 MARKS

Leave blank

SECTION B

Answer ALL questions. You are advised to spend approximately 40 minutes on this section.

11. In social psychology, there are many ethical issues to be considered when involving human participants in research.

Briefly evaluate Milgram's (1963) study of obedience in terms of **one** ethical issue.

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Q11

(Total 2 marks)

12. (a) Outline the procedure used by Hofling et al (1966) in their study testing obedience.

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(3)

(b) Outline the findings (results and/or conclusions) of Hofling et al's (1966) study.

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(3)

Leave blank

(c) For your course you will have studied another study in detail as well as Hofling et al (1966). Studies can be compared in terms of the methodology, ethics, results (findings and/or conculsions) as well as in other ways. Compare Hofling et al (1966) with your chosen other study.

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(3) **Q12**

(Total 9 marks)

13. You will have studied one of the following studies in detail from the Cognitive approach:

Peterson and Peterson (1959)
Craik and Tulving (1975)
Ramponi et al (2004)

Choose one study from the list and evaluate this study.

The study I am evaluating is .....

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Q13

(Total 5 marks)

Leave blank

14. (a) Identify **one** model or theory of memory **other than** the Levels of Processing model of memory.

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(1)

(b) Outline **one** strength and **one** weakness of the model or theory you identified in (a).

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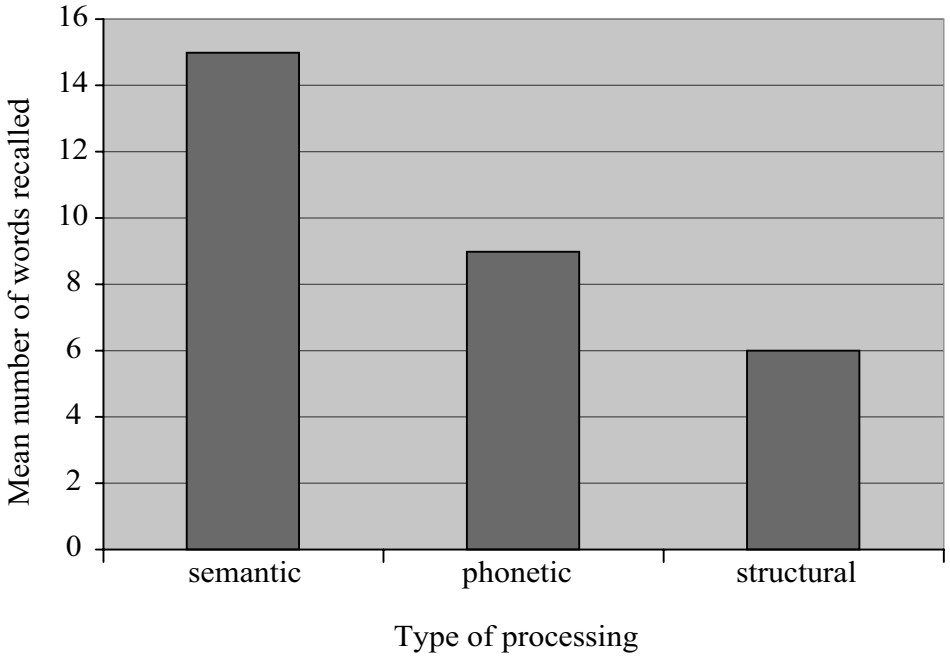
(4) **Q14**

(Total 5 marks)

Leave blank

15. The graph below portrays the results of a typical study testing the Levels of Processing theory of memory. From your knowledge of levels of processing and from the information on the graph answer the following questions.

Bar chart to show number of words recalled when processed in different ways



(a) Identify the dependent variable (DV) in this study.

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(1)

(b) Give a suitable experimental/alternative hypothesis for this study.

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(1)

(c) This study was conducted using a repeated measures design. Outline **one** strength of this design.

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(2)

Leave blank

(d) What is the mean recall score for the 'phonetic' condition?

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(1) **Q15**

(Total 5 marks)

16. As part of the course requirements for social psychology you conducted an interview/ questionnaire by which you gathered qualitative data.

Describe the steps you took in order to gather **and** analyse the data.

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..... **Q16**

(Total 5 marks)

TOTAL FOR SECTION B: 30 MARKS

Leave blank

SECTION C

Answer ALL questions. You are advised to spend approximately 25 minutes on this section.

17. In your course you would have studied a key issue in the social approach. Imagine you are a social psychologist and are being interviewed by a journalist about the issue you studied. Apply concepts and ideas on social psychology to explain the issue.

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Q17

(Total 6 marks)

Leave blank

***18.** Describe and evaluate **one** theory of forgetting.

Leave blank

Q18

(Total 12 marks)

TOTAL FOR SECTION C: 19 MARKS

TOTAL FOR PAPER: 60 MARKS

END

Centre No.						Paper Reference							Surname	Initial(s)
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Paper Reference(s)

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Edexcel GCE

Psychology

Advanced Subsidiary

Unit 2: Understanding the Individual

Sample Assessment Material

Time: 1 hour 40 minutes

Examiner's use only

Team Leader's use only

Question Number	Leave Blank
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Total	

Materials required for examination
Nil

Items included with question papers
Nil

Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initials and signature.
Check that you have the correct question paper.
Answer ALL questions. Write your answers in the spaces provided in this question paper.
Do not use pencil. Use blue or black ink.
For Section A, choose an answer A, B, C, D by putting a cross in a box (☒).
If you change your mind about an answer, put a line through the box (~~☒~~) and then mark your new answer with a cross (☒).

Information for Candidates

The marks for individual questions and the parts of questions are shown in round brackets: e.g. **(2)**.
There are 15 questions in this question paper. The total mark for this paper is 80.
There are 16 pages in this question paper. Any blank pages are indicated.

Advice to Candidates

Quality of written communication will be taken into account in the marking of your responses to Questions 13(b), 14 and 15(b). These questions are indicated with an asterisk. Quality of written communication includes clarity of expression, the structure and presentation of ideas and grammar, punctuation and spelling.

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SECTION A

You are advised to spend approximately 15 minutes on this section.

Choose an answer A, B, C or D, and put a cross in the box (☒). If you change your mind, put a line through the box (~~☒~~) and then put a cross in another box (☒).

1. Which of the following is an example of longitudinal research?

☒ **A** The repeated observation and measurement of the same individuals over a period of time.

☒ **B** The repeated observation and measurement of a range of individuals at a specific time.

☒ **C** The repeated observation and measurement of a range of different individuals in a variety of contexts.

☒ **D** The observation and measurement of a single group of individuals at a specific time.

(1)

2. Defence mechanisms include

☒ **A** learning

☒ **B** repression

☒ **C** genes

☒ **D** aggression

(1)

3. Brain lateralisation involves

☒ **A** The way Intelligence Quotient (IQ) is scored

☒ **B** The way functions are located in different halves of the brain

☒ **C** The way neurotransmitters work in the brain

☒ **D** The way learning and memory processing takes place in the brain

(1)

4. The Biological Approach could explain gender differences in which of the following ways.

☒ **A** Hormones alter levels of aggression during adolescence.

☒ **B** Children relate to their parents differently and model their behaviour on the same sex parent.

☒ **C** There are differences in levels of neurotransmitters between boys and girls.

☒ **D** Boys are encouraged to be more independent and aggressive than girls even as babies.

(1)

Leave blank

5. In classical conditioning, extinction refers to when

- ☒ **A** a conditioned response (CR) is produced after some time for no reason
- ☒ **B** a conditioned response (CR) is no longer produced after the conditioned stimulus (CS)
- ☒ **C** a conditioned response (CR) is produced in response to a conditioned stimulus (CS)
- ☒ **D** a conditioned response (CR) is never produced

(1)

6. Operant conditioning refers to

- ☒ **A** Conditioning of reflexes only
- ☒ **B** Conditioning of voluntary behaviours
- ☒ **C** Conditioning of genes
- ☒ **D** Conditioning of defence mechanisms

(1)

7. In the diagram below, three definitions match the three concepts and three definitions are false.

For each of the **three** concepts, draw a line to connect to its correct definition.

Concepts	**Definitions**
	Is about neurotransmitters
ID	Works on the reality principle
	Works on the environment
EGO	Is selfish and demanding
	Involves vicarious learning
SUPEREGO	Works on the morality principle

(3)

Leave blank

For the questions below, choose two answers and put a cross in the boxes (☒). If you change your mind, put a line through the box (☒) and then put a cross in another box (☒).

8. Alison and Zach have just had a new baby boy called James. James has a big sister called Juliet. They both get half their chromosomes from each parent. This includes the 23rd pair that determines their sex. Identify the **two** statements that describe which parent contributes which chromosome to each child.

- ☒ **A** James has an X chromosome from his mother and a Y chromosome from his father
- ☒ **B** James has a X chromosome from his mother and an X chromosome from his father
- ☒ **C** James has a Y chromosome from his mother and a Y chromosome from his father
- ☒ **D** Juliet has an X chromosome from her mother and a Y chromosome from her father
- ☒ **E** Juliet has an X chromosome from her mother and an X chromosome from her father
- ☒ **F** Juliet has a Y chromosome from her mother and an X chromosome from her father
- ☒ **G** Juliet has a Y chromosome from her mother and a Y chromosome from her father

(2)

9. Identify which **two** of the following five statements are correct.

- ☒ **A** Positive reinforcement involves something desired being given to strengthen the response
- ☒ **B** Positive reinforcement involves rewards being taken away
- ☒ **C** Negative reinforcement involves something unpleasant being given to weaken the response
- ☒ **D** Negative reinforcement involves something being done to take away something undesired
- ☒ **E** Positive reinforcement involves no reinforcement being given

(2)

Section A

(Total 13 marks)

TOTAL FOR SECTION A: 13 MARKS

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Leave blank

SECTION B

You are advised to spend approximately 45 minutes on this section.

10. A study was carried out to see if physical exercise is effective for the treatment of depression. The researchers wanted to find out whether the amount of physical exercise is important. The participants were 80 adults aged between 20 and 45 years and all diagnosed with depression. Participants were randomly allocated to one of two conditions, with treatment taking place in a laboratory setting. One group had a small amount of exercise and another group had a higher amount. There was also a control group that had no exercise treatment. Before the treatment each participant was rated for depression using a standardised scale to give a baseline measure. After the treatment each participant was rated again using the same scale and the scores before and after the treatment were compared. The results were that there was a significant reduction in depression. Results are shown in the table below. It was concluded that a high amount of exercise meant a reduction in depression but that a small amount was no different than having no treatment.

Table showing the results of different amounts of exercise on depression scores

	High amount of exercise	Small amount of exercise	No exercise
Reduction in depression	47%	30%	29%

(Source: adapted from Dunn et al, 2005)

(a) Give an experimental/alternative hypothesis for the study.

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(1)

(b) Give the independent variable (IV) for the study.

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(1)

(c) Give the dependent variable (DV) for the study.

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(1)

Leave blank

(d) Why was it important to have a control group?

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(2)

(e) Explain why the participants were randomly allocated to the two conditions.

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(2)

(f) Using the results, explain why it was concluded that a small amount of exercise made no difference to the reduction in symptoms of depression.

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(2)

Leave blank

(g) The researchers would have followed ethical guidelines. Explain **two** ethical guidelines that they would have had to consider.

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(4)

(h) What is meant by the term validity?

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(1)

(i) Explain why the laboratory study outlined here would have low validity.

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(2)

Q10

(Total 16 marks)

Leave blank

11. As part of the course requirements you will have conducted an observation within the Learning Approach.

Answer the following questions about the observation that you carried out.

(a) Outline the aim/purpose of your observation.

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(2)

(b) Describe how you collected the data from your observation.

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(4)

(c) Explain how you addressed **one** problem when planning/carrying out the observation.

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(2) **Q11**

(Total 8 marks)

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12. (a) Outline the findings (results and/or conclusions) of Freud's (1909) 'Little Hans' study.

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(2)

(b) Outline **one** weakness of the Little Hans study.

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(2) **Q12**

(Total 4 marks)

13. In your course you will have studied another study in detail other than Money (1975).

Choose one of the following three optional questions 13a, 13b or 13c

(a) (i) Describe the findings (results and/or conclusions) from Raine et al (1997)

(ii) Raine et al (1997) studied murderers, but a specific type of murderer. Assess the effects of the sample of participants used on this study. In your answer you might consider aspects such as validity, reliability, credibility, ethics and/or generalisability.

(b) (i) Describe the findings (results and/or conclusions) from Gottesman and Shields (1966).

(ii) Gottesman and Shields (1966) compared MZ and DZ twins in their study, obtained in a specific way. Assess the effects of the sample of participants used on this study. In your answer you might consider aspects such as validity, reliability, credibility, ethics and/or generalisability.

Leave blank

(c) (i) Describe the findings (results and/or conclusions) from Bellis et al (2001)

(ii) Bellis et al (2001) used a sample of children, both boys and girls. Assess the effects of the sample of participants used on this study. In your answer you might consider aspects such as validity, reliability, credibility, ethics and/or generalisability.

Indicate which question you are answering by marking in the box (☒). If you change your mind, put a line through the box (~~☒~~) and then indicate your new question with a cross (☒).

3(a) ☒ 3(b) ☒ 3(c) ☒

(i) .....

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(ii) .....

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Q13

(Total 11 marks)

TOTAL FOR SECTION B: 39 MARKS

Leave blank

SECTION C

You are advised to spend approximately 40 minutes on this section.

***14.** Describe and evaluate **one** treatment or therapy from **either** classical **or** operant conditioning.

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Q14

(Total 12 marks)

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15. The psychodynamic, biological and learning approaches each give at least one explanation for gender behaviour. These explanations can be evaluated by giving their strengths and weaknesses and they can be compared by describing them and then showing where they are similar and where they differ.

(a) Outline **two** explanations for gender behaviour.

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(4)

***** (b) Evaluate and compare **two** different explanations of gender behaviour from the approaches studied for this Unit.

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Leave blank

(12)

Q15

(Total 16 marks)

TOTAL FOR SECTION C: 28 MARKS
TOTAL FOR PAPER: 80 MARKS

END

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Paper Reference(s)

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Edexcel GCE

Psychology

Advanced

Unit 3: Applications of Psychology

Sample Assessment Material

Time: 1 hour 30 minutes

Examiner's use only

Team Leader's use only

Question Number	Leave Blank
1	
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Total	

Materials required for examination
Nil

Items included with question papers
Nil

Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initials and signature.
Check that you have the correct question paper.
Answer questions from TWO of the four Sections: A, B, C and D. Write your answers in the spaces provided in this question paper.
Do not use pencil. Use blue or black ink.
Indicate which question you are answering by marking the box (☒).
If you change your mind, put a line through the box (~~☒~~) and then indicate your new question with a cross (☒).

Information for Candidates

The marks for individual questions and the parts of questions are shown in round brackets: e.g. **(2)**.
There are 12 questions in this question paper.
The total mark for this paper is 60 (30 for each Section answered).
There are 20 pages in this question paper. Any blank pages are indicated.

Advice to Candidates

Quality of written communication will be taken into account in the marking of your responses to Questions 3, 6, 9 and 12. These questions are indicated with an asterisk. Quality of written communication includes clarity of expression, the structure and presentation of ideas and grammar, punctuation and spelling.

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Leave blank

If you answer the questions in Section A put a cross in this box ☒.

SECTION A: CRIMINOLOGICAL PSYCHOLOGY

1. (a) Outline the procedure of Loftus and Palmer's (1974) study of the effect of leading questions.

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(3)

(b) Outline **one** strength of the laboratory experiment as a research method.

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(2)

(c) Outline **two** weaknesses of the laboratory experiment as a research method.

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(4) **Q1**

(Total 9 marks)

Leave blank

2. For your course you will have studied a key issue either by carrying out a content analysis or by analysing written materials.

(a) Identify the key issue you studied.

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(1)

(b) Briefly outline your results from your analysis of the key issue you identified in (a).

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(2)

(c) Draw conclusions about your chosen key issue (as identified in (a)) using both your own findings and other evidence you used from criminological psychology.

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(6)

Q2

(Total 9 marks)

Leave blank

***3.** An advertising watchdog has criticised a poster for a game on the grounds that it condones violence.

The watchdog ruled that a poster for the game was irresponsible and likely to incite people, especially children, to violence.

Describe and evaluate the claim that images in the media could lead to criminal or violent behaviour.

Leave blank

Q3

(Total 12 marks)

TOTAL FOR SECTION A: 30 MARKS

Leave blank

If you answer the questions in Section B put a cross in this box ☒.

SECTION B: CHILD PSYCHOLOGY

4. One area of study in child psychology is concerned with the negative effects of privation and deprivation. This is regarded as important because of the necessity of reducing these negative effects and the difficulties associated with this process.

(a) Outline what is meant by both privation and deprivation.

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(3)

(b) Studies have been done to look at the effects of deprivation. Evaluate the findings (results and/or conclusions) of such studies.

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(6)

(Total 9 marks)

Q4

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5. One of the problems faced by child psychologists is which research methods to use when trying to understand children with care and sensitivity.

(a) Identify **two** research methods you have studied within child psychology.

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(2)

(b) Outline **one** of the research methods you identified in (a).

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(3)

(c) Evaluate the use within child psychology of the research method you outlined in (b).

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(4)

Q5

(Total 9 marks)

Leave blank

***6.** Susan and Molly are three-month old identical girl twins who are very alike and it is hard to tell them apart. Their mother finds it easy though. She knows that Susan is always looking around, watching people and searching out attention, whereas Molly is much less inquisitive.

Drawing on two psychological approaches, describe the factors that affect the development of these identical twins and all children and compare explanations of how children develop.

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Q6

(Total 12 marks)

TOTAL FOR SECTION B: 30 MARKS

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If you answer the questions in Section C put a cross in this box ☒.

SECTION C: HEALTH PSYCHOLOGY

7. (a) Describe **one** research method that uses animals to study the effect of drugs on behaviour.

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(4)

(b) Explain problems with applying findings (results and/or conclusions) from animal studies to humans.

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(Total 9 marks)

Q7

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8. Substance abuse is widely reported as a problem in today's society. Issues include tolerance and problems with withdrawal. There are many explanations for why people 'use' recreational drugs.

(a) Outline what is meant by tolerance. Include an example of **one** drug in your answer.

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(3)

(b) Compare **two** explanations of substance abuse.

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Q8

(Total 9 marks)

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***9.** 'Drug abuse has a biological cause and consequently some have the view that it needs a biologically based treatment. However, there are other ways to treat substance misuse. The different treatments tend to come from different psychological approaches.'

Drawing on your knowledge and understanding of approaches in psychology, assess how far it is appropriate to use non-biological treatment for what appears to be a biologically based problem.

Leave blank

Q9

(Total 12 marks)

TOTAL FOR SECTION C: 30 MARKS

Leave blank

If you answer the questions in Section D put a cross in this box ☒.

SECTION D: SPORT PSYCHOLOGY

10. (a) Outline what is meant by both qualitative data and quantitative data.

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(4)

(b) In your course you have carried out studies of your own, including preparing a questionnaire. Explain why you would choose to gather qualitative or quantitative data (or both) with a questionnaire in sport psychology.

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(5)

Q10

(Total 9 marks)

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11. The study of motivation in sport psychology considers all of the factors that push people into training and the struggle for excellence in sport.

(a) Outline **one** theory of motivation that you have studied in sport psychology.

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(3)

(b) Evaluate the theory of motivation you outlined in (a).

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(4)

(c) Motivation is important in improving performance. Explain **one** technique for improving performance in sport.

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(2)

Q11

(Total 9 marks)

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***12.** Geoff is a tennis champion who represents his country in international tournaments. However, his performances for his country are much better at home than abroad.

Drawing on your knowledge of sport psychology and the psychological approaches, suggest reasons why Geoff doesn't perform so well overseas. Evaluate the explanations you offer suggesting how the coach could help Geoff to do well on all occasions.

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Q12

(Total 12 marks)

TOTAL FOR SECTION D: 30 MARKS
TOTAL FOR PAPER: 60 MARKS

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Centre No.						Paper Reference							Surname	Initial(s)
Candidate No.						6	P	S	0	4	/	1	Signature	

Paper Reference(s)

6PS04/1

Edexcel GCE

Psychology

Advanced

Unit 4: How Psychology Works

Sample Assessment Material

Time: 2 hours

Examiner's use only

Team Leader's use only

Question Number	Leave Blank
1	
2	
3	
4	
5	
6	
Total	

Materials required for examination
Nil

Items included with question papers
Nil

Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initials and signature.
Check that you have the correct question paper.
Answer ALL the questions in Section A. Answer Questions 4 and 5 in Section B and one of the choices in Question 6. Write your answers in the spaces provided in this question paper.
Do not use pencil. Use blue or black ink.
For Question 6 indicate which question you are answering by marking the box (☒).
If you change your mind, put a line through the box (~~☒~~) and then indicate your new question with a cross (☒).

Information for Candidates

The marks for individual questions and the parts of questions are shown in round brackets: e.g. **(2)**.
There are 6 questions in this question paper.
The total mark for this paper is 90, 45 marks for Section A and 45 marks for Section B.
There are 16 pages in this question paper. Any blank pages are indicated.

Advice to Candidates

Quality of written communication will be taken into account in the marking of your responses to Questions 1(b), 1(c), 2, 3(b), 5 and 6. These questions are indicated with an asterisk. Quality of written communication includes clarity of expression, the structure and presentation of ideas and grammar, punctuation and spelling.

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edexcel
advancing learning, changing lives

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SECTION A: CLINICAL PSYCHOLOGY

Answer ALL questions.

1. (a) Describe **one** definition of abnormality.

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*(b) Evaluate the definition of abnormality you have described in (a).

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*(c) Clinicians must interpret symptoms and form a diagnosis.

Explain why there might be cultural issues to take into account when diagnosing mental disorders.

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Q1

(Total 13 marks)

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***2.** (a) Describe symptoms and/or features of **one** disorder **other than** schizophrenia.

My chosen disorder is .....

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(4)

(b) Describe **one** explanation for the disorder you described in (a).

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(4)

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(c) Evaluate the explanation you described in (b).

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(6)

Q2

(Total 14 marks)

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3. (a) Compare the strengths and weaknesses of the Psychodynamic and Learning Approaches to treatment/therapy.

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*(b) Describe **one** biological approach to the treatment of schizophrenia and evaluate the use of such treatment.

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(12)

Q3

(Total 18 marks)

TOTAL FOR SECTION A: 45 MARKS

Leave blank

SECTION B: ISSUES AND DEBATES

Answer Question 4 and 5 and either Question 6(a) or Question 6(b).

4. (a) Describe what is meant by 'science'.

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(b) Describe **one** approach to psychology that you have studied.

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(c) Explain the extent to which the approach you described in (b) can be considered scientific. Refer to research methods used in the approach to support your case.

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(6)

Q4

(Total 15 marks)

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***5.** Psychologists must have regard for the rights and dignity of their participants.

Describe **three** ethical guidelines and explain ways in which they should be followed in psychological research when using human participants.

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Q5

(Total 12 marks)

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***6. EITHER**

(a) David Perrett is a psychologist who is well-known for his research on the perception of human faces. He seats people in front of computers, shows them several faces, and asks them simple questions like "who do you fancy most?" When people are shown a photograph of themselves, changed to give it characteristics of the opposite sex, they find it very attractive. It might be because the face reminds them of their mum or dad.

(Adapted from the *New Scientist*)

Both the Psychodynamic Approach and the Learning Approach could help to explain why we find people like our parents attractive.

Describe and evaluate how both the Psychodynamic Approach and the Learning Approach could help explain why we find people like our parents attractive.

OR

(b) Using **two** different approaches describe and evaluate the role of both nature and nurture in explaining human behaviour.

Chosen question number: **Question 6(a)** ☒ **Question 6(b)** ☒

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Q6

(Total 18 marks)

TOTAL FOR SECTION B: 45 MARKS

TOTAL FOR PAPER: 90 MARKS

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C Sample mark schemes

General marking guidance 73
Unit 1: Social and Cognitive Psychology 75
Unit 2: Understanding the Individual 95
Unit 3: Applications of Psychology 121
Unit 4: How Psychology Works 157

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

  i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
  ii) select and use a form and style of writing appropriate to purpose and to complex subject matter
  iii) organise information clearly and coherently, using specialist vocabulary when appropriate

Unit 1: Social and Cognitive Psychology

Section A

Question Number	Question	
1.	An independent variable (IV) is	
	Answer	Mark
	A The variable that is manipulated in an experiment B The variable that cannot be controlled in an experiment C The variable that is measured in an experiment D The variable the researcher is not interested in	**(1 AO3)**

Question Number	Question	
2.	A researcher designs a survey using a structured interview to investigate opinions about social groups. She recruits some interviewers to conduct the survey. She must ensure that	
	Answer	Mark
	A interviewers are able to ask whatever they like B participants are interviewed in their own surroundings **C interviewers are only able to ask the questions she has set** D participants are only able to answer in writing	**(1 AO3)**

Question Number	Question	
3.	Which of the following statements is true of a volunteer sample?	
	Answer	Mark
	A Researchers select their friends and family to do a memory experiment for them. B Researchers select ten men and ten women from each of four age groups to be tested. C Researchers use a random number generator to identify who to test from a workforce. **D Researchers advertise in a local newspaper for participants.**	**(1 AO3)**

Question Number	Question	
4.	Laboratory Experiments involve	
	Answer	Mark
	A Manipulating the independent variable (IV) in the participants' natural setting **B Manipulating the independent variable (IV) in a controlled environment** C Manipulating the dependent variable (DV) in a controlled environment D Manipulating the dependent variable (DV) in the participants' natural setting.	**(1 AO3)**

Question Number	Question	
5.	A non-directional (two tailed) experimental hypothesis will make a statement about there being	
	Answer	Mark
	A more effect of one condition than of the other **B a difference between the conditions** C less effect of one condition than of the other D no difference between conditions other than those that occur by chance.	**(1 AO3)**

Question Number	Question	
6.	A researcher is interested in whether obedience to pedestrian lights differs between men and women pedestrians. In order to be as objective as possible, which of the following options would be the best way to collect data?	
	Answer	Mark
	A Record the number of times that men and women disobey the pedestrian lights B Ask a large sample of men and women how they behave at pedestrian crossings C Rate crossings by men and women separately on a scale for level of obedience D Give each crossing made a score from 1 to 5 depending on level of obedience.	**(1 AO3)**

Question Number	Question	
7.	Cue dependency theory states that there are two types of cues that could affect memory. These cues are called	
	Answer	Mark
	A Internal and external B Primacy and recency **C State and context** D Encoding and recall	**(1 AO1)**

Question Number	Question	
8.	Ali was very late for his psychology lesson because he had stayed behind in the common room to tidy it up. He explained to his teacher that he was just doing what he was told. Using knowledge from of the Social Approach, which of the following statements best describes his obedience?	
	Answer	Mark
	A He was going along with what the head of year insisted he must do to help. B He was going along with what the head of year asked him to do to help out. C He was going along with what his friends asked him to do as they needed his help. D He was going along with what his friends were doing as, if he helped, it would be quicker.	**(1 AO1)**

Question Number	Question	
9.	Which of the following is an illustration of the processing of information from input through to output as explained by the Cognitive Approach?	
	Answer	Mark
	A David forgot to take his football kit to school as he did not usually play on Tuesdays. **B Emily read the instructions for assembling her new wardrobe then put it together.** C Moheed remembered every detail about his first drive in a racing car, even five years later. D Suki improvised the moves in her gymnastics routine which she had not learned.	**(1 AO1)**

Question Number	Question	
10.	Identify two of the following four statements to show which are true prejudice.	
	Answer	Mark
	A Prejudice is an attitude involving stereotyping. B Prejudice involves disobeying an authority figure. C Prejudice refers to correctly recalling events as an eye witness. **D Prejudice can lead to discrimination of minority groups.** E Prejudice is always a form of obedience.	**(2 AO1)**

Section B

Question Numbers	General Instructions
11-14	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated.

Question Number	Question	
11.	In social psychology, there are many ethical issues to be considered when involving human participants in research. Briefly evaluate Milgram's (1963) study of obedience in terms of ONE ethical issue.	
	Answer	Mark
	One point per marking point **or** for elaboration. There are many guidelines or issues that could be chosen and would be suitable. If more than one guideline used mark all and credit the best. One appropriate guideline or issue must be identified and linked to the Milgram study, and the second mark is for elaboration made relevant to Milgram's study. If any different study is used, max 1 mark for a relevant evaluation point about an ethical issue relating to that study.	**(2 AO3)**
	eg Withdrawal • Milgram gave verbal prods to participants such as 'the experiment requires you to continue' and this meant that they did not have the right to withdraw/eq; • Although in practice Milgram did point out that they could withdraw and some did (only 65% gave up to the maximum shocks)/eq; eg Protection • Milgram's study put participants under a lot of stress and they showed distress, after which he still asked them to continue/eq; • There were clear physical signs of their distress and one even had a seizure, many asked many times if they had to continue and were clearly very reluctant/eq; **Look for other reasonable marking points**	

Question Number	Question	
12.(a)	Outline the procedure used by Hofling et al (1966) in their study testing obedience.	
	Answer	Mark
	One point per marking point **or** for elaboration unless otherwise indicated. Points must be about the procedure used. No marks for aims, results or conclusions.	**(3 AO1)**
	• Hofling et al surveyed 21 nurses to find out whether they would obey unethical instructions/eq; • Then, using a different group of 21 nurses, a man who pretended to be a doctor phoned each nurse separately and asked them to give a dose of a drug (Astrofen) that was over the safe amount/eq; • The 'doctor' said he would be along later to sign the instruction, and the nurses did not know the doctor/eq; • Then the nurse in each case was observed to see whether they would administer the incorrect dosage, which was twice the safe limit/eq; **Look for other reasonable marking points**	

Question Number	Question	
(b)	Outline the findings (results and/or conclusions) of Hofling et al's (1966) study.	
	Answer	Mark
	One point per marking point **or** for elaboration unless otherwise indicated. Points must be about the results and/or conclusions used. No marks for aims or procedure.	**(3 AO1)**
	• Hofling et al found that when surveyed, nurses (10 out of 12 of them) said they would not obey unethical instructions/eq; • However, it was found that when phoned by a doctor they did not know 21 out of the 22 nurses did go to give an unsafe dosage of a drug/eq; • Nurses broke rules such as not giving medication without the doctor's signature/eq; • Nurses appear to be willing to obey instructions from an authority figure, even when they are clearly unsafe/eq; **Look for other reasonable marking points**	

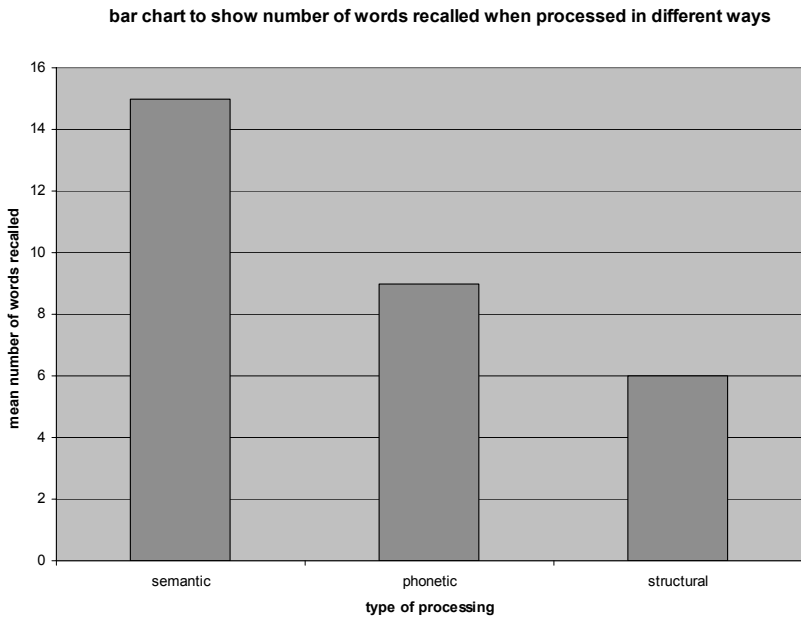
Question Number	Question	
(c)	For your course you will have studied another study in detail as well as Hofling et al (1966). Studies can be compared in terms of the methodology, ethics, results (findings and/or conclusions) as well as other ways. Compare Hofling et al (1966) with your other chosen study.	
	Answer	
	One point per marking point or for elaboration unless otherwise indicated. All 3 A02 marks are comparison points. If it is not clear which other study is being used 0 marks. If more than one other study compared with Hofling et al mark all and credit the best eg Hofling et al compared with Sherif • Hofling et al and Sherif both used a field experiment so both studies had some validity/eq; • Hofling et al and Sherif both looked at social psychology and the importance of interactions/eq; • Hofling et al looked at individual behaviour, however Sherif looked at the influence of groups/eq; eg Hofling et al compared with Tajfel • Both Hofling et al and Tajfel used experimental methods with controls in place/eq; • Both worked in the field of social psychology and looked at the influence of others on our behaviour/eq; • Both studies involved deception, with Hofling et al deceiving that the order came from real doctors and Tajfel deceiving the participants that they were in groups according to their real choices/eq; Also eg Hofling et al compared with Reicher and Haslam	**(3 A02)**

Question Number	Question	
13.	You will have studied one of the following studies in detail from the Cognitive approach: Peterson and Peterson (1959) Craik and Tulving (1975) Ramponi et al (2004) Choose one study from this list and evaluate this study.	
	Answer	Mark
	One point per evaluation/application point **or** for elaboration unless otherwise indicated. Giving marks for elaboration where appropriate is particularly important so that the full range of marks is available. If a technical term is used in evaluation of a study (e.g. ecological validity) 2 marks can be given, only if the term is used, clearly understood, and the evaluation point is linked to the chosen study. The term on its own without explanation is not creditworthy. Where such points are made they must be more than generic – in other words not just that it was an experiment, with controls, so reliable, but a mention of something specific about that study (see points below). The answer must evaluate one of the three specified studies or 0 marks. eg Peterson and Peterson (1959) • Peterson and Peterson did a lab experiment, which looked at memory of nonsense trigrams and this is not an everyday task so lacks validity/eq; **one mark** • However, their study was well controlled because they used trigrams so previous knowledge and familiarity if they had used words was controlled for/eq; **one mark** • Their study was well controlled and documented, such as how interference was engendered by counting backwards, and this means the study is replicable and so reliability can be tested for/eq; **two marks** • Other studies have also shown rehearsal to be necessary for recall and so their study has been replicated and shown to be reliable/eq; **one mark** e.g. Craik and Tulving (1975) • Craik and Tulving used a repeated measures design so the same participants did all conditions which meant participant variables were controlled for and individual differences would not have affected the results/eq; **two marks** • The study was well controlled and an experiment so the task, the different levels of processing of the words, was clear and the study replicable, which meant it could be tested for reliability**/eq; two marks** • The idea that capital letters only means visual processing might not be the case though, as the participants may have registered the meaning of the word as well, which means that the task may not have been valid/eq;	

	The study has been well replicated, including by students learning psychology, which suggests that the findings are reliable/eq; e.g. Ramponi et al (2004) • There were very strong controls such as random allocation to either intentional or incidental association and the order of word pairs/eq; • The study reinforces Craik and Tulving's findings, and the LOP model, because in general there was improved recall if deeper processing/eq; • And it goes further because it looks at whether age affects LOP and means less clear recall, so it investigates the model in a more thorough way/eq; • The study reinforces findings of others, such as Naveh-Benjamin (2000) and finds that age affects recall when associations are weak because older adults might find it harder to fit an encoded event to their previous experiences/eq; • The study is an experiment, with thorough detail about the procedures/sampling and so on, so it would be replicable and easy to test for reliability/eq; **Look for other reasonable points.**	

Question Number	Question	
14.(a)	Identify **one** model or theory of memory **other than** the Levels of Processing model of memory.	
	Answer	Mark
	If more than one model or theory of memory mark all and credit the best. 1 mark for identification. Credit for either name or for researcher(s)/theorist(s). The theory/model must be identifiable and not just general information about memory. eg multi store model (Atkinson and Shiffrin) eg Reconstructive memory (Bartlett) eg spreading activation (Collins and Loftus) eg working memory model (Baddeley and Hitch)	**(1 AO1)**

Question Number	Question	
(b)	Outline one strength and one weakness of the model or theory you identified in (a).	
	Answer	Mark
	One point per marking point or for elaboration. Giving marks for elaboration where appropriate is particularly important so that the full range of marks is available. Two marks available for the strength and two marks for the weakness. One mark for a weak answer and two marks when the answer is elaborated. If more than strength or weakness (as appropriate) mark all and credit the best. TE – if (a) is blank and (b) correctly gives a strength and/or weakness of an appropriate identifiable model or theory of memory then (b) can gain up to full marks. If (a) is incorrect and (b) correctly evaluates (a) then (b) can gain credit up to max 2 marks, as long as (a) gives a theory or model in psychology. Eg Multi store model Strengths • The multi store model helps to explain issues such as retrograde and anterograde amnesia/eq; • It has provided a good clearly conceptualised starting point for investigating memory processes which reason supports, such as Glanzer and Cunitz /eq; Weaknesses • The model fails to explain the complexity of memory whereas other models have looked at different aspects eg STM/eq; • Rehearsal is too simple a process to account for the transfer of info from STM to LTM/eq; eg Reconstructive memory Weaknesses • This model may over emphasise the inaccuracy of memory/eq; • The concept of a schema is not well defined and is difficult to operationalise/eq; Strengths • The original work by Bartlett on the model was ecologically valid/eq; but has been criticised for lack of controls inhibiting cause and effect conclusions/eq; • Evidence from studies such as Loftus and Palmer (1974) demonstrate schema based memory through leading questions/eq; **Look for other reasonable marking points**	(4 AO2)

Question Number	Question	
15.	The graph below portrays the results of a typical study testing the Levels of Processing theory of memory. From your knowledge of levels of processing and from the information on the graph answer the following questions.  	
(a)	Identify the dependent variable (DV) in this study.	
	Answer	Mark
	Reject one word answers such as 'recall'. The DV must be clear. The DV is the number of words recalled in each of the three conditions (depending on whether the word was processed according to its structure, sound or meaning).	**(1 A03)**

Question Number	Question	
(b)	Give a suitable experimental/alternative hypothesis for this study.	
	Answer	Mark
	A directional or a non-directional hypothesis can be given. The null hypothesis is not correct. The hypothesis should look at the number of words correctly recalled/recognised depending on the three conditions. The hypothesis does not have to be very formal – as long as the IV (the different types of processing or the types listed) and the DV (number of words recalled/recognised) are both clearly mentioned. • There is a difference in the number of words recalled/recognised depending on whether words are processed structurally, phonetically or semantically/eq; • The number of words correctly recalled/recognised is greater when there is semantic processing then in the other two conditions/eq;	**(1 AO3)**

Question Number	Question	
(c)	This study was conducted using a repeated measures design. Outline **one** strength of this design.	
	Answer	Mark
	If more than one strength is given mark all and credit the best. One mark for identifying an appropriate strength and one for elaboration (including using examples). Eg control of individual differences • If there are no individual differences between the two experimental groups then the scores for each participant for each of the conditions can be compared more reliably/eq; • Also if individual differences are controlled for then the study is more valid and more likely to be measuring what it claims to measure rather than measuring differences between participants/eq; eg having fewer participants • If the same people do all conditions then fewer people are needed – this could be said to be more ethical as fewer people are disturbed, also control is better such as controlling what other exercise they do/eq; • Also if there are fewer participants then this is more practical for example in making sure all participants have standardised instructions/eq; **Look for other relevant strengths**	**(2 A03)**

Question Number	Question	
(d)	What is the mean recall score for the 'phonetic' condition?	
	Answer	Mark
	9 (words)	**(1 AO3)**

Question Number	Question	
16.	As part of the course requirements for social psychology you conducted an interview/questionnaire by which you gathered qualitative data. Describe the steps you took in order to gather **and** analyse the data. **(5 AO3)**	
	Indicative content	
QWC i-ii-iii	This will depend on what the candidate has done (which could be an interview or a questionnaire, it should involve qualitative data). There are general steps. Specific procedures can also gain credit where it is clear that what has been done is relevant. Marks are awarded each time the method of gathering and analysing the data moves the study forward. At least one mention of both the gathering and the analysis must be made or max 2 marks. Marks should not be awarded for reference to quantitative analysis. Use the banding below to mark the answer.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2 marks	No mention of how the candidate would use a questionnaire or interview but some general ideas of how questionnaires or interviews have gathered data (even if quantitative). If there is a very brief idea of how a question would yield the type of data then 2 marks. If there is a general idea of how a questionnaire or interview would be undertaken but it is not clear about the type of data or analysis, then 1 mark. The answer should be adequately communicated for the 2 marks. If there is a good answer for gathering the type of data but no mention of analysis of the type of data, then 2 is the mark to give (partial performance).
Level 2	3-4 marks	Both gathering and analysis of qualitative data are dealt with and the answer is suitably communicated. The candidate refers to their own ideas. If there is a detailed answer for both gathering and analysis, then 4 marks. Elaboration can be in the form of an example if it clearly adds to the description.
Level 3	5 marks	A thorough answer, giving both gathering and analysis, comprehensively communicated and showing how the candidate would gather and analyse the data. The answer should be clearly communicated. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.

Some examples of steps that could be described: formulation of research question relevant to topic area; construction of open question(s); piloting of questions and subsequent revision; sampling of participants (method used); nature of interaction with participant eg face to face as in interview or remote as in filling in questionnaire

Some examples of recording of data: by participant on questionnaire or by researcher during interview; summarising data from questions e.g. coding; analysing qualitative data e.g. thematically; comparisons made/conclusions related to research question based on data analysis.

Section C

Question Numbers	General Instructions
17-18	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated.

Question Number	Question	
17.	In your course you will have studied a key issue in the social approach. Imagine you are a social psychologist and are being interviewed by a journalist about the issue you studied. Apply concepts and ideas from the social psychology to explain the issue.	
	Answer	Mark
	One point per marking point **or** for elaboration unless otherwise indicated. Max 2 marks for outline of issue. Remaining marks for application of ideas and concepts. Answers must focus on the issue outlined and must come from social psychology. Research findings can be used to evaluate the explanation but descriptions of research undertaken do not gain credit here. Terms and concepts can be drawn from (but are not limited to) the terms listed in the specification.	**(6 AO1)**
	Max two marks are for outline of a suitable issue. eg Football hooliganism • Football involves two teams that have distinctive strips and each have their own home ground/eq; • There have been frequent instances of aggression between two football teams, with corresponding arrests and injuries/eq; • From the point of view of society football violence is a serious issue as resources are used up controlling football crowds/eq; eg Obedience to authority such as at My Lai • At My Lai American troops fired at and shot women and children even though they were cowering and afraid and clearly had no weapons/eq; • This was called a massacre and there was widespread condemnation at such behaviour, which seemed to go against what humans in that situation would do/eq; • This sort of obedience needs to be explained to try to stop such things happening/eq;	

	Ideas and concepts eg Football hooliganism • Social identity theory suggests that we categorise ourselves as belonging to an 'in' group/eq; • And in doing so we see others not in our in group as being in an 'out' group and so we may become prejudiced to members of the 'out' group /eq; • Tajfel did studies using minimal groups and found, for example, that people were more willing to help other members of their group than members of different groups/eq; • Football teams can be seen as opposing groups and wearing distinctive kits can help supporters to identify with their 'in' group and to go against their 'out' group/eq; • Crowds tend to deindividuate people and if people do not see themselves as recognisable as individuals then they might act in a way they would not otherwise act, such as when a football team supporter/eq; • Uniforms tend to deindividuate people and football strips are distinctive and act as uniforms when supporters wear their appropriate colours, which can also mean people act in ways they might otherwise not act/eq; • Zimbardo found that when in uniform people can be deindividuated and act as they might otherwise not, such as when in KKK type hoods, and football teams have uniforms/eq; • Scapegoating is seen as a cause of prejudice and football team supporters may use opposing team supporters as scapegoats to vent other frustrations/eq; eg My Lai • Haney et al found that when in uniform, prison guards (randomly allocated to that role) acted brutally as that role might predict, and the My Lai situation was the same/eq; • One explanation is that uniforms deindividuate people and they act as they might otherwise not act, including obeying orders without questioning them, as the soldiers did in My Lai/eq; • Although another study found that when in nurses' uniforms people were kinder and this suggests that the type of uniform and related behaviour is important, so if not soldiers the same situation might not occur/eq; • Milgram found obedience even when participants clearly wished to stop giving what they thought were electric shocks to another person and thus apparently harming them/eq; • Which is a similar kind of obedience to that at My Lai as some soldiers were reluctant to comply with the orders to kill the women and children and one even shot himself in the foot rather than obey, though the majority did obey/eq; • Milgram found in his 1963 study that 65% obeyed up to the largest voltage 'shock', which was 450 volts but this meant 35% did not obey to that extent, similar to the My Lai situation/eq; • Milgram's and Zimbardo's studies, together with the real life My Lai situation, suggest that anyone would act as they normally would not (including harming others) if commanded to by an authority figure and that it is not a matter of personality/eq; **Look for other reasonable marking points**	

Question Number	Question
18.	Describe and evaluate one theory of forgetting. **(6A01/6A02)**
	Indicative content
QWC i,ii,iii	**Refer to banding at the end of the indicative content** Appropriate answers might include the following knowledge points, but this list is not exhaustive. eg interference theory • can explain forgetting in long term memory and in short term memory/eq; • In long term memory retroactive interference is when something learnt now interferes with previous learning/eq; • Proactive interference is when something learnt previously interferes with new learning/eq; • In STM interference is important as it prevents rehearsal which is needed for information to go from STM into LTM/eq; • For example, if a person is trying to recall a phone number and at the same time is asked a question, then the searching for a response can interfere with the rehearsal of the phone number/eq; eg cue dependency • when cues present at encoding are not present at retrieval then forgetting may happen/eq; • there are 2 types of cues, context which are environmental/eq; • and state which are internal to the person/eq; • for example, when someone goes upstairs to get something and forgets what it was, they might remember again when they are back downstairs in the place they first thought about it, which is context dependent/eq; • or if someone learns something when in a relaxed mood, but cannot remember it when they are in a tense mood, this is state dependent/eq • memory cues or prompts may be necessary to access information that is available but not accessible/eq;

	Appropriate answers might include the following application and evaluation points, but this list is not exhaustive. eg interference theory • Peterson and Peterson (1959) carried out a study where they blocked rehearsal by having a counting backwards task interfere with any rehearsal of nonsense trigrams and they found that such interference meant fewer trigrams were recalled, so interference did lead to forgetting in STM/eq; **two marks if elaborated as here** • McGeoch and McDonald (1931) studied interference in LTM and found that one list did interfere with recall of another list but whether the lists were similar in meaning or not made a difference, so it might not be just interference that causes forgetting/eq; **two marks if elaborated as here** • Another theory of forgetting is trace decay, which suggests that memory is a physical trace that decays, so forgetting is when the trace is no longer there and the memory has gone rather than being memories interfering with other memories and thus causing forgetting/eq; **two marks if well outlined as here** • In short term memory items may not interfere with rehearsal so much as displace material so that new material overwrites old material and displacement is another theory of forgetting/eq; eg Cue dependency • Godden and Baddeley (1975) found that recall was better if the person (diver) was in the same situation when recalling as when learning, and if memory is aided by context, then forgetting could be said to be context dependent/eq; **two marks if elaborated as here** • Differences in context have to be quite large before there is a significant effect on memory/eq; • Has been applied to real world successfully e.g. police reconstructions based on cue dependency/eq; • Was an experiment so may be said to lack validity but as a field experiment using a natural setting (diving) there may be ecological validity/ eq; **Look for other reasonable marking points**

Level	Mark	Descriptor
		AO1: Knowledge and understanding of science and of How science works AO2: Application/evaluation of knowledge and understanding of science and of How science works
	0	No rewardable material
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements, showing some relevance to the question. Little attempt at the analytical/evaluation demands of the question. Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.
Level 2	4-6 marks	Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some attempt at analysis/evaluation, with limited success. Limited evidence will be presented. Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.
Level 3	7-9 marks	Candidates' answers will show some good knowledge with understanding of the focus of the question and will include analysis and evaluation. Points made may not be fully treated critically though there may be some evidence of judgement and of reaching conclusions where this is relevant. Use of a range of evidence. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.
Level 4	10-12 marks	Candidates will offer a response which is relevant and focused of the question, and addresses the main issues contained in it. There will be evidence of reasoned argument and of judgement when relevant to the question. The analysis will be supported by accurate factual material, which is relevant to the question. Good use of evidence. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.

Unit 2: Understanding the Individual

Section A

Question Number	Question	
1.	Which of the following is an example of longitudinal research?	
	Answer	Mark
	A The repeated observation and measurement of the same individuals over a period of time. B The repeated observation and measurement of a range of individuals at a specific time. C The repeated observation and measurement of a range of different individuals in a variety of contexts. D The observation and measurement of a single group of individuals at a specific time.	**(1 AO3)**

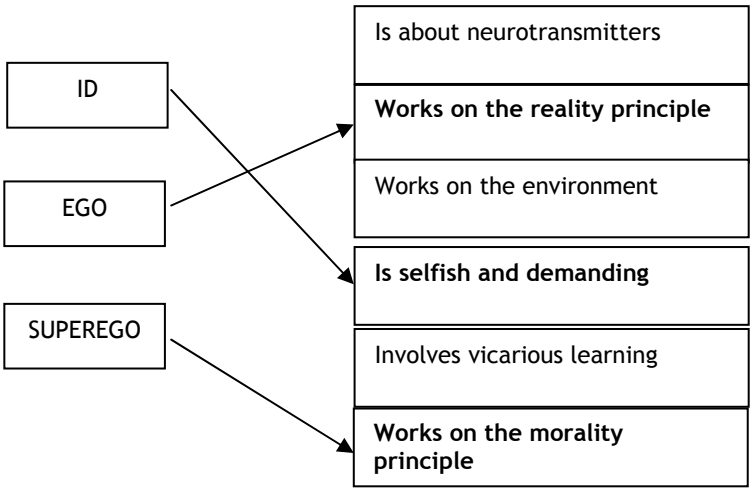
Question Number	Question	
2.	Defence mechanisms include	
	Answer	Mark
	A learning **B repression** C genes D aggression	**(1 AO1)**

Question Number	Question	
3.	Brain lateralisation involves	
	Answer	Mark
	A The way Intelligence Quotient (IQ) is scored **B The way functions are located in different halves of the brain** C The way neurotransmitters work in the brain D The way learning and memory processing takes place in the brain	**(1 AO1)**

Question Number	Question	
4.	The Biological Approach could explain gender differences in which of the following ways.	
	Answer	Mark
	A Hormones alter levels of aggression during adolescence B Children relate to their parents differently and model their behaviour on the same sex parent C There are differences in levels of neurotransmitters between boys and girls D Boys are encouraged to be more independent and aggressive than girls even as babies	**(1 AO1)**

Question Number	Question	
5.	In classical conditioning, extinction refers to when	
	Answer	Mark
	A a conditioned response (CR) is produced after some time for no reason **B a conditioned response (CR) is no longer produced after the conditioned stimulus (CS)** C a conditioned response (CR) is produced in response to a conditioned stimulus (CS) D a conditioned response (CR) is never produced.	**(1 AO1)**

Question Number	Question	
6.	Operant conditioning refers to	
	Answer	Mark
	A Conditioning of only reflexes **B Conditioning of voluntary behaviours** C Conditioning of genes D Conditioning of defence mechanisms	**(1 AO1)**

Question Number	Question	
7.	In the diagram below, three definitions match the three concepts and three definitions are false. For each of the **three** concepts, draw a line to connect to its correct definition.	
	Answer	Mark
		**(3 AO1)**

Question Number	Question	
8.	Alison and Zach have just had a new baby boy called James. James has a big sister called Juliet. They both get half their chromosomes from each parent. This includes the 23rd pair that determines their sex. Identify the **two** statements that describe which parent contributes which chromosome to each child.	
	Answer	Mark
	A James has an X chromosome from his mother and a Y chromosome from his father B James has an X chromosome from his mother and an X chromosome from his father C James has a Y chromosome from his mother and a Y chromosome from his father D Juliet has an X chromosome from her mother and a Y chromosome from her father **E Juliet has an X chromosome from her mother and an X chromosome from her father** F Juliet has a Y chromosome from her mother and an X chromosome from her father G Juliet has a Y chromosome from her mother and a Y chromosome from her father	**(2 AO1)**

Question Number	Question	
9.	Identify which **two** of the following five statements are correct.	
	Answer	Mark
	A Positive reinforcement involves something desired being given to strengthen the response B Positive reinforcement involves rewards being taken away C Negative reinforcement involves something unpleasant being given to weaken the response **D Negative reinforcement involves something being done to take away something undesired** E Positive reinforcement involves no reinforcement being given	**(2 AO1)**

Section B

Question Number	Question	
10.	A study was carried out to see if physical exercise is effective for the treatment of depression. The researchers wanted to find out whether the amount of physical exercise is important. The participants were 80 adults aged between 20 and 45 years and all diagnosed with depression. Participants were randomly allocated to one of two conditions, with treatment taking place in a laboratory setting. One group had a small amount of exercise and another group had a higher amount. There was also a control group that had no exercise treatment. Before the treatment each participant was rated for depression using a standardised scale to give a baseline measure. After the treatment each participant was rated again using the same scale and the scores before and after the treatment were compared. The results were that there was a significant reduction in depression. Results are shown in the table. It was concluded that a high amount of exercise meant a reduction in depression but that a small amount was no different than having no treatment.	
(a)	Give an experimental/alternative hypothesis for the study.	
	Answer	Mark
	One mark for an appropriate experimental hypothesis. A directional or a non-directional hypothesis can be given. The null hypothesis is not correct. The hypothesis should look at the amount of exercise (small or higher) as that is the main aim. A hypothesis that compares exercise with no exercise (the control group v the other groups) is also correct. The hypothesis does not have to be very formal – as long as the IV (exercise or not, or small v higher exercise, or the amount of exercise) and the DV (amount of depression, stated in some way) are both clearly mentioned. • There will be a difference in measurement of depression on a rating scale after a treatment using either a small or a higher amount of exercise/eq; • There will be less depression after a higher amount of exercise than after a small amount of exercise/eq; • There will be a difference in depression depending on whether the amount of exercise is low or higher/eq; • Those given a treatment of exercise will show less depression than those not given treatment/eq; **Look for other reasonable ways of expressing a hypothesis**	**(1 AO3)**

Question Number	Question	
(b)	Give the independent variable (IV) for the study.	
	Answer	Mark
	Either of the following is right as there are two possible hypotheses. Just the word 'exercise' is not enough as the focus is on either the amount of exercise or whether there is exercise treatment or not. • Whether the amount of exercise is a higher or a small amount/eq; • Whether there is exercise treatment or not/eq; **Look for other reasonable ways of expressing the IV**	**(1 AO3)**

Question Number	Question	
(c)	Give the dependent variable (DV) for the study	
	Answer	
	The dependent variable is the score on depression and how much it had reduced after the treatment. 'Score' is not enough, although as there is only 1 mark 'depression score' is sufficient. The depression rating after the treatment/eq; **Look for other reasonable ways of expressing the DV**	**(1 AO3)**

Question Number	Question	
(d)	Why was it important to have a control group?	
	Answer	Mark
	Reject 'as a baseline' – this must be explained for the mark to be given, as 'as a baseline' is given in the source. On mark for a weak answer and two marks when the answer is elaborated. • To measure the results against/eq; **one mark** • To see whether depression changed as a result of the exercise or whether it would have changed in any case/eq; **two marks** **Look for other reasonable ways of expressing this answer**	**(2 AO3)**

Question Number	Question	
(e)	Explain why the participants were randomly allocated to the two conditions.	
	Answer	Mark
	The answer must refer to avoiding bias in some way to gain marks. One mark for a weak answer, two marks when the answer is elaborated. An example would serve as elaboration. • To make sure that differences between the groups did not lead to bias/eq; **one mark** • To make sure that participants could be in either group without any systematic error, so that, for example, one group did not have participants that were more depressed in the first place/eq; **two marks** **Look for other reasonable ways of expressing this answer**	**(2 AO3)**

Question Number	Question	
(f)	Using the results, explain why it was concluded that a small amount of exercise made no difference to the reduction in symptoms of depression.	
	Answer	Mark
	A full mark answer must refer to an actual result at least once, though candidates may not use figures and can say 'greater than', for example. If no direct reference to results, max 1 mark. The answer must focus on the small amount v the control group rather than the higher v smaller amount alone. One mark for a weak answer and two marks when the answer is elaborated. • 30% and 29% are more or less the same/eq; **one mark** • The depression of the 'small amount' participants was the same as for the control group, who had no exercise/eq; **one mark** • It was decided that the depression of the 'small amount' participants was the same as for the control group (30% and 29%), who had no exercise, so the small amount of exercise had no effect on participants/eq; **two marks** **Look for other reasonable answers**	**(2 AO3)**

Question Number	Question	
(g)	The researchers would have followed ethical guidelines. Explain **two** ethical guidelines that they would have had to consider.	
	Answer	Mark
	1 mark for each guideline (ID mark) + 1 mark for each explanation – explanation must relate to guidance identified - (2 marks per guideline) There are many guidelines that could be chosen and that would be suitable. If more than two are given, mark all and credit the best. Right to withdraw; **ID mark** • Participants had to know that they could stop doing the exercise programme at any time and they could withdraw their data/eq; Competence; **ID mark** • The experimenter(s) had to be competent to administer the exercise programme/eq; Debriefing; **ID mark** • The participants should be told all about their particular programme (or if they were in the control group) so that they knew what they had participated in/eq; Informed consent; **ID mark** • The participants should be told that they were part of a study about the effects of exercise on depression/eq; • The use of a before and after measurement of their depression should be explained to participants from the start/eq; **Look for other reasonable ethical principles and other ways of answering**	**(4 AO3)**

Question Number	Question	
(h)	What is meant by the term validity?	
	Answer	Mark
	1 mark for some mention of real life relevance. The answer does not have to relate to the stimulus material, but should briefly define 'validity'. • When a study has real life relevance/eq; • When a study measures what it claims to measure/eq; **Look for other reasonable definitions of validity**	**(1 A03)**

Question Number	Question	
(i)	Explain why the laboratory study outlined here would have low validity.	
	Answer	Mark
	1 mark for a weak answer and 2 marks when the answer is elaborated. An example would serve as a elaboration. The answer must relate to the stimulus material or 0 marks. The answer must be critical about the validity. Comments about high validity are not creditworthy for this question. There are no marks for citing terms without showing they are understood, for example, no marks for 'lacks ecological validity', 'there are demand characteristics', or 'there might be social desirability'. If a technical term is used in evaluation, for example, ecological validity, 2 marks can be given only if the term is both used and understanding of its meaning shown and the evaluation point is linked to the particular study given in the source material. The term on it's own without explanation is not creditworthy. • A programme of exercise in a laboratory is not natural/eq; **one mark** • What is a small amount for someone used to exercise might be a high amount for someone not used to exercise/eq; **one mark** • A rating scale might result in the participant giving what they think they should say about their depression/eq; **one mark** • Participants might give socially desirable answers for the rating scale rather than what they are feeling, which means the scale is not measuring their level of depression/eq; **two marks** • As participants were randomly allocated to the conditions it might lead to an imbalance between the groups in terms of the amount of exercise the people in the groups are used to. As such the dosage might not be higher or smaller as claimed/eq; **two marks** • As the exercise took place in a laboratory setting, which is not a natural place for an exercise programme, the participants may not have behaved as they would in a more natural setting, so the study lacked ecological validity/eq; **two marks**. **Look for other reasonable points**	**(2 AO3)**

Question Number	Question	
11.	As part of the course requirements you will have conducted an observation within the Learning Approach. Answer the following questions about the observation that you carried out.	
(a)	Outline the aim/purpose of your observation.	
	Answer	Mark
	0 marks Either no mention of aim/purpose there or very unclear about what was done. **1 mark** A simple aim/account of purpose, so that the examiner can just about identify what was done. **2 marks** A clear aim/account of the purpose of the observation, so that the examiner can identify and understand what was done at least in part.	**(2 A03)**

Question Number	Question	
(b)	Describe how you collected the data from your observation.	
	Answer	Mark
	Giving marks for detail and elaboration where appropriate is particularly important so that the full range of marks is available.If (b) doesn't relate to (a) marks. **0 marks** Either no answer or a muddled answer where the examiner cannot discern at all how data was collected. **1 mark** One step of data collection is given, and the examiner is given a very brief idea of how the observation took place, even if not focused exactly on the data collection itself. **2 marks** There are at least two understandable ideas of how the observation was carried out and one of the ideas includes reference to how the data was collected. **3 marks** There is a mainly clear description of the observation including steps taken to collect the data, such as if tallying was used, how this was done; or how qualitative data was gathered. There are elements, however, that are still unclear. **4 marks** The description of how data was collected is clear enough to enable replication, with good detail, although there might still be details missing. It is clear whether data is qualitative, quantitative, or both.	**(4 A03)**

Question Number	Question	
(c)	Explain how you addressed **one** problem when planning/carrying out the observation.	
	Answer	Mark
	If there is more than one problem addressed, mark all and credit the best, up to full marks. If (c) does not relate to (a) but a relevant problem with carrying out an observation is given, max 1 mark and mark TE. **0 marks** A muddled answer with no clearly identifiable appropriate problem. No focus on the observation being described. Or no answer at all. **1 mark** One clearly appropriate problem to the aim given in (a) is addressed, such as mentioning that access to the school was difficult but a letter to the Headteacher enabled such access. Can be ethical problem or practical problem, including a problem with the procedure or a problem with sampling. There is likely to be little elaboration so the problem is described rather than explained. **2 marks** Answer shows how a clearly appropriate problem was addressed. There is clear elaboration and explanation. Relates to (a).	**(2 A03)**

Question Number	Question	
12.(a)	Outline the findings (results and/or conclusions) of Freud's (1909) 'Little Hans' study.	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point. Points must be about the results and/or conclusions used. No marks for aims or procedure. • Freud concluded that Little Hans showed evidence of the Oedipus Complex/eq; • Little Hans's fear of the horse was interpreted as fear of his own father/eq; • Little Hans's dreams showed his focus on the genitals, and his castration fear/eq; • Freud used the findings of the Little Hans study as proof for the psychosexual stages he proposed/eq; **Look for other reasonable marking points**	**(2 AO1)**

Question Number	Question	
(b)	Outline **one** weakness of the Little Hans study.	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point (unless otherwise indicated). If more than one weakness is covered, mark them all and credit the best. One mark for a weak answer in each case and two marks for a more elaborated answer. The answer must be relevant to the Little Hans study, eg not about weaknesses of case studies in general, unless clearly relevant to the Little Hans study (eg about being unable to generalise from it.)	**(2 AO2)**
	eg Weakness • Much of the data was provided by Little Hans's father so were second hand/eq; **one mark** • Much of the data was provided by Little Hans's father who was a follower of Freud's and knew his ideas, so there may have been bias because the father reported only what he though was relevant/eq; **two marks** eg Weakness • The Little Hans study is a case study so the data has to be interpreted/eq; **one mark** • The Little Hans study is a case study so the data has to be interpreted by the analyst, which means there can be subjectivity and the ideas of the researcher can affect the analysis/eq; **two marks** **Look for other reasonable marking points/weaknesses**	

Question Number	Question	
13.	In your course you will have studied another study in detail other than Money (1975). Choose one of the following three optional questions 13a, 13b or 13c	
13 (a) (i)	Describe the findings (results and/or conclusions) from Raine et al (1997)	
	Answer	Mark
	Knowledge points below are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point indicates content for marks, with one mark appropriate unless otherwise specified, to illustrate, however, other points may be equally relevant. Each point made by the candidate must be clearly and effectively communicated. The answer must focus on Raine et al (1997) and must include either the results or the conclusions, or both. Any other aspects of the study do not gain marks. E.g. • Participants (pleaded not guilty by reason of insanity) were found to have less activity in their prefrontal and parietal areas/eq; • They were found to have more activity in their occipital areas and no difference in their temporal areas/eq; • There were other differences too, such as in the amygdala and the corpus callosum areas/eq; • The difference in activity in the amydala is seen to support theories of violence in that it could be an unusual emotional response such as lack of fear/eq; • And the corpus callosum differences might suggest that there is in the 'murderers' (those pleading insanity) an inappropriate emotional response and difficult in seeing the long term consequences of a situation/eq; • There may be a predisposition towards violence because of brain structure/activity/eq; • However, this does not mean that violence is determined by biology alone/eq; **Look for other reasonable application (with understanding)**	**(5 A01)**

Question Number	Question	
(ii)	Raine et al (1997) studied murderers, but a specific type of murderer. Assess the effects of the sample of participants used on this study. In your answer you might consider aspects such as validity, reliability, credibility, ethics and/or generalisability.	
	Answer	Mark
	Evaluation and application points below are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point indicates content for marks, with one mark appropriate unless otherwise specified, to illustrate, however, other points may be equally relevant. Each point made by the candidate must be clearly and effectively communicated. The answer must focus on Raine et al (1997) and must be about the sample itself or sampling method, although areas arising from the sampling may also gain credit. Evaluations of other aspects of the study do not gain marks. e.g. • The control group was well matched for handedness, IQ, sex and age, so there are good controls, which makes the study replicable and it can be tested for reliability/eq; two marks if good use of terms • The sample of murderers who pleaded not guilty by reason of insanity is a specific group of murderers so there might only be generalisability to similar groups not to all murderers, which limits the conclusions/eq; two marks if clear use of the term so elaborated • Ethically the study may be questionable because if they pleaded not guilty by reason of insanity perhaps they could not give informed consent/eq; • There is validity as the method is PET scanning and the sample are murderers as defined by law and so the study is measuring what it claims to measure/eq • Though PET scanning only gets one sort of data and there might be other data that are relevant which could have been obtained from the sample, such as qualitative data/eq two marks if elaborated and terms used **Look for other suitable application points and/or arguments**	**(6 A02)**

Question Number	Question	
13 (b) (i)	Describe the findings (results and/or conclusions) from Gottesman and Shields (1966)	
	Answer	Mark
	Knowledge points below are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point indicates content for marks, with one mark appropriate unless otherwise specified, to illustrate, however, other points may be equally relevant. Each point made by the candidate must be clearly and effectively communicated. The answer must focus on Gottesman and Sheilds (1966) and must include either the results or the conclusions, or both. Any other aspects of the study do not gain marks. E.g. • Gottesman and Shields (1966) found that MZ twins where one had schizophrenia were much more likely to both have schizophrenia than DZ twins/eq; • So they concluded that at least some of what causes schizophrenia is genetic/eq; • As MZ twins share all their genes and DZ twins share half their genes, so if MZ twins have a higher concordance rate, then this seems likely to be due to genes/eq; • The concordance rate for MZ twins is around 48%/eq; • And the concordance rate for DZ twins is nearer 19%/eq; **Look for other reasonable knowledge (with understanding)**	**(5 A01)**

Question Number	Question	
(ii)	Gottesman and Shields (1966) compared MZ and DZ twins in their study, obtained in a specific way. Assess the effects of the sample of participants used on this study. In your answer you might consider aspects such as validity, reliability, credibility, ethics and/or generalisability.	
	Answer	Mark
	Evaluation and application points below are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point indicates content for marks, with one mark appropriate unless otherwise specified, to illustrate, however, other points may be equally relevant. Each point made by the candidate must be clearly and effectively communicated. The answer must focus on Gottesman and Shields (1966) and must be about the sample itself or sampling method, although areas arising from the sampling may also gain credit. Evaluations of other aspects of the study do not gain marks. E.g. • They used previously collected data from hospital records, which was useful as the data spanned a large amount of time, so they did not really have to sample, the data was already collected for them/eq; • They did choose some of the data to keep in the study and some they rejected for various reasons that they outline, which means they were careful to only include relevant data, but it also means they excluded some, which could have biased the results/eq; • Bias in the sample might make the study less replicable and so it cannot be tested for reliability – in any case this study would be hard to replicate as the data were already gathered/eq; two marks if accurate use of terms in order to elaborate • The study sampled MZ and DZ twins, and excluded pairs where it was not clear which they were, so the results are generalisable as the differences between the two groups are clear and measurable/eq; • There is doubt about validity with regard to the sample only because schizophrenia might be hard to measure, might come from different causes, and also there was not a 100% concordance rate for MZ twins so other factors might well have caused the results not just genetic ones/eq; two marks if clear elaboration here **Look for other suitable knowledge points and/or arguments**	**(6 A02)**

Question Number	Question	
13 (c) (i)	Describe the findings (results and/or conclusions) from Bellis et al (2001)	
	Answer	Mark
	Knowledge points below are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point indicates content for marks, with one mark appropriate unless otherwise specified, to illustrate, however, other points may be equally relevant. Each point made by the candidate must be clearly and effectively communicated. The answer must focus on Bellis et al (2001) and must include either the results or the conclusions, or both. Any other aspects of the study do not gain marks. E.g. • Gottesman and Shields (1966) found that MZ twins where one had schizophrenia were much more likely to both have schizophrenia than DZ twins/eq; • So they concluded that at least some of what causes schizophrenia is genetic/eq; • As MZ twins share all their genes and DZ twins share half their genes, so if MZ twins have a higher concordance rate, then this seems likely to be due to genes/eq; • The concordance rate for MZ twins is around 48%/eq; • And the concordance rate for DZ twins is nearer 19%/eq; **Look for other reasonable knowledge points and/or arguments**	**(5 A01)**

Question Number	Question	
(ii)	Bellis et al (2001) used a sample of children, both boys and girls. Assess the effects of the sample of participants used on this study. In your answer you might consider aspects such as validity, reliability, credibility, ethics and/or generalisability.	
	Answer	Mark
	Evaluation and application points below are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point indicates content for marks, with one mark appropriate unless otherwise specified, to illustrate, however, other points may be equally relevant. Each point made by the candidate must be clearly and effectively communicated. The answer must focus on Bellis et al (2001) and must be about the sample itself or sampling method, although areas arising from the sampling may also gain credit. Evaluations of other aspects of the study do not gain marks. E.g. • There were controls regarding age to make sure both genders were spread across the age ranges, so the study had validity in that not one age had more of one gender/eq; • There were also controls regarding handedness, socioeconomic status and IQ measures, to make the two groups (different genders) similar so that comparisons were fair/eq; • However, ages were from 6 to 17 years old so some development would already have taken place by then and environmental factors might affect brain differences not biological sex/eq; • The data were from a cross-sectional sample, being collected at one moment in time from the different ages, which means that individual differences could have affected the results/eq; • A longitudinal design would have meant following the same participants, so comparisons would have been more valid, as participant variables would not have caused bias/eq; • Replication of the study is needed to test for reliability, partly because the sample was cross-sectional and so participant variables might affect reliability/eq; **Look for other suitable application points and/or arguments**	**(6 A02)**

Section C

Question Number	Question
14.	Describe and evaluate one treatment or therapy from **either** classical **or** operant conditioning. **(6A01/6A02)**
	Indicative content
QWC i,ii,iii	**Refer to banding at the end of the indicative content** Appropriate answers might include the following knowledge points, but this list is not exhaustive. eg aversion therapy • Aversion therapy uses the principles of classical conditioning where the UCS is paired with a CS to change the CR/eq; • For example, an emetic drug will give an unconditioned response of feeling sick/eq; • The drug can be paired with alcoholic drink to give a feeling of sickness as the unconditioned response/eq; • Finally the alcoholic drink will give a conditioned response of feeling sick/eq; • Other drink, such as soft drinks, are given without the drug so that the person is not conditioned to feel sick for all drinks/eq; eg systematic desensitisation • Systematic desensitisation relies on the principles of classical conditioning to help someone to get rid of a phobia by pairing relaxation with the phobic object/eq; • For example, if a person has a spider phobia there is systematic movement from a picture of a spider (weak stimulus) to a live spider (strong stimulus) to help cure the phobia/eq; • The desenstisation part is when the person learns to relax their muscles as part of the therapy/eq; • And then they relax each time a move is made up the hierarchy of phobic objects and learn to replace the fear response with the relaxation response/eq; eg token economy • Token economy is a programme following operant conditioning principles where positive reinforcement is seen as a way of learning something new/eq; • It is used in schools and prisons, and other institutions, to encourage desired behaviour by positive reinforcements in the form of rewards/eq; • It is decided what desired behaviour is needed and also what rewards are desired, as the rewards must be desired/eq; • Then rewards are given for good behaviour and these are usually in the form of tokens that can be exchanged for something wanted such as sweets or cigarettes/eq;

	Appropriate answers might include the following application points, but this list is not exhaustive. eg aversion therapy (4 AO2) • Some types of aversion therapy may be administered unethically as perhaps happened when homosexuals were given electric shocks/eq; • Also it gives power to the therapist and control to professionals such as psychologists/psychiatrists, which depends on cultural norms at the time – we no longer think homosexuals need curing/eq; (two marks) • Evidence comes from Pavlov and other studies using animals and perhaps classical conditioning principles don't apply to humans as there are important differences so we should not generalise from animals to humans/eq; (two marks) • However, a study with a human baby (Little Albert) did show that classical conditioning principles can give a fear response in a baby to a stimulus (rat) that did not previously give a fear response/eq; eg systematic desensitisation • Wolpe started the idea of SD by driving a young girl around in a car so she had to get used to being there and could not escape so she had to calm down and learned to pair being in the car with calming down instead of fear/eq; • The therapy could be seen as unethical as the person has to face their feared object but it is more ethical than flooding because the person faces their fear gradually/eq; • Evidence comes from Pavlov and other studies using animals and perhaps classical conditioning principles don't apply to humans as there are important differences so we should not generalise from animals to humans/eq; (two marks) • However, a study with a human baby (Little Albert) did show that classical conditioning principles can give a fear response in a baby to a stimulus (rat) that did not previously give a fear response/eq; eg token economy • A problem is that outside the institution the behaviour is not always shown as it is so closely connected with where it took place and rewarded there/eq; • Also there is a power situation, where those administering the programme have the power to reward and punish, which has ethical implications/eq; • And it is important that everyone running the programme rewards consistently, which is not easy to achieve/eq; • Evidence comes from Skinner's work with rats and it is not easy to generalise from animals to humans as humans have cognitive abilities which may affect simple stimulus response behaviours/eq; **Look for other reasonable marking points**

Level	Mark	Descriptor
		AO1: Knowledge and understanding of science and of How science works AO2: Application/evaluation of knowledge and understanding of science and of How science works
	0	No rewardable material.
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements, showing some relevance to the question. Little attempt at the analytical/evaluation demands of the question. Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.
Level 2	4-6 marks	Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some attempt at analysis/evaluation, with limited success. Limited evidence will be presented. Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.
Level 3	7-9 marks	Candidates' answers will show some good knowledge with understanding of the focus of the question and will include analysis and evaluation. Points made may not be fully treated critically though there may be some evidence of judgement and of reaching conclusions where this is relevant. Use of a range of evidence. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.
Level 4	10-12 marks	Candidates will offer a response which is relevant and focused of the question, and addresses the main issues contained in it. There will be evidence of reasoned argument and of judgement when relevant to the question. The analysis will be supported by accurate factual material, which is relevant to the question. Good use of evidence. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.

Question Number	Question	
15.	The psychodynamic, biological and learning approaches each give at least one explanation for gender behaviour. These explanations can be evaluated by giving their strengths and weaknesses and they can be compared by describing them and then showing where they are similar and where they differ.	
(a)	Outline **two** explanations for gender behaviour.	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point (unless otherwise indicated), and each point made by the candidate should be identifiable and comprehensible. Each explanation gets 1 mark for a basic outline and 1 further mark for elaboration. The explanations can be from the same approach. If there are more than two explanations then mark them all and credit the best. eg Biological - hormones • Gender behaviour is influenced by hormones, with testosterone influencing male behaviour and oestrogen influencing female behaviour/eq; **one mark** eg Biological - genes • Gender behaviour is influenced by genes, with the female XX form being the starting point and the XY developing in males/eq; **one mark** eg Learning – operant conditioning • Gender behaviour is learnt by reinforcements and punishments, with, for example, parents reinforcing what is seen as appropriate male behaviour in boys/eq; **one mark** • Gender behaviour is learnt by reinforcements and punishments, with, for example, parents reinforcing what is seen as appropriate male behaviour in boys. Operant conditioning principles suggest that we repeat behaviour that is rewarded and stop doing behaviour that is punished/eq; **two marks** eg Learning – social learning • Gender behaviour is learnt through modelling and imitation, with males imitating male models and girls imitating female models/eq; **one mark** • Gender behaviour is learnt through modelling and imitation, with males imitating male models and girls imitating female models. In any culture, children will learn to behave in a gender appropriate way because they will observe the same sex role model and then copy their behaviour/eq; **two marks** eg Psychodynamic – phallic stage • Gender behaviour develops as the superego develops, in the phallic stage/eq; **one mark** • Gender behaviour develops as the superego develops, in the phallic stage. In the phallic stage the boy goes through the Oedipus complex, where he is jealous of his father because of his feelings for his mother, and so to resolve these feelings, he identifies with his father/eq; **two marks** (or equivalent point for girls) **Look for other suitable marking points**	**(4 AO1)**

Question Number	Question
(b)	Evaluate and compare **two** different explanations of gender behaviour from the approaches studied for this Unit. **(12A02)**
	Indicative content
QWC i,ii,iii	**Refer to banding at the end of the indicative content** Appropriate answers might include the following knowledge points, but this list is not exhaustive. eg Biological - hormones • Evidence that hormones affect our gender behaviour comes from studies with rats where female rats are injected with testosterone and show male behaviour/eq; • It could be said that results from studies on animals cannot be generalised to humans as there are important differences between animals and humans/eq; • It could be said that the sex related behaviour of animals is not the same thing as human gender role behaviour/eq; • **Comparison point:** The learning approach and the biological approach explain different aspects of gender behaviour - AA Ehrhardt and HF Meyer-Bahlburg (1981) suggested that gender identity comes from the environment but sex temperament comes from prenatal environment/eq; eg Biological - genes • Evidence that genes affect our gender behaviour comes from studying those born with different combinations such as XXY, where 1 in 500 to 1000 males are born with XXY gene combination and show male and female characteristics such as being tall but little body hair/eq; • The genetic and hormonal explanations are connected as other conditions such as androgenital syndrome are connected with hormonal issues such as the body reacting to testosterone. These issues, however, come from genetic abnormalities, so hormones may give gender behaviour, but these are driven by genes/eq; • Other evidence that genes affect our gender behaviour is that an XYY gene combination is said to link to aggression, which is considered a male behaviour in our culture/eq; • **Comparison point:** Genes may give characteristics, but social learning theory suggests that alongside this our role models also influence our behaviour/eq;

	eg Learning – operant conditioning • Skinner's studies on rats and pigeons showed that when a behaviour is rewarded it will be repeated such as when an animal pressed a lever for the reward of food/eq; • It could be said that results from studies on animals cannot be generalised to humans as there are important differences between animals and humans/eq; • **Comparison point:** Evidence from biology that shows that when female rats are injected with male hormones they take on male behaviour, strongly suggests that there is more to it than conditioning/eq; eg Learning – social learning • Evidence that modelling can lead to gender behaviour comes from Bandura, Ross and Ross (1961) where it was found that boys and girls imitated an aggressive model differently, with boys showing more physical aggression/eq; • Many studies are laboratory based so the conclusions may not be valid, for example, the children in Bandura's studies may have thought that they were supposed to 'bash Bobo'/eq; • Social learning theory relies on the ideas of operant conditioning as well, because when behaviour is rewarded it is said to be more likely to be copied/eq; • **Comparison point:** If boys and girls show differences in aggressive behaviour, with boys being more physically aggressive, as Bandura, Ross and Ross showed, then they seem to have innate male/female differences so a biological explanation is also needed/eq; eg Psychodynamic – phallic stage • It is hard to find evidence for the Oedipus complex as it rests on concepts that are not measurable, such as feelings and unconscious wishes/eq; • Freud's ideas are said not to be scientific as they are not falsifiable in that most sets of circumstances can be explained by Freud's ideas about repression, the unconscious and defence mechanisms/eq; • The idea of the Oedipus complex was put forward using evidence from case studies such as Little Hans, and as evidence came largely from Little Hans's father, who was a follower of Freud's ideas, the evidence is not reliable/eq; • It was found that other cultures who did not have similar parenting with a mother and father both involved, such as the Trobriand Islanders, where the uncle took the father's role, could not have involved the Oedipus complex and yet the boys did develop a 'male' identity/eq; • **Comparison point:** Both social learning theory and psychoanalytic theory emphasise the importance of identification, which is where the child takes on their gender role/eq; **Look for other suitable marking points**

Marking Guidance – all marks are AO2 marks, and a knowledge point can only be credited where it is part of a comparison or evaluation point.		
Level	Mark	Descriptor
		AO2: Application/evaluation of knowledge and understanding of science and of How science works
	0	No rewardable material.
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements, showing some relevance to the question. Little attempt at the analytical/evaluation demands of the question. Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors. Weak use of relevant terminology (if any).
Level 2	4-6 marks	Candidates will produce statements with some development in the form of mostly accurate and relevant evaluative and/or comparison material. Thus There will be some attempt at analysis/evaluation, with limited success. Limited evidence will be presented. Both explanations addressed with breadth but not depth – or an imbalanced answer – even if one explanation well-addressed up to 6 marks only if the other is very weakly addressed. Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present. Some relevant terminology correctly used.
Level 3	7-9 marks	Candidates' answers will show some good understanding of the focus of the question and will include analysis ~~and~~ evaluation and comparison. Points made may not be fully treated critically though there may be some evidence of judgement and of reaching conclusions where this is relevant. Use of a range of evidence. Both explanations addressed with reasonable depth for at least one way, and if one in good depth, the other one better than very weak. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present. Appropriate use of relevant terminology
Level 4	10-12 marks	Candidates will offer a response which is relevant and focused ~~of~~ on the question, and addresses the main issues contained in it. There will be evidence of reasoned argument and of judgement when relevant to the question. The analysis will be supported by accurate factual material, which is relevant to the question. Good use of evidence. Addresses both explanations with reasonable depth. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning. Good use of relevant terminology.

Unit 3: Applications of Psychology

Section A: Criminological Psychology

Question Number	Question	
1.	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise indicated.	

Question Number	Question	
(a)	Outline the procedure of Loftus and Palmer's (1974) study of the effect of leading questions.	
	Answer	Mark
	One mark per marking point or elaboration. The answer must be this particular study and no other, but there are two parts to it and both or either are creditworthy. Must focus on the procedure not the aim/results/ conclusions. • Loftus & Palmer (1974) showed participants film clips of car accidents/eq; • then asked 'How fast were the cars going when they *smashed, collided, bumped, hit, contacted* each other'/eq; • recorded participants estimates of speed/eq; • in study 2 they then asked 'Did you see any broken glass?' and recorded whether the participants said yes or no/eq; • there were nine other distractor questions in each case/eq; **Look for other reasonable marking points**	**(3 AO3)**

Question Number	Question	
(b)	Outline **one** strength of the laboratory experiment as a research method.	
	Answer	Mark
	1 mark for the strength clearly communicated, and 1 more for elaboration. Example can get 1 mark as long as it adds to the outline. If more than one strength, mark all and credit the best. eg good controls • lab experiments provide good control of extraneous variables so these factors should not affect the DV/eq; • this means that the researcher can be more sure that investigated variable (IV) is the cause of any changes/eq; • for example in a study on eyewitness testimony, researchers can be sure that differences in recall are not due to differences in delay/the opportunity to discuss events/eq; • controlling for such differences means that a cause and effect relationship can be assessed because the validity is high/eq; eg conclusions about cause and effect are possible • As only the IV is manipulated and other variables are kept constant, cause and effect relationships between IV and DV can be claimed/eq; • When such a claim is made, and replication is possible, then one thing can be said to lead to something else, which is a strong claim that is more useful than a correlation would give/eq; • A scientific body of knowledge can only be built up if cause and effect relationships are known/eq; **Look for other reasonable strengths**	**(2 A03)**

Question Number	Question	
(c)	Outline **two** weaknesses of the laboratory experiment as a research method.	
	Answer	Mark
	For each weakness an example can earn 1 mark as long as it adds to the evaluation. 1 mark for each weakness clearly communicated, and 1 more in each case for elaboration. If more than two weaknesses, mark all and credit the best. eg lacking in ecological validity • because they are in a lab, the environment might not be like real life so they can lack ecological validity/eq; • though some lab settings might be said to represent real life quite well in that, for example, court rooms are not real life for the jurors/eq; • however, in a real setting results might differ, for example, Buckhout found about people's reactions to a TV setting, but they may have reacted differently to a scenario they were really involved in/eq; eg lacking in validity regarding the task • because lab experiments focus on one (or a few) variables other things that haven't been studied may be more important/eq; • so for example in a study from criminal, participants don't respond like witnesses/jurors would, the results may not generalise to real life/eq; • because the participants aren't under the same pressures as real witnesses or jurors e.g. because they are under the pressure or in an emotional situation lab studies lack mundane realism/eq; **Look for other reasonable weaknesses**	**(4 A03)**

Question Number	Question	
2.(a)	For your course you will have studied a key issue either by carrying out a content analysis or by analysing written materials. Identify the key issue you studied.	
	Answer	Mark
	One mark for the key issue, which can be any appropriate issue. If there is doubt about its appropriateness, read part b and part c to check and so the candidate can justify the issue's appropriateness. Suitable examples are: the reliability of eye witness testimony, how defendant characteristics affect the jury, the effectiveness of offender profiling, whether criminals are born or made, the effectiveness of the cognitive interview, how to prevent re-offending. **Look for other reasonable key issues**	**(1 A01)**

Question Number	Question	
(b)	Briefly outline your results from your analysis of the key issue you identified in (a).	
	Answer	Mark

	Mark according to the banding given below.
	
	If (a) is blank or incorrect and (b) correctly outlines an appropriate and identifiable key issue then (b) can gain up to full marks.
	If (b) gives the results of an analysis that relates to a different issue from that in (a) then 0 marks for (b).
	Suitable examples are: the reliability of eye witness testimony, how defendant characteristics affect the jury, the effectiveness of offender profiling, whether criminals are born or made, the effectiveness of the cognitive interview, how to prevent re-offending.
	
	0 marks
	No results are offered or what is written does not relate to the key issue identified in (a) and does not itself identify an appropriate identifiable issue.
	1 mark
	Results of an analysis of an appropriate identifiable key issue are very briefly given, with just a bare outline of what was found or the answer is not clearly communicated.
	2 marks
	More depth about results of an analysis of an appropriate identifiable issue, clearly communicated, though can still be brief.
		(2 A01)

Question Number	Question	
(c)	Draw conclusions about your chosen key issue (as identified in(a)) using both your own findings and other evidence you used from criminological psychology. **(6 A02)**	
	Indicative content	
	Mark according to the banding given below. If (a) is blank or incorrect and (c) draws conclusions about an appropriate and identifiable key issue then (c) can gain up to full marks. Giving marks for elaboration where appropriate is particularly important so that the full range of marks is available. Suitable examples are: the reliability of eye witness testimony, how defendant characteristics affect the jury, the effectiveness of offender profiling, whether criminals are born or made, the effectiveness of the cognitive interview, how to prevent re-offending.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2 marks	Some conclusions are given about a key issue that is appropriate and identifiable. Communication is not very clear but there is an attempt to answer the question. There might be no other concepts or material from the area used in the answer, but then at least two conclusions from their own analysis must be included and clearly given for the answer to be awarded the **2 marks**.
Level 2	3-4 marks	Increasingly focused on the question in all its aspects, which means there are some conclusions from their own analysis and some mention of concepts or material from criminological psychology. The answer must be clearly communicated. If there is little depth in the answer, then there must be breadth (at least 2 conclusions, and at least 2 concepts from the area, for example). For **4 marks** to be awarded the answer must be more thorough, either in depth or breadth, and must include some analysis and evaluation, rather than just description of their own conclusions and material from the area.
Level 3	5-6 marks	Focuses on all parts of the question, with conclusions given from their own analysis and concepts from the area of psychology. Description is clear and effectively communicated and material mainly well selected. Coverage of the material is thorough given the time constraints of the question. Evaluation and analysis is evident and clear. The requirements of the question are clearly focused upon and the answer is well organised in response to the question with little irrelevant material. The answer need not be long, given time constraints, but can be concise and well presented. Examiners should give full marks where appropriate.

Question Number	Question
3. QWCi-iii	An advertising watchdog has criticised a poster for a game on the grounds that it condones violence. The watchdog ruled that a poster for the game was irresponsible and likely to incite people, especially children, to violence. Describe and evaluate the claim that images in the media could lead to criminal or violent behaviour. **(6A01/6A02)**
	Indicative content
	Refer to banding at end of indicative content Appropriate answers might include the following knowledge points, but this list is not exhaustive. • role models can influence criminality, e.g. through social learning where the individual imitates behaviour they have seen e.g. on TV or in the home/eq; • they are more likely to do this if the model is powerful and likeable and is rewarded/eq; • so characters in TV and games are important role models for children e.g. if aggressive and criminal behaviour is committed by screen 'heroes' or family/peers and it pays/eq; • social learning theory claims that for behaviour to be copied it has to be attended to and there has to be motivation to repeat the action/eq; • so 'just' showing behaviour in the media might not lead to it being modelled, because there are other factors involved such as motivation/eq; Appropriate answers might include the following application points, but this list is not exhaustive. • one disagreement is about whether criminality is caused by genetics or the environment/eq; • inherited factors, such as personality or gender can affect criminality and environmental factors can then lead to that behaviour being demonstrated or not/eq; • Bandura has carried out many experiments that show that children copy aggression when they see it and this is evidence for social learning/eq; • Parkes, Leyens and others have carried out experimental studies with children showing that those that watch violence on TV are more likely to then demonstrate violent behaviour/eq; • The poster might show violence being glamorous and so rewarding and this might be more likely to lead to such behaviour being repeated, which might be the concern of the watchdog, and this is reinforced by Bandura's work/eq; • Bandura et al (1961) found children copied violence by model to a Bobo doll so seeing criminal behaviour could cause an individual to imitate it/eq; • Eron et al (1972) found a positive correlation between violent TV and aggressiveness in 8-year-olds, it was stronger (in the boys) as teenagers and these individuals were more likely to have a criminal record at 30/eq; • Joy et al (1986) found that after introduction of TV to Canadian towns children were more aggressive/eq; • but Charlton et al (2001) conducted a similar study on St Helena and found no increase, suggesting that other aspects of the environment might be more important/eq;

	• e.g. recent evidence has shown that children in violent households, who are exposed to violent models, are more likely to be violent (Ehrensaft et al, 2003)/eq;

Level	Mark	Descriptor
		AO1: Knowledge and understanding of science and of How science works AO2: Application/evaluation of knowledge and understanding of science and of How science works
	0	No rewardable material.
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements, showing some relevance to the question. Little attempt at the analytical/evaluation demands of the question. Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.
Level 2	4-6 marks	Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some attempt at analysis/evaluation, with limited success. Limited evidence will be presented. Both ways/approaches addressed with breadth but not depth – or an imbalanced answer. Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.
Level 3	7-9 marks	Candidates' answers will show some good knowledge with understanding of the focus of the question and will include analysis and evaluation. Points made may not be fully treated critically though there may be some evidence of judgement and of reaching conclusions where this is relevant. Use of a range of evidence. Both ways addressed with reasonable depth for at least one way. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.
Level 4	10-12 marks	Candidates will offer a response which is relevant and focused of the question, and addresses the main issues contained in it. There will be evidence of reasoned argument and of judgement when relevant to the question. The analysis will be supported by accurate factual material, which is relevant to the question. Good use of evidence. Addresses both ways with reasonable depth. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.

Section B: Child Psychology

Question Number	Question	
4.	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise indicated.	

Question Number	Question	
4.	One area of study in child psychology is concerned with the negative effects of privation and deprivation. This is regarded as important because of the necessity of reducing these negative effects and the difficulties associated with this process.	
(a)	Outline what is meant by both privation and deprivation.	
	Answer	Mark
	A definition of the terms individually gets 1 mark each with a further mark available for an example that assists the outline or for a difference between them, or some other elaboration. If only privation or deprivation addressed, max 1 mark.	**(3 AO1)**
	• Privation refers to a situation in which a child has been brought up with no attachment figure at all/eq; • Deprivation refers to a situation in which a child has formed an attachment, but this has later been broken/eq; • Privation might occur when a child is placed in institutional care, whereas deprivation might occur when a child is placed in day care/eq; • Privation involves no attachment being formed, whereas deprivation involves an attachment being broken/eq; • For example, in the Harlow's experiments the monkeys were privated as they could form no attachment early in their lives/eq; **Look for other reasonable marking points**	

Question Number	Question	
(b)	Studies have been done to look at the effects of deprivation. Evaluate the findings (results and/or conclusions) of such studies.	
	Answer	Mark
	Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One point per marking point **or** for elaboration unless otherwise indicated. Giving marks for elaboration where appropriate is particularly important so that the full range of marks is available. If a technical term is used in evaluation of a study, for example, ecological validity, 2 marks can be given only if the term is both used and understanding of its meaning shown and the evaluation point is linked to the particular study being evaluated. The term on it's own without explanation is not creditworthy. General points about studies, such as methodological or ethical points, are creditworthy. Findings of studies can just mean research findings in general, so any evaluation of the research in the area of privation is relevant. No marks for studies of privation. There are many studies. If in doubt consult your team leader. Description of the study does not in itself gain marks – only in so far as it leads to an evaluation point, and the evaluation point is credited. Daycare studies are studies of deprivation, as are other studies such as Bowlby's 44 Juvenile Thieves.	**(6 A02)**
	• Bowlby's juvenile thieves study used a control group but both groups involved children with difficulties, which could have affected their development/eq; • Bowlby's studies (and others) often involve asking about early childhood later in life, and so are retrospective, which can be a problem as memories can be distorted/eq; • Many researchers have commented on the need to take full account of family history and previous family discord when looking into the effects of divorce (Rutter, Cherlin, etc)/eq; • Andersson's (1996) study into the type of quality day care that helps/hinders a child was flawed, • because the Swedish government already had a commitment to high quality day care/eq; • Rutter (1981) pointed out that privation and deprivation cannot always be distinguished, so findings from studies on deprivation may apply to privation as well/eq; • Schaffer and Emerson found that infants do not only attach to the mother, so they criticise the maternal deprivation hypothesis and Bowlby's conclusions. **Look for other reasonable marking points and references to other studies**	

Question Number	Question	
5.	One of the problems faced by child psychologists is which research method to use when trying to understand children with care and sensitivity.	
(a)	Identify **two** research methods you have studied within child psychology.	
	Answer	Mark
	Marking points are indicative, not comprehensive and other methods could be credited. 1 mark for identifying each method. Do not give credit to implausible methods (with regard to child psychology) such as animal learning studies. If in doubt, consider whether the method is commonly used. Suitable examples: • Case Studies • Questionnaires • Interviews • Observations (but note that if this overarching term gets a mark for one research method there cannot be a further mark for a subset such as naturalistic observations) • Naturalistic observations (but note if observations given as the one research method, this subset is not creditworthy as the other research method) • Structured observations (but note if observations given as the one research method, this subset is not creditworthy as the other research method) **Look for other suitable methods**	**(2 A03)**

Question Number	Question	
(b)	Outline **one** of the research methods identified in (a).	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated. One point per marking point **or** for elaboration. If (a) is blank and (b) correctly outlines an appropriate identifiable method then (b) can gain up to full marks. If (a) is incorrect and (b) correctly outlines an appropriate identifiable method then (b) can gain up to 2 marks. Generic answers not related to child psychology max 1.	**(3 AO3)**
	eg Observations • Observations in child psychology are often naturalistic and involve the child being studied in their own environment/eq; • Observations can either be overt, where the presence of the observer is known, or covert, where the presence is not known/eq; • Observations have been conducted of play in young children/eq; • The observer may be participant, where they engage with the child during observations/eq; • non-participant, where they remain outside the child's social context/eq; eg Case studies • An individual child or group of children is studied in-depth, looking into their background as well as current behaviour/eq; • A number of different methods can be used to gather qualitative as well as quantitative data, to create a fuller picture/eq; • These methods can include observations, interviews and questionnaires/eq; • Genie is an example of a case study where researchers tried to understand the basis of her behaviour, whilst trying to create new behaviour i.e. language/eq; **Look for other methods and other reasonable marking points**	

Question Number	Question	
(c)	Evaluate the use within child psychology of the research method you outlined in (b).	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. TE - If (b) is blank and (c) correctly outlines an appropriate identifiable method then (c) can gain up to full marks. If (b) is incorrect and (c) correctly evaluates an appropriate identifiable method then (c) can gain up to 2 marks. Generic answers not related to child psychology 0 marks.	**(4 AO3)**
	eg Observations • Conducted in the natural environment of the child under study, so have potential ecological validity/eq; • Natural environment of children is difficult to control, so may be subject to extraneous variables/eq; • Difficult to record all aspects of child's behaviour, so important material may be missed, creating a false image of what was happening/eq; • Participant observers can gain genuine insight into the child's emotions, increasing validity/eq; • The presence of the observer may affect the behaviour of the children, creating a distortion of their normal behaviour and reducing validity/eq; • If more than one observer is used, there may be disagreement between their records of the same child's behaviour and this low inter-observer reliability makes the findings less useful/eq; eg Case studies • Able to provide a lot of detail and therefore produce a more accurate understanding of child, by considering many issues/eq; • Only studying one child and their unique circumstances and so difficult to generalize to the rest of the population/eq; • Genie, for example, had suffered the most extreme privation and could not be compared to any other cases/eq; • Because they can use several methods, it is possible to increase validity by comparing the results looking at the child's behaviour from different sources, i.e. through triangulation/eq; • it may not be possible to use the information gained to predict how other individuals would respond or even the same child in another situation/eq; **Look for other methods and other reasonable marking points.**	

Question Number	Question
6. **QWC i-iii**	Susan and Molly are three-month old identical girl twins who are very alike and it is hard to tell them apart. Their mother finds it easy though. She knows that Susan is always looking around, watching people and searching out attention, whereas Molly is much less inquisitive. Drawing on two psychological approaches, describe the factors that affect the development of these identical twins and all children and compare explanations of how children develop. **(6A01/6A02)**
	Indicative content
	Refer to banding at end of indicative content Appropriate answers might include the following knowledge, but this list is not exhaustive. Knowledge may also be drawn from Units 1 and 2. Factors that can affect child development: • Attachment type (from Unit 3) • Privation (from Unit 3) • Deprivation (from Unit 3) • Day care (from Unit 3) • Genes, hormones, neurotransmitters, biological aspects (from AS Unit 2) • Physical issues (from Unit 3 and AS) • Social factors (social identity theory, social learning theory) (from AS Unit 1) • Environmental factors (reinforcements etc.) (from AS Unit 2) • Cognitive developmental factors (from Unit 3 and AS Unit 1) Biological approach • Genes affect development, for example, they affect gender with XX being female and XY being male/eq; (from AS unit 2) • Identical twins share all their genes and they are monozygotic (MZ) coming from one egg/eq; (from AS unit 2, if studied) • Genes can affect factors such as appearance and possibly IQ or mental health/eq; (from AS unit 2, if studied) • In general many characteristics are thought to be affected by genes, although usually genes are said to cause around 50% of a person's behaviour (e.g. Plomin)/eq; (from AS unit 2, if studied) • Other factors that can affect a child's development are physical factors such as disability or special needs factors/eq; (from Unit 3) • These can be physical factors, which affect for example cognitive development because of hearing difficulties and consequent difficult with processing auditory information/eq; (from Unit 3 and/or AS Unit 1) Learning approach • A child's environment can also affect their development, for example, social learning theory suggests that what is observed will be imitated, and environment provides such role models/eq; (from AS Unit 2) • And parents will reinforce required behaviour by giving rewards, according to operant conditioning/eq; (from AS Unit 2) Social approach • Social identity theory suggests that peer group will affect development/eq; (from AS Unit 1) • Children are likely to behave like those they perceive as being in their in group/eq; (from AS Unit 1)

	Appropriate answers might include the following applications, but this list is not exhaustive. Application may also draw on units 1 and 2. Comparing Biological Approach with Learning Approach (and some evaluation using the Social Approach) • Although genes are shown to affect development, if 50% then the other 50% must come from some other factor or factors, so genes are unlikely to be the only factor affecting development/eq; (from AS Unit 2 or student's comment) • Operant conditioning is based on studies with animals to a large extent so claiming development is affected by conditioning might mean generalising wrongly from animal studies because of important differences between humans and animals/eq; (from AS Unit 2 or student's comment) • Social learning theory has a great deal of evidence to show that observational learning takes place, as do the other learning theory explanations (such as Bandura and Skinner)/eq; (from AS Unit 2) • It is not likely that any one factor alone affects development so there is no difficulty in accepting that both genes and environment, for example, affect development, as an interactionist might claim/eq; (from AS Unit 2 or student's comment) • It could be claimed that a genetic explanation for development makes sense because it is scientific but learning theory rests on evidence from experiments too, with careful controls, so learning theory is scientific as well/eq; (compares) • Language is a good example of how different theories work together, as the biological approach claims that language is innate and the learning approach claims that language is learnt. It is likely that being able to use language including grammar is innate but the actual language used (and accent) is learnt/eq; (compares) The Social Approach offers the idea of social identity and other factors such as prejudice as factors that might affect development, which suggests that one approach will not be enough to explain such a complex issue/eq; (from AS Unit 1 or student's comment)

Level	Mark	Descriptor
		AO1: Knowledge and understanding of science and of How science works AO2: Application/evaluation of knowledge and understanding of science and of How science works
	0	No rewardable material.
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements, showing some relevance to the question. Little attempt at the analytical/evaluation demands of the question. Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.
Level 2	4-6 marks	Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some attempt at analysis/evaluation, with limited success. Limited evidence will be presented. Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.
Level 3	7-9 marks	Candidates' answers will show some good knowledge with understanding of the focus of the question and will include analysis and evaluation. Points made may not be fully treated critically though there may be some evidence of judgement and of reaching conclusions where this is relevant. Use of a range of evidence. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.
Level 4	10-12 marks	Candidates will offer a response which is relevant and focused of the question, and addresses the main issues contained in it. There will be evidence of reasoned argument and of judgement when relevant to the question. The analysis will be supported by accurate factual material, which is relevant to the question. Good use of evidence. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.

Section C: Health and Psychology

Question Number	Question	
7.	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise indicated.	

Question Number	Question	
(a)	Describe **one** research method that uses animals to study the effect of drugs on behaviour.	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. One point per marking point (each bullet point is a marking point unless otherwise stated) **or** for elaboration. No identification mark. If the description does not clearly focus on the use of animals at least once, then max 2 marks. If more than one method given, mark all and credit the best. An example can gain one mark as long as it contributes to the description.	**(4 AO3)**
	Suitable research methods are: laboratory experiments, EEG, MRI scans eg laboratory experiments • Laboratory experiments have an independent and a dependent variable/eq; • There are very strict controls so that the animal's environment does not differ and affect the results/eq; • Sometimes animals are bred so that they are genetically identical as a control/eq; • The design is usually independent groups where different animals are used in the different conditions/eq; • Trevan (1927) used mice and found that cocaine was tolerated at small doses but was harmful at higher levels/eq; • Koprich et al (2003) used rats, with an experimental and a control group, and found that at 21 days old MDMA altered brain neurotransmitters so it was concluded that a mother taking ecstasy when pregnant could affect the infant/eq; eg EEG • Electroencephalograms are used with animals after initial testing using other means/eq; • To look at cognitive functioning and/or the sleep wake cycle before the drugs are test on humans/eq; • EEGs involve attaching electrodes to the head of the animal and recording brain wave patterns to show a picture/eq; • Porsolt et al (2002) report the use of EEGs on both rodents and primates to test the effects of recreational drugs/eq;	

	• A typical brain wave pattern such as when asleep and when awake can be compared with a brain wave pattern when under the influence of a drug/eq; **Look for other reasonable methods and marking points**	

Question Number	Question	
(b)	Explain problems with applying findings (results and/or conclusions) from animal studies to humans.	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated. 1 point per marking point **or** for elaboration unless otherwise indicated. Giving marks for elaboration where appropriate is particularly important, so that the full range of marks is available.	**(5 AO3)**
	• Rats and humans do share brain structure but there are obvious differences between animals and humans to do with other effects on their behaviour/eq; • It is hard to generalise from animal studies to humans and to say findings from animal studies can apply to humans, because of differences between them/eq; • Trevan (1927) found that cocaine in higher doses could be harmful in mice, but humans sometimes mix drugs, such as cocaine and alcohol, whereas Trevan's study looked directly at cocaine and its effects/eq; **two marks as there is elaboration** • A high dose for mice might be measurable, but for humans it would be different, and for each human perhaps, given issues such as tolerance, it would be hard to decide what a high dose is/eq; • Laboratory experiments are not valid in that the variables are isolated from other variables, and in real life that is not the case, so findings from experiments are not 'real life' findings for the animals let alone humans/eq; • Laboratory experiments lack ecological validity because the setting is not natural for the participant, whether animal or human, and so findings are not 'real' with regard to the setting, which might affect the results/eq; • Animal studies focus on animal welfare including the 3 'R's of reduction, replacement and refinement, and animal guidelines have to be adhered to, so making the results relevant to humans is not the first consideration/eq; **two marks as there is elaboration** **Look for other reasonable explanation points**	

Question Number	Question	
8.	Substance abuse is widely reported as a problem in today's society. Issues include tolerance and problems with withdrawal. There are many explanations for why people 'use' recreational drugs.	
(a)	Outline what is meant by tolerance. Include an example of **one** drug in your answer.	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated. One point per marking point or for elaboration unless otherwise indicated. 2 marks available for use of the suitable example only if more than identification is given and in so far as the example adds to the outline. If no example of a drug given, max 2 marks for defining tolerance. As the specification asks for Heroin as the example, that may be given, but the use of any other appropriate drug to illustrate tolerance is creditworthy.	**(3 AO1)**
	eg Cocaine • Tolerance refers to when a user of a drug has to take more of the drug to have the same experience as they did at the start/eq; • A tolerance to cocaine's high may develop, with many addicts reporting that they do not get as much pleasure as they did at the start, and so they increase their doses to prolong the euphoric effects/eq; • Tolerance occurs and users also become more sensitive to cocaine's anaesthetic and convulsant effects without increasing the doses/eq; • This increase in sensitivity can explain deaths from cocaine even with relatively low doses/eq; • If the user increases the doses whilst taking the drug repeatedly, this can lead to increase in irritability, restlessness and paranoia, so tolerance has severe effects/eq; eg Heroin • What is meant by tolerance is that the more a person uses a drug the more the person has to take to experience the high/eq; • Heroin has a high rate of tolerance, which makes the drug that much more addictive and dangerous/eq; • Heroin has many serious health hazards associated with its use including HIV/AIDS, Hepatitis C, fatal overdose, collapsed veins and infectious diseases so tolerance has severe consequences/eq; **Look for other reasonable marking points**	

Question Number	Question	
(b)	Compare **two** explanations of substance abuse.	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible One point per marking point **or** for elaboration unless otherwise indicated. If more than two explanations mark all and credit the best. There are two description marks for the two explanations, one mark for each if clearly described. The other 4 marks are for comparison points. Weak comparison points (saying one explanation says this…the other does not) are given 1 mark and richer comparison points (saying one explanation says this…the other says that…) are given 2 marks. Max 1 mark for alternative explanations when used to evaluate the explanations. Suitable explanations are: social learning theory, operant conditioning, classical conditioning, addiction, peer pressure, conformity, genetic explanation. eg Social learning theory – described (one mark for description point) • Bandura suggested that we learn by imitating role models and if our behaviour is reinforced, we are likely to continue/eq; • Bandura (1985) suggested that children and adolescents perceive through watching others so would say that drug taking (such as alcohol) is fun as they see people drinking alcohol laughing and seeming to enjoy themselves/eq; • The people observed are often family members, friends or TV celebrities, and these are often taken as role models/eq; • Adesso (1985) showed that through social learning processes children and adolescents have expectations about what taking alcohol will lead to, and this encourages the behaviour of drinking/eq; eg Operant conditioning – described • Operant conditioning suggests that drug taking continues through positive and negative reinforcement/eq; • If someone likes the effects of taking a drug or drinking alcohol, then they will be positively reinforced to continue/eq; • When someone takes a drug to reduce stress, for example, which people who drink alcohol often do it for, then this is negative reinforcement, as unpleasant consequences (stress) are avoided/eq; • Baer et al (1987) showed that people drink more when they are more stressed, which supports the idea that taking alcohol can be said to be because of negative reinforcement/eq;	**(6 AO2)**

	eg Genetic explanation – described • Twin and adoption studies show that drug taking, such as alcohol, has a genetic component because there are patterns in families/eq; • Animal studies also show that there is a genetic component, as genetically identical animals demonstrate such tendencies/eq; • Twin studies show that if one MZ twin is alcoholic, the risk of the other one being alcoholic is twice as much than in DZ twins, which is strong evidence of a genetic link as MZ twins are genetically identical/eq; • Adoption studies show that adopted children of alcoholics are about four times as likely to become problem drinkers than other adoptees/eq; eg Comparing social learning and genetic explanation • Social learning theory focuses on those around us so is a nurture explanation whereas the genetic explanation focuses on the biology of the individual and inherited characteristics so is a nature explanation/eq; **two marks as elaborates both sides of the comparison point** • If twin studies show that, with regard to alcohol, there is a 50% concordant rate in MZ twins, then this leaves 50% of the likelihood to be down to chance or environment, so both social learning and genetic explanations could be useful and right/eq; • It might be that inheritance plays a large part in a tendency towards drug abuse, but that environmental factors such as copying role models might affect which drugs are used, or to what extent, so there is room for both explanations/eq; • Evidence for the genetic explanation can be seen as stronger because laboratory experiments using animals, where there can be strict controls, could be said to be more reliable than more observational style studies in the social learning approach/eq; • However, social learning studies usually focus on human participants, whereas studies into genes often use animals, and it might be hard to generalise from animals to humans, so social learning theory may have more valid evidence/eq; **Look for other reasonable comparison points, and reasonable explanations**	

Question Number	Question
9. **QWCi-iii**	'Drug abuse has a biological cause and consequently some have the view that it needs a biologically based treatment. However, there are other ways to treat substance misuse. The different treatments tend to come from different psychological approaches.' Drawing on your knowledge and understanding of approaches in psychology, assess how far it is appropriate to use non-biological treatment for what appears to be a biologically based problem. **(6A01/6A02)**
	Indicative content
	Refer to banding at end of indicative content Appropriate answers might include the following knowledge, but this list is not exhaustive. Knowledge may also be drawn from units 1 and 2. Knowledge and understanding of treatments for substance abuse, how far such abuse is biological and how far non-biological e.g. How substance abuse is biological • To do with changes in the brain where neurotransmitters work with synaptic functioning/eq; (Unit 3 and to an extent AS Unit 2) • Messages are sent via such synaptic functioning and different neurotransmitters do different jobs/eq; (Unit 3 and to an extent AS Unit 2) • Recreational drugs affect synaptic functioning, as do other drugs/eq; (Unit 3) • Some substances block reuptake of a neurotransmitter, for example, some are agonists, some antagonists/eq; (Unit 3) • So substance abuse (taking recreational drugs) affects the individual via neurotransmitter changes and/or effects, which involves biological processes/eq; (Unit 3 and to an extent AS Unit 2) • Withdrawal symptoms involve physical factors such as sweating, shaking and so on, which are also biological factors/eq; (Unit 3) eg How substance abuse is non-biological • Substance abuse can be because of peer group influence, for example, via social identity theory/eq; (from AS Unit 1) • Or because of social learning theory explanations, such as imitating role models/eq; (from AS Unit 2 and Unit 3, if studied) • It can be conditioned behaviour, where the 'high' is rewarding and reinforcing/eq; (from AS Unit 2 and Unit 3, if studied) • Or due to classical conditioning where a response is associated with a stimulus such as taking the drug/eq; (from AS Unit 2 and Unit 3, if studied) e.g. Biological Approach - Drug treatment • Treatment involves taking chemicals that are similar to opiates such as methadone/eq; (Unit 3) • Methadone maintenance is when an addict takes methadone regularly as a substitute for the opiate/eq; (Unit 3) • Another substance is LAAM (levoalpha acetulmethadyl) and methadone is not always used/eq; (Unit 3) • The substitute prevents euphoria from occurring if the person then takes an opiate/eq; (Unit 3) • Drug treatments are prescribed for addicts and are controlled. Methadone is taken orally/eq; (Unit 3)

eg Social Approach - Alcoholics anonymous (AA)

- AA is a self help programme started in the 1930s by people with drinking problems – and comes from the social approach, linking to ideas such as social support/eq; (Unit 3)
- There are now groups around the world and Alateen for teenage children and Alanon for adults in the family are also groups now run with the same methods – where social support reduces stress and encourages talking and motivation/eq; (Unit 3)
- The two main ideas are that once someone is an alcoholic they are always one, and that even one drink can make someone have a drinking problem again – which discourages any attempt to drink, and makes it unacceptable in the group/eq; (Unit 3)
- So the AA goal is of permanent abstinence and helping members to resist even one drink – the members become an in group and identify with the group/eq; (Unit 3)
- There are Twelve Steps including self awareness and contrition and also meetings promote the idea that members support one another/eq; (Unit 3)

eg Cognitive Approach - insight orientated psychotherapy

- Therapy can be designed to give the individual an insight into their problem so that they can work through and solve the problem – and focuses on the cognitive approach (Davison and Neale, 1990)/eq; (Unit 3)
- Most such therapies involve counselling in some form and aim to help the person feel that they are worthwhile people, and need help – which is cognitive, in thinking about the problem/eq; (Unit 3)
- There is also focus on them understanding why they use drugs (such as alcohol) and how they can cope with these factors – which again involves internal processing/eq; (Unit 3)
- The therapy can be with an individual or quite often takes place in groups – if individual it is cognitive/eq; (Unit 3)

Appropriate answers might include the following application points, but this list is not exhaustive. Applications may also be drawn from units 1 and 2.

e.g. Biological Approach – drug treatments

- Methadone and drug treatments still involve taking drugs and there can be physical dependence as with other drugs/eq; (Unit 3 or student's own comment)
- Methadone reduced craving and prevents withdrawal symptoms but there are drawback (Callahan, 1980) /eq; (Unit 3 or student's own comment)
- Symptoms of taking methadone include increased use of alcohol, jerking of muscles and weight gain, and these are all drawbacks to the treatment/eq; (Unit 3 or student's own comment)
- Other drugs such as cocaine might still be taken as methadone only targets opiates/eq; (Unit 3 or student's own comment)
- Other factors need to be addressed such as motivation, which is a cognitive factor, so a biological approach to treatment is not enough – the addict must be helped with motivation to stop/eq; (Student's own comment, compares)
- Sandbert and Marlatt (1991) and others suggest that social support is also needed to prevent relapse so the social approach contributes and the biological approach to treatment may not be sufficient/eq; (Student's own comment – compares)

	e.g. Social Approach - AA • Miller and Hester, 1980, in an AA report claim a very high rate of success – saying 75% of those who really tried to abstain succeeded/eq; (Unit 3) • The problem is the membership is anonymous and the organisation does not keep statistics about who joins and who attends, so it is hard to evaluate the therapy/eq; (Unit 3 or student's own comment) • Brandsma et al (1980) assigned people to AA or to one of 3 other programmes (and a control group) and found that those given treatment did improve more than the control group – but the AA group showed a slightly lower improvement than those on other treatments/eq; (Unit 3) • Perhaps AA suits some types of drinkers, those that need an authoritarian structure – though this goes against the idea of in group support/eq; (Unit 3 and compares) • Self awareness is a cognitive process and so it might not just be support, which is social, but also cognitive processes at work, such as self awareness, and both approaches work together/eq; **(Student's own comment)** e.g. Cognitive approach - Insight orientated psychotherapy • Miller and Hester (1980) found that insight therapies can be effective to an extent, both when treating an individual and when used in groups/eq; (Unit 3) • Miller and Hester (1980) show that both approaches, social and cognitive, working together can work, as the insight works whether with an individual or in groups/eq; (Unit 3 and compares) • Groups are more cost effective than treating individuals, and both are reasonably effective, so using groups is considered better – though when done in groups there is influence from the social approach, as there is support/eq; (Student's own comment) • Since an insight is required, such therapies work better with adults than with children and better with some people than with others, as not everyone finds it as easy to have insight and then use it. The therapy must be matched to the needs of the individual – and their cognitive processing abilities (Miller, 1989b)/eq; (Unit 3 or student's own comment) • Other treatments have shown higher rates of success, for example, aversion therapy has shown that 63% remained abstinent during the year after treatment and half were abstinent for the next two years as well – so neither of these treatments might be as good (Wiens and Menustick, 1983)/eq; (Unit 3 or student's own comment) • If the therapy takes place in groups, then this idea is from the social approach as support is a factor even though self understanding is the main focus, which is cognitive. Both approaches work together/eq; (Student's own comment, AS Unit 1 material, compares) eg comparing biological and non-biological treatments, when mainly biological cause • Other factors (other than biological) need to be addressed such as motivation, which is a cognitive factor, so a biological approach to treatment is not enough – the addict must be helped with motivation to stop/eq; (Student's own comment, compares) • Sandbert and Marlatt (1991) and others suggest that social support is also needed to prevent relapse (as well as methadone) so the social approach contributes and the biological approach to treatment may not be sufficient/eq; (Student's own comment – compares) • Perhaps AA suits some types of drinkers, those that need an authoritarian structure – though this goes against the idea of in group support and shows that personality affects success of treatment/eq; (Unit 3 and compares) • Self awareness is a cognitive process and so it might not just be support, which is social, but also cognitive processes at work, such as self awareness, and both approaches work together/eq; (Student's own comment)

	• Miller and Hester (1980) show that both approaches, social and cognitive, working together can work, as the insight works whether with an individual or in groups/eq; (Unit 3 and compares) • Groups are more cost effective than treating individuals, and both are reasonably effective, so using groups is considered better – though when done in groups there is influence from the social approach, as there is support/eq; (Student's own comment) • Since an insight is required, such therapies work better with adults than with children and better with some people than with others, as not everyone finds it as easy to have insight and then use it. The therapy must be matched to the needs of the individual – and their cognitive processing abilities (Miller, 1989b)/eq; (Unit 3 or student's own comment) • If the therapy takes place in groups, then this idea is from the social approach as support is a factor even though self understanding is the main focus, which is cognitive. Both approaches work together/eq; (Student's own comment, AS Unit 1 material, compares) • The above factors illustrate the success of social and cognitive approaches to treatment rather than biological treatments, which shows that non-biological approaches to treatment are needed, even if drug treatments such as methadone are also used/eq; • The biological approach looks at the nature side of issues but without taking a nurture viewpoint that might emphasise the environment/eq; (from AS Unit 2) • Which is why treatments that focus on the environment of the drug abuser are often seen as successful, because learning and social factors feature in the abuse/eq; (from AS Units 1 and 2) • The cognitive approach, which focuses on insight, is also successful, even though for something biological, because nature and nurture work together according so both aspects need to be focused on in treatments/eq; (from AS Unit 1) **Look for other reasonable approaches to treatment methods and other reasonable applications.**

Level	Mark	Descriptor
		AO1: Knowledge and understanding of science and of How science works AO2: Application/evaluation of knowledge and understanding of science and of How science works
	0	No rewardable material.
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements, showing some relevance to the question. Little attempt at the analytical/evaluation demands of the question. Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.
Level 2	4-6 marks	Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some attempt at analysis/evaluation, with limited success. Limited evidence will be presented. Both ways/approaches addressed with breadth but not depth – or an imbalanced answer which does not address appropriateness of non-biological approach. Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.
Level 3	7-9 marks	Candidates' answers will show some good knowledge with understanding of the focus of the question and will include analysis and evaluation. Points made may not be fully treated critically though there may be some evidence of judgement and of reaching conclusions where this is relevant. Use of a range of evidence. Both ways addressed, with reasonable depth for at least the non-biological approach- some reference to biological factors. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.
Level 4	10-12 marks	Candidates will offer a response which is relevant and focused of the question, and addresses the main issues contained in it. There will be evidence of reasoned argument and of judgement when relevant to the question. The analysis will be supported by accurate factual material, which is relevant to the question. Good use of evidence. Addresses appropriateness of non-biological approach with reasonable depth drawing on biological factors. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.

Section D: Sport Psychology

Question Number	Question	
10.	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise indicated.	

Question Number	Question	
(a)	Outline what is meant by both qualitative data and quantitative data.	
	Answer	Mark
	Max 2 marks for each outline, 1 mark per marking point or elaboration. A comparison point between the two can be useful and can gain marks according to how well it adds to any outline.	**(4 A03)**
	eg Qualitative data • Qualitative data are data that give details and depth rather than numbers/eq; • There is a quality in the information that means data are rich and thorough/eq; • For example, in a questionnaire, qualitative data are gathered by a question that asks 'have you anything more you would like to add?'/eq; eg Quantitative data • Quantitative data are data that give numbers and quantity/eq; • Analysis can be mathematical because numbers such as percentages and measurements or ratings are collected/eq; • For example, in a questionnaire, quantitative data are gathered by a question that asks 'how far would you rate yourself as obedient?'/eq; **Look for other reasonable outline points in each definition**	

Question Number	Question	
(b)	Explain why you would choose to gather qualitative or quantitative data (or both) with a questionnaire in sport psychology. **(5 A03)**	
	Indicative content	
	Use the banding below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available	
Level	Mark	Descriptor
	0	No rewardable answer
Level 1	1-2 marks	No mention of why the candidate would choose a type of data but some general ideas of how questionnaires have gathered such data. If there is a very brief idea of why a choice would be made to gather certain data then 2 marks. The answer should be adequately communicated for the 2 marks.
Level 2	3-4 marks	The answer is clearly communicated. The candidate refers to their own ideas and it is clear how the type of data could be gathered by questioning. Elaboration can be in the form of an example if it clearly adds to the explanation.
Level 3	5 marks	A well communicated answer, clearly showing why the candidate would choose to gather the data. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.

Question Number	Question	
11.	The study of motivation in sport psychology considers all of the factors that push people into training and the struggle for excellence in sport.	
(a)	Outline **one** theory of motivation that you have studied in sport psychology.	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each point made by the candidate must be identifiable and comprehensible One point per marking point **or** for elaboration unless otherwise indicated. If more than one theory mark all and credit the best. No identification mark. Suitable examples are: achievement motivation, self-efficacy.	**(3 AO1)**
	eg achievement motivation • McClelland's motivation theory has three parts to do with the need for achievement (n-ach), the need for authority and power (n-pow), and the need for affiliation (n-affil)/eq; **two marks as elaboration** • The n-ach person is 'achievement motivated' and therefore seeks achieve, attainment of realistic but challenging goals/eq; • There is a strong need for feedback to achieve and progress, and a need for a sense of accomplishment/eq; • The n-pow person is 'authority motivated' with a need to be influential, effective and to make an impact/eq; • The n-affil person is 'affiliation motivated', and has a need for friendly relationships and is motivated towards interaction with other people/eq; • McClelland said that most people possess and exhibit a combination of these characteristics/eq; eg Self efficacy • Self-efficacy is about self-judgments of personal capabilities to initiate and successfully perform specified tasks at designated levels/eq; • It is also about how one sees oneself in terms of expending greater effort, and persevering in the face of adversity/eq; • Self-efficacy beliefs determine how people feel, think, motivate themselves and behave/eq; • Such beliefs produce these different effects through four processes including cognitive, motivational, affective and selection processes/eq; • A strong sense of efficacy enhances human accomplishment and personal well-being. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided/eq; **Look for other reasonable theories and other reasonable marking points**	

Question Number	Question	
(b)	Evaluate the theory of motivation you outlined in (a).	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible One point per marking point **or** for elaboration unless otherwise indicated. If more than one theory mark all and credit the best. Max 1 mark for alternative explanations (for evaluation answers). Suitable examples are: achievement motivation, self-efficacy	**(4 AO2)**
	eg Achievement motivation • Difficult to measure as it is based on attitude scales, which are often unreliable/eq; • Often it only involves the study of those at the extreme ends of the two conditions and therefore those in the middle are not studied, nor understood/eq; • There is no consistent research suggesting that those individuals high in achievement motivation perform better than those low in it/eq; • Ignores individual factors, as for some people and for some sports there may be factors other than achievement, which are equally important/eq; eg Self-efficacy • As it is separated from general feelings of confidence and esteem, it allows for the possibility that apparently generally unconfident individuals can perform well at one specific task/eq; • Chase (1998) found that verbal feedback and encouragement were important sources of motivation, regardless of age/eq; • Wilkes and Summers (1984) found that although verbal persuasion did improve the performance of athletes, self-efficacy was not involved in this/eq; • Fitzsimmons et al (1991) found that false positive feedback to weight lifters did improve performance/eq; • Self efficacy tends to be looked at in terms of therapies but it has also been said to predict academic performance as well as sporting performance, eg Zimmerman, Bandura and Martinez-Pons (1992)/eq; **Look for other reasonable theories and other reasonable marking points**	

Question Number	Question	
(c)	Motivation is important in improving performance. Explain **one** technique for improving performance in sport.	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. 1 mark available for suitable example only if more than identification is given and in so far as the example adds to the explanation. 1 mark for a weak answer and 2 marks when the answer is elaborated. Suitable techniques are attribution retraining, goal setting.	**(2 AO2)**
	eg Attribution retraining • Dweck believed that athletes could learn to fail if they used inappropriate attributions to explain their previous failures/eq; • Athletes should avoid attributing previous failure to lack of ability as this can lead to feelings of helplessness/eq; • Encourage athletes to attribute failure to unstable factors which the athlete can change/eq; eg Goal setting • Believes that setting targets for improvement will make the task more manageable and therefore achievable/eq; • Whilst goals should be achievable, they should also be challenging, as easy goals will not be motivating/eq; • Goals should however be realistic and gradual, as goals set too high will demotivate and lead to giving up/eq; **Look for other reasonable techniques and marking points**	

Question Number	Question
12. QWCi-iii	Geoff is a tennis champion who represents his country in international tournaments. However, his performances for his country are much better at home than abroad. Drawing on your knowledge of sport psychology and the psychological approaches, suggest reasons why Geoff doesn't perform so well overseas. Evaluate the explanations you offer suggesting how the coach could help Geoff to do well on all occasions. **(6A01/6A02)**
	Indicative content
	Refer to banding at end of indicative content Appropriate answers might include the following knowledge points, but this list is not exhaustive. eg Inverted U hypothesis (the Biological Approach): • Originated from the Yerkes-Dodson law, which states that there is an optimum level of arousal for performance of different tasks/eq; (Unit 3) • In order to perform at their best athletes must be aroused, but performance will drop if they become over aroused and anxious/eq; (Unit 3) • Performance will improve as arousal increases, but only up to a certain point, further arousal beyond this point leads to anxiety and decreased performance/eq; (Unit 3) • The optimum level is different for different types of task/sport and for different levels of competence/eq; (Unit 3) • Complex tasks requiring fine motor skills are performed best with low levels of arousal, e.g. golf/eq; (Unit 3) • Simple tasks requiring rather more basic skills are performed best with high levels of arousal, e.g. weight-lifting/eq; (Unit 3) • Beginners require low levels of arousal, whereas elite athletes require higher levels of arousal/eq; (Unit 3) • Geoff is good at his sport so should reach optimum arousal often but the additional stress of being overseas with a hostile environment and possibly a hostile audience may make him do less well as his arousal is more than he needs to do well/eq; (Unit 3 and student's own comment) • E.g. Attentional style (Cognitive Approach) • Too much information can give overload and impair performance/eq; (Unit 3 if studied) • So if someone is thinking of their previous performance or listening to the audience or focusing on something else (like being away from home) they will do less well/eq; (Unit 3 if studied) • Effective attenders can deal with more than one input at a time and can focus their attention on where they need to focus/eq; (Unit 3 if studied) • Ineffective attenders do not concentrate and become confused. They cannot block out thoughts that do not help their performance/eq; (Unit 3 if studied) • Although Geoff seems to be an effective attender when he does well, it may be that extra thoughts when he is away from home give overload and he becomes an ineffective attender/eq; (Unit 3 and student's own comment)

E.g. Audience effect (Social Approach)

- Some performers do less well with an audience than without one and even animals have shown this tendency/eq; (Unit 3 if studied)
- This is because they might fall back on a dominant response when under pressure from an audience/eq; (Unit 3 if studied)
- And as long as the dominant response is the right one to do well in their chosen sport, this might not mean poor performance/eq; (Unit 3 if studied)

- However, Geoff might be able to perform well with a friendly audience, but not with a hostile audience, and overseas there would be fewer friendly supporters/eq; (Unit 3 and student's own comment)

Appropriate answers might include the following application points, but this list is not exhaustive. Application may also be drawn from units 1 and 2.

- The Inverted U theory does explain the failure of elite athletes to perform normally easy skills when highly anxious, which has face validity as it matches what the audience sees in real life sport/eq; (Unit 3 or student's own comment)
- It is a biological theory and doesn't take account of cognitive factors, e.g. the evaluation of the situation, in the process of performing tasks or the effect of attentional overload/eq;(comparison point) (AS Unit 2 and Unit 3, student's own comment)
- The inverted U hypothesis assumes that increased arousal/anxiety will lead to a gradual decrease in performance, whereas in fact the decrease may be more dramatic and catastrophic, according to the catastrophe theory/eq; (comparison point) (Unit 3)
- Catastrophe theory suggests that performance increases with arousal levels but that anxiety that arises from the arousal means that after a certain amount of arousal performance will suddenly drop. This sudden drop is the catastrophe and can be disastrous for performance – and links with 'choking' – this is a different theory, though still biological/eq; (Unit 3 and student's own comment)
- Inverted U theory does not take account of individual differences in natural levels of arousal between athletes or the different levels of arousal required in different roles within the same team/eq; (Unit 3 and student's own comment)
- Hardy (1990) criticised the Inverted U hypothesis as it just described stress and performance and does not fit what happens with those engaged in sport, where it is seen that the relationship is not symmetrical, because when competitors become over excited their performance drops suddenly – a biological approach needs to look at other factors such as social and cognitive ones as well/eq; two marks as elaboration here (Unit 3, student's own comments, and AS Unit 2)
- Both the catastrophe and U theory say that as arousal increases up to a point performance will increase, and both draw on biological aspects/eq; (student's own comment)
- Hardy and Parfitt (1991) published a study to show that increased physiological arousal (heart rate) correlated with performance depending on whether cognitive anxiety was high or low, and this supports the catastrophe theory, and also links the cognitive and biological approaches/eq; (Unit 3, student's own comment and AS Units 1 and 2)
- Gould and Krane (1992) suggest that the inverted U theory is good because it takes into account both physiological and cognitive elements of arousal/anxiety – again showing the importance of including more than one approach in an explanation/eq; (Unit 3, student's own comment, AS Units 1 and 2)
- Gould and Krane (1992) say the inverted U theory is good because it takes into account that sports conditions are not symmetrical and sport performance is rarely highly predictable/eq; (Unit 3)
- The coach could help Geoff to reduce stress caused by other things in his life, so that when he is performing his stress levels are optimum for sound performance, according to the Inverted U theory/eq; (student's own comment)

	• The coach could make sure Geoff's supporters are in evidence and that he knows they are there – if he does better in these circumstances, with a positive audience/eq; (student's own comment) • Or if the audience puts Geoff under pressure the coach could practice with Geoff ways in which he can ignore everything except his performance, and adjust his attentional style/eq; (student's own comment) **Look for other theories and other reasonable applications**

Level	Mark	Descriptor
		AO1: Knowledge and understanding of science and of How science works AO2: Application/evaluation of knowledge and understanding of science and of How science works
	0	No rewardable material.
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements, showing some relevance to the question. Little attempt at the analytical/evaluation demands of the question. Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.
Level 2	4-6 marks	Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some attempt at analysis/evaluation, with limited success. Limited evidence will be presented. Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.
Level 3	7-9 marks	Candidates' answers will show some good knowledge with understanding of the focus of the question and will include analysis and evaluation. Points made may not be fully treated critically though there may be some evidence of judgement and of reaching conclusions where this is relevant. Use of a range of evidence. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.
Level 4	10-12 marks	Candidates will offer a response which is relevant and focused of the question, and addresses the main issues contained in it. There will be evidence of reasoned argument and of judgement when relevant to the question. The analysis will be supported by accurate factual material, which is relevant to the question. Good use of evidence. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.

Unit 4: How Psychology Works

Section A: Clinical Psychology

Question Number	Question	
ALL	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise indicated.	

Question Number	Question	
1.(a)	Describe one definition of abnormality.	
	Answer	Mark
	There is an identification mark. 1 mark is available for a suitable example insofar as it adds to the description. Suitable definitions are statistical infrequency and deviation from social norms. There are others.	**(4AO1)**
	eg Statistical infrequency (ID mark) • Behaviours that very infrequent are abnormal/eq; • Both ends of a normal distribution would be included/eq; • Schizophrenic behaviour is 1% therefore abnormal/eq; • Depression with anxiety is experienced in 9.2% of the population, which might be seen as less abnormal/eq; • Behaviour that falls outside 2 standard deviations would be considered abnormal/eq; eg Deviation from social norm (ID mark) • Behaviour different from what is normally acceptable & can make people uneasy/eq; • Behaviour is bizarre and/or extreme/eq; • eg Always talking to trees instead of people/eq; • It has to be clear to everyone what the social norms are, so that abnormal behaviour is seen as such by everyone in that society/eq; **Look for any other relevant points or definitions**	

Question Number	Question	
(b)	Evaluate the definition of abnormality you have described in (a).	
	Answer	Mark
	Evaluation by comparison to an alternative definition may gain 1 mark only. If (a) is blank but (b) evaluates a recognisable definition of abnormality full marks may be gained. If (b) evaluates a different definition than that described in (a) and the definition being evaluated is clearly identifiable and appropriate, max 2 marks. Suitable examples that elaborate a point can gain credit.	**(5AO2)**
	eg Statistical infrequency • Cut off is arbitrary & has no contextual meaning/eq; • where the cut off point is 2 standard deviation points from the mean, this may bear no relationship to what the actual presenting symptoms are or whether they are considered good or bad in the society/eq; **two marks** • The dividing line between abnormality and normality is sudden (eg IQ scores & mental retardation)/eq; **two marks if fully elaborated** • Does not allow clinician to use judgement on whether individual is coping/eq; • Does not take into account desirability of behaviour/eq; • Means that high functioning individuals such as geniuses are classified as abnormal too/eq; • Some mental problems eg depression not statistically rare/eq; eg Deviation from social norm • Social norms vary over time & between cultures/eq; • This means definition lacks objectivity/eq; • This could lead to abuse of diagnosis for social convenience or political ends/eq; • Behaviour judged within social context eg hearing voices thought to be ancestors talking to you in SE Asia, but a sign of schizophrenia in UK/eq; **two marks as example given** • Treatment of homosexuality as mental illness now seen as inappropriate in UK but not in Africa/eq; **Look for any other relevant points**	

Question Number	Question	
(c)	Explain why there might be cultural issues to take into account when diagnosing mental disorders.	
	Answer	Mark
	Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. Examples that elaborate a point can gain credit. • If clinician is from a different cultural background to their patient some behaviours may be interpreted as abnormal when not /eq; • Eg 'Normal' behaviour in one culture has been interpreted as aggressive by a clinician from another /eq; • If an interpreter is used they may filter questions or information because of cultural desirability/eq; • Certain disorders seem to be culturally specific eg Koro/eq; • Important clinicians are aware of cultural variability during consultation or may make an incorrect diagnosis/eq; • Behaviour such as hearing voices interpreted as ancestors talking to you in SE Asia and a symptom of schizophrenia in UK/eq; • Clinicians need to be aware that cultural expectations such as higher incidence of depression in women may influence a diagnosis/eq; **Look for any other relevant points**	**(4AO2)**

Question Number	Question	
2.(a)	Describe symptoms and/or features of **one** disorder **other than** schizophrenia.	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider "or words to that effect". Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. 1 mark is available for a suitable example insofar as it adds to the description. Suitable disorders are Anorexia nervosa, Bulimia nervosa, Phobias, OCD, Unipolar depression, Bipolar disorder. There are others.	**(4 AO1)**
	eg Phobias • Individual shows a persistent & irrational fear towards something/eq; • This is so extreme as to be debilitating/eq; • The individual will be affected even just by thinking of the object/eq; • Heart rate will increase and the person will sweat profusely/eq; • Can be either a specific phobia, agoraphobia or social phobia/eq; • More than 14% of population likely to suffer from phobia at some stage in their lives/eq; eg Anorexia nervosa • Weight drops to 85% or less of normal for height/eq; • Their perception of body image is distorted/eq; • There is an intense fear of gaining weight/eq; • In females menstruation will have been absent for at least 3 months/eq; • Incidence is most common in adolescent girls/eq; • Male anorexia is on the increase in the UK/eq; eg Unipolar depression • Individual is in a state of profound & persistent sadness/eq; • Feeling is so intense as to prevent normal functioning/eq; • Loss of appetite and lack of interest in other everyday tasks/eq; • Will have difficulty getting to sleep/eq; • Also difficulty in waking once asleep/eq; • 1 in 4/5 will have depression at some stage/eq; **Look for any other relevant points**	

Question Number	Question	
(b)	Describe **one** explanation for the disorder you described in (a).	
	Answer	Mark
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider "or words to that effect". Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. 1 mark is available for a suitable example insofar as it adds to the description. If (a) is blank but (b) clearly identifies an appropriate disorder full credit can be gained. If (b) described a different disorder than (a) but is an appropriate disorder – marks can be given up to 2 marks. If more than one explanation mark all and credit the best. Explanations can be drawn from any of the approaches: i.e. learning, biological, cognitive, psychodynamic or social.	**(4AO1)**
	eg Phobias & learning explanation • Phobias may be learned through classical conditioning/eq; • The phobic object being paired with something that produced a fear response/eq; • Once acquired avoidance of the phobic stimulus would be reinforced as the sufferer would feel relief/eq; • Animal studies show classical conditioning can produce phobic behaviour (e.g Miller 1948)/eq; eg Anorexia nervosa & psychodynamic explanation • Psychodynamic approach suggests girls afraid of sexual maturity/eq; • By starving self keep a boyish figure and prevent menstruation/eq; • This is linked to earlier childhood fear of impregnation by father/eq; • Also see eating as symbolic of violation of body/eq; • Therefore avoiding eating is a way of safeguarding against this fear/eq; eg Unipolar depression & biological • Chemical imbalance in brain seen as source/eq; • Likely to be either serotonin and/or noradrenalin that are at low levels/eq; • Therefore treatments that increase the availability of these neurotransmitters prescribed/eq; • Genetics likely to be a factor as incidence of both twins having depression much higher in MZ than DZ twins (Bertelsen et al)/eq; • Family studies show increased chance of suffering from depression doubled if others in family have it/eq; **Look for any other relevant points**	

Question Number	Question	
(c)	Evaluate the explanation you described in (b).	
	Answer	Mark
	Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. If (b) is blank but a recognisable disorder is evaluated in (c) full credit can be gained. If (b) is inappropriate but is correctly evaluated here full credit can be gained up to 3 marks. If the disorder evaluated in (c) is different than the disorder explained in (b), (c) can gain credit up to 3 marks.	**(6AO2)**
	eg Phobias & learning explanation • Classical conditioning principles were developed mainly from animal studies like Pavlov's and generalising from animal studies can be problematic as there are important differences between animals and humans/eq; **two marks** • Biological explanations have evidence from twin studies and family studies, and this suggests that genes play a part in developing phobias/eq; **alternative explanation max 1 mark** • Watson and Rayner successful induced a phobia in one small child using conditioning principles, which suggests that phobias are learnt in this way/eq; • Those involved in a traumatic incident can develop a phobia, such as an airplane crash, but not everyone involved in such incidents do develop a phobia, which suggests there is another explanation/eq; eg Anorexia nervosa & psychodynamic explanation • Little Hans was said to have developed a phobia of horses through the Oedipus complex, which is evidence for Freud's views/eq; • The psychodynamic explanation is hard to test and obtain empirical evidence as the concepts, such as the id and unconscious, are not measurable/eq; **two marks as there is elaboration** • Social learning theory has an alternative explanation, also resting on the idea of identification, and this says that girls imitate models, and models, such as in the media, are often very thin/eq; **two marks as there is elaboration** • Freud drew his ideas from a small number of case studies in a specific culture so his sampling and methods were limited, which means generalising to everyone is problematic/eq; **two marks as there is elaboration**	

	eg Unipolar depression & biological • Evidence from clinical studies shows drugs changing levels of neurotransmitters do not always work/eq; • Though they do alleviate symptoms in many people/eq; • Different types of drugs eg SSRIs, MAOIs suggest that biological explanation is not well understood/eq; **two marks if the examples are given** • Most evidence is from animal studies, unclear if this can be generalised to humans (Overstreet 1993)/eq; • Twin & family studies fail to take into account shared environmental factors that may play a part/eq; • In particular the link between stressful life experiences and depression is likely to be shared in a family/eq; • However adoption studies (Wender et al 1986) suggest some forms of severe depression may be inherited/eq; • Success of CBT in treating depression suggests faulty cognitions is an alternative explanation for some/eq; **max 1 mark here for alternative explanation** **Look for any other relevant points**	

Question Number	Question	
3.(a)	Compare the strengths and weaknesses of the Psychodynamic and Learning Approaches to treatment/therapy.	
	Answer	Mark
	Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. Comparisons may be similarities or differences and must give both Psychodynamic Approach and Learning Approach point to gain a pair of marks. Credit elaboration where appropriate. If only strengths **or** weaknesses (not both) are addressed max 4 AO2. If there are some strengths or weaknesses of either one of the approaches or both, and no comparison, then max 2 marks. • A strength of psychodynamic therapy is that it treats each person as an individual (idiographic)/eq; In contrast a weakness of the learning approach could be because it applies a standard format it could be considered impersonal (nomothetic)/eq; **two marks as elaborated** • A strength of the Learning Approach is it believes once symptoms have been removed the person is cured. This means decisions about the effectiveness of the therapy are easy to make/eq; whereas a weakness of the Psychodynamic Approach is it is unable to give a clear point when it can be said a cure has been effected /eq; • An advantage of Learning Approach treatments such as systematic desensitisation is they can be completed relatively quickly and cheaply/eq; • Whereas psychodynamic therapies tend to be very lengthy and time consuming in comparison/eq; • Both the Learning Approach and the psychodynamic approach can be helpful as they both have evidence that they can help clients who undertake their therapies effect an improvement in their mental health/eq; eg Teri & Lewinsohn, 1986 (learning) and Klerman & Weissman, 1992 (psychodynamic) show success in treating unipolar depression/eq; • One weakness of both the Learning Approach and the Psychodynamic Approach is they are not effective at treating disorders such as schizophrenia/eq; though in the case of the Learning Approach it can be used to reduce overt symptoms eq; elaboration mark for marking point above. **Look for any other relevant points**	**(6 AO2)**

Question Number	Question
(b)	Describe **one** biological approach to the treatment of schizophrenia and evaluate the use of such treatment. **(6A01/6A02)**
	Indicative content
QWC i,ii,iii	**Refer to banding at end of indicative content** Appropriate answers might include the following knowledge points, but this list is not exhaustive. Suitable biological treatments include the use of drug therapies, psychosurgery and ECT. Eg drug therapies • Psychoactive drugs such as chlorpromazine are prescribed/eq; • These aim to change the level of dopamine availability within the brain to reduce symptoms/eq; • Important the patient takes their medication regularly/eq; • Once established drug regimes are straightforward to administer & dosage rates are clear/eq; • Drug level manipulated to ensure appropriate dose level for patient/eq; • There is a time delay from starting a course of treatment and feeling any benefit/eq; • Medication can be administered under supervision or given to the patient for self regulation/eq; • Usually the patient will be kept in an institution until their condition has stabilised/eq; Appropriate answers might include the following application points, but this list is not exhaustive. • It can take considerable time to find the right drug/level for individual patients/eq; • Sometimes changes in the patient's lifestyle or metabolism may mean the dosage rate is no longer appropriate, this can cause problems/eq; • Compliance is often a problem especially in outpatients/eq; • This is because many anti-psychotic drugs have unpleasant side effects though modern drugs are better/eq; • May be a chemical straightjacket because of way can alter patient's behaviour/eq; • Not all forms of schizophrenia respond to drug treatment/eq; • The culture within the biological approach means sectioning to force compliance with a drug regime favoured by the medical staff is widespread/eq; • Drugs have allowed schizophrenia, previously seen as untreatable to be dealt with in the community/eq;

Level	Mark	Descriptor
		AO1: Knowledge and understanding of science and of How science works AO2: Application/evaluation of knowledge and understanding of science and of How science works
	0	No rewardable material.
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements, showing some relevance to the question. Little attempt at the evaluation of use of method. Little reference to the use of treatment. Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.
Level 2	4-6 marks	Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some attempt at evaluation of use of method, with limited success. Limited evidence will be presented. Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.
Level 3	7-9 marks	Candidates' answers will show some good knowledge with understanding of the focus of the question and will include evaluation of the use of the method. Points made may not be fully treated critically though there may be some evidence of judgement and of reaching conclusions where this is relevant. Use of a range of evidence. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.
Level 4	10-12 marks	Candidates will offer a response which is relevant and focused of the question, and addresses the main issues contained in it. There will be evidence of reasoned argument and of judgement. The evaluation will be supported by accurate factual material, which is relevant to the question. Good use of evidence. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.

Section B: Issues and Debates

Question Number	Question	
ALL	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise indicated.	

Question Number	Question	
4.(a)	Describe what is meant by 'science'.	
	Answer	Mark
	Each bullet point is a marking point and each point made by the candidate must be identifiable and comprehensible. No marks for examples of what is 'science', but award marks for contrasting with what it is not, max 2 marks, in so far as this adds to the description.	**(5 A01)**
	Possible marking points: • 'Science' is about deriving a hypothesis from a theory and testing it/eq; • Testing is empirical in that data are gathered from the real world/eq; • The IV and DV in a hypothesis are operationalised so that they are measurable concepts/eq; • Data are gathered in an objective way, with no researcher bias or interpretation/eq; • Case studies can be subjective as they often need interpretation from the reseacher so they are not usually called scientific/eq; • Popper talked about the hypothetico-deductive method of science, where a hypothesis is tested when derived from a theory, then if the findings fit the theory it is reinforced and if not it is amended or replaced/eq; **Look for other reasonable marking points**	

Question Number	Question	
(b)	Describe **one** approach to psychology that you have studied.	
	Answer	Mark
	Each bullet point is a marking point and each point made by the candidate must be identifiable and comprehensible. If more than one approach is described mark all and credit the best. If an approach other than those covered by the specification is described it may still gain credit. 1 mark available for suitable example only if more than identification given and insofar as the eg adds to the description. Suitable approaches are psychodynamic, cognitive, social, biological and learning.	**(4AO1)**
	eg Psychodynamic • Emphasises the importance of childhood experiences/eq; • Children go through stages of psycho-sexual development from birth to adulthood/eq; • Includes oral, anal and genital stages/eq; **1 mark only for a list as long as more than 2 stages** • Considers importance of the unconscious mind/eq; • The personality is divided into ego, id and superego/eq; • The id, described as the pleasure principle, is in the unconscious/eq; eg Cognitive • Concerned with how information is processed in mind/eq; • Frequently uses a computer analogy to explain processes/eq; • Areas studied by the approach include perception, attention and memory/eq; • Mainly uses systematic study and laboratory experiments/eq; • Tries to understand mental processes by measuring behaviour/eq; eg Social • Seeks to understand how other people influence us/eq; • Looks at interpersonal relationships and how they affect us/eq; • Looks at societal & cultural influences and differences/eq; • Often uses questionnaires to assess attitudes or beliefs/eq; • Sees learning of social mores as important/eq; • Areas studied include obedience, conformity & crowd behaviour/eq;	

	eg Biological • Sees genetic inheritance as underpinning much of behaviour/eq; • Biological systems, such as hormones, also have great influence/eq; • Therefore using non-human animals as a model can be useful/eq; • Biological imperatives can only be modified by environment/eq; • Correlational studies using twins or first degree relatives used/eq; • Areas of interest include mental illness, criminality & specific talents such as sporting prowess/eq; eg Learning • Sees human behaviour as infinitely malleable through learning/eq; • Learning governed by Thorndike's Laws of Exercise and Effect/eq; • Explains behaviour through classical & operant conditioning/eq; • Social Learning Theory is a more cognitive aspect of learning/eq; • Claims there are no constraints on potential/eq; • Extrapolates from laboratory experiments on animals to humans/eq; **Look for any other relevant marking points**	

Question Number	Question	
(c)	Explain the extent to which the approach you described in (b) can be considered scientific. Refer to research methods used in the approach to support your case.	
	Answer	Mark
	Each bullet point is a marking point and each point made by the candidate must be identifiable and comprehensible If no reference to research methods is made max 4. 1 mark available for evaluation by comparing only to an alternative approach If (b) is blank or incorrect but (c) evaluates an appropriate and recognisable approach full marks can be gained. If (c) evaluates a different approach than that described in (b), (c) can gain max 3 marks. Examples of suitable research methods include • Psychodynamic: Case studies • Behaviourist: Laboratory experiments • Social: Field experiments, questionnaires • Cognitive: Laboratory experiments, case studies of brain damaged patients eg Psychodynamic • Individual interpretation of evidence by therapists is subjective so not scientific/eq; • Thus the same case may be given different explanations by different researchers, meaning they have low reliability/eq; • Case studies provide rich evidence allowing a comprehensive understanding of the individual, though their uniqueness means they have poor generalisability/eq; **2 marks** • Interpretation of symbols in dreams has low validity as there are alternative explanations so not scientific/eq; • Use of defence mechanisms to explain any disagreement by the client with the therapist's interpretation means unfalsifiable/eq; • Case studies often require the client to recall past events in detail, and memory is unlikely to be accurate, thus calling veracity of evidence into question/eq; eg Cognitive • Laboratory experiments tend to be easily replicable/eq; • Variables are under the control of researcher so scientific/eq; • Results obtained as a result of manipulation of the IV are often objective/eq; • The data they yield is mostly quantitative so scientific/eq; • Laboratory experiments can be used to test hypotheses and therefore address many of the requirements of scientific study/eq; • Case studies of brain damaged patients are not replicable/eq; • Although they can be useful in falsifying theories/eq; • However, it may not be possible to generalise the findings across the population/eq; **Look for any other relevant marking points**	**(6AO3)**

Question Number	Question
5	Describe **three** ethical guidelines and explain ways that they should be followed in psychological research when using human participants. **(12A03)**
	Indicative content
QWC i,ii,iii	**Refer to banding at end of indicative content** Appropriate answers might include the following points related to How Science Works eg Informed consent • Psychologists should obtain informed consent where ever possible/eq; • This means that participants know the nature of the study they are being asked to participate in/eq; • Information should not be withheld that may affect participants' willingness to take part in the study/eq; • Where children are concerned this should include permission from parents/legal guardian as well as the child if old enough to understand/eq; • Probably best done by explaining the study when participant is recruited and getting written consent at this stage/eq; • However it is extremely difficult to obtain informed consent prior to a study as the information may alter the results obtained/eq; • One strategy to deal with this is to get a more general type of consent and then deal with the details with a thorough debriefing/eq; eg Right to withdraw • Participants should be informed before the study that they can withdraw at any time/eq; • And that this is something that is perfectly OK to do/eq; • They should also be reminded they can withdraw their results at the end of the study/eq; • It would be advisable to include a request to use the participant's results during the debrief/eq; • Researchers may want to check during the course of the experiment by asking participants if they are "happy to go on to the next task." • The right to withdraw cannot be held open indefinitely, once all data are collected and the analysis done it would be unreasonable to expect to withdraw one's results/eq; • Therefore a de facto time limit needs to be made/eq;

	eg Confidentiality • Participants should be told that their details will not be divulged to anyone outside those involved in conducting the study/eq; • And that there will be no way anyone will be able to connect them and their data together/eq; • Participants should not be asked for their personal details/eq; • As well as ensuring any data collected is stored securely and anonymously/eq; • Any materials that could identify individual participants with results should be destroyed once the data has been collated/eq; eg Protection of participants • Research that may cause harm to participants must be avoided/eq; • Which could be in the form of excessive stress/eq; • As well as participants leaving the investigation feeling bad about their performance/eq; • Researchers should design their study so that any negative experiences are minimised/eq; • This means they should consult with colleagues about the suitability of their study/eq; • If appropriate research should be vetted by an ethics committee/eq; • There is a problem with protection of participants and avoiding harm as different people will respond in different ways/eq; • It is well known that different people respond with different levels of stress, or find different things distressing, so it is doubly important that participants know they can pull out if they are distressed in any way/eq;

Level	Mark	Descriptor
		A03: How science works
	0	No rewardable material.
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements, showing some relevance to the question. Little attempt at the explanation of method demands of the question. Lack of relevant evidence. One or two guidelines mentioned. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.
Level 2	4-6 marks	Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some attempt at analysis/evaluation, with limited success. Limited evidence will be presented. Three guidelines addressed with breadth but not depth – or two guidelines addressed with depth. Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.
Level 3	7-9 marks	Candidates' answers will show some good knowledge with understanding of the focus of the question and will include explanation of method. Points made may not be fully treated critically though there may be some evidence of judgement and of reaching conclusions where this is relevant. Use of a range of evidence. Three guidelines addressed with reasonable depth for at least one way they should be followed. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.
Level 4	10-12 marks	Candidates will offer a response which is relevant and focused of the question, and addresses the main issues contained in it. There will be evidence of reasoned argument and of judgement when relevant to the question. The explanation of method will be supported by accurate factual material, which is relevant to the question. Good use of evidence. Addresses three guidelines with reasonable depth. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.

Question Number	Question
6.(a)	Both the Psychodynamic Approach and the Learning Approach could help to explain why we find people like our parents attractive. Describe and evaluate how both the Psychodynamic Approach and the Learning Approach could help explain why we find people like our parents attractive. **(12+6 A02)**
	Indicative content
QWC i,ii,iii	**Refer to application banding at end of indicative content** Appropriate answers might include the following application points, but this list is not exhaustive. • The Psychodynamic approach can explain the phenomenon through the Oedipus or Electra complexes/eq; • Attraction for opposite-sex parent is central to this stage/eq; • However desire for our opposite-sex parent is socially unacceptable so is repressed/eq; • Sublimation involves replacing the object of our desires with a more socially acceptable alternative/eq; • Hence we are attracted to people who remind us of them/eq; • Social Learning Theory states we imitate the behaviours of role-models/eq; • A same-sex parent is taken as a role-model and imitated/eq; • Accordingly, the same-sex parent's choice of partner will be imitated, hence the attraction for people who look like the opposite-sex parent/eq; • Attitudes of the same sex parent towards the opposite sex seen as very important in child's development/eq; • eg Mothers who go through a divorce tend to have daughters who either dislike men or act in an excessively flirtatious manner/eq; • Whereas daughters of widows tend to have a far more positive attitude towards men/eq; • Difficult to falsify Psychodynamic explanation as repression and sublimation cannot be independently verified/eq; • Social Learning Theory has a large body of evidence backing it up such as the work of Bandura/eq;

Refer to application banding and structure banding

Application banding

Marking Guidance – 12 AO2 marks (and 6 for structure, see later banding)		
Level	Mark	Descriptor
		AO2: Application/evaluation of knowledge and understanding of science and of How science works
	0	No rewardable material.
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements, showing some relevance to the question. Little attempt at the analytical/evaluation demands of the question. Lack of relevant evidence.
Level 2	4-6 marks	Candidates will produce statements with some development in the form of the application of mostly accurate and relevant factual material. Thus there will be some attempt at explanation/analysis/evaluation, with limited success. Limited evidence will be presented. Both approaches addressed with breadth but not depth – or an imbalanced answer. even if one approach well-addressed up to 6 marks only if the other is very weakly addressed.
Level 3	7-9 marks	Candidates' answers will show some good understanding of the focus of the question and will include some clear explanations as appropriate, with some analysis and evaluation. Points made may not be fully treated critically though there may be some evidence of judgement and of reaching conclusions where this is relevant. Use of a range of evidence. Both approaches addressed with reasonable depth for at least one way. and if one in good depth, the other approach better than weak.
Level 4	10-12 marks	Candidates will offer a response which is relevant and focused on the question, and addresses the main issues contained in it. There will be evidence of reasoned argument and of judgement when relevant to the question. The analysis will be supported by accurate factual material, which is relevant to the question. Good use of evidence. Addresses both approaches with reasonable depth.

Structure banding

Marking Guidance – 6AO2 marks rewarding structure and focus of description and evaluation using two approaches.		
Level	Mark	Descriptor
		AO2: Application of knowledge and understanding of science and of How science works
	0	No rewardable material.
Level 1	1-2 marks	Response lacks focus and structure. Points are disparately made with little cohesion and flow. Some appropriate use of terminology.
Level 2	3-4 marks	Response is generally focused and cohesive but may be lacking in some evaluation and judgement as some points may be irrelevant to the overall structure. The response is presented in a legible style using appropriate terminology.
Level 3	5-6 marks	Response is coherent, well structured and focused with a clear and effective use of appropriate terminology.

Question Number	Question
6.(b)	Using **two** different approaches describe and evaluate the role of both nature and nurture in explaining human behaviour. **(12+6 A02)**
	Indicative content
QWC i,ii,iii	**Refer to application banding and structure banding at end of indicative content** Appropriate answers might include the following application points, but this list is not exhaustive. eg Learning Approach & Biological Approach • The learning approach believes that behaviour is learned through operant & classical conditioning, so focuses on nurture/eq; • However this ignores evidence on the constraints of learning eg Breland & Breland looking at differences between species for example/eq; • Nor can behaviourist theory explain why children cannot learn certain things until they reach a particular level of maturity which seems to emphasis nature/eq; • The biological approach argues for a strong substrate of innate behaviour/eq; • It views assignment of gender as being laid down primarily by genes/eq; • This is built on by learning, not determined by learning/eq; • The twin study (Money & Erhardt) shows how despite Money's efforts the biological imperative was more important than gender assigned by learning/eq; • In clinical psychology there is evidence that schizophrenia has a genetic component (Gottesman & Shields)/eq; • Nonetheless data show that though identical twins may have an increased risk of both having schizophrenia if one has it, it is a long way from 100%/eq; • This clearly demonstrates that environmental factors, must be implicated/eq; • This is evidence that the most realistic approach to the nature –nurture debate is that of interaction/eq; • In most cases there is evidence that nature places constraints on our capabilities/eq; • But within the parameters laid down by biology the effects of environmental factors such as learning/child rearing practices allow for variability/eq;

	eg Social Approach and Psychodynamic Approach • Social psychologists argue behaviour is a result of nurture as the milieu in which we grow up is a main influence/eq; • It is argued that attitudes and values are a consequence of this experience eg prejudices/eq; • However this ignores the fact that most children are brought up by their biological parents so nature could be the cause/eq; • Evidence from adoption studies on factors such as intelligence and mental illness do suggest that the social context of the adoptive family may be of less importance than the biological inheritance (eg Gottesman)/eq; • However as children are routinely placed in adoptive homes similar to their biological one it is hard to be sure whether it is a genuinely different home (eg Rose et al 1984)/eq; • Nonetheless socialisation from the family can be seen as an important influence on behaviour as statistics show that in the UK about 85% of all recorded crime is committed by a small number of extended families/eq; • And those in the family who refuse to participate may be at best ostracized/eq; • The Psychodynamic approach sees both nature and nurture as important influences/eq; • This is because the basic structure of the personality is biologically determined such as the relationship between the id, ego and superego/eq; • However early childhood experiences will determine the way these develop/eq; • Whether the id or superego end up being too dominant is a result of nurture/eq; • This means parental behaviour can be used as an explanation for the development of mental disorders or criminality/eq; • Evidence for the source of mental disorders being early trauma is gained through regression/eq; • Often such evidence is unverifiable and sometimes has been shown to be false (eg false memory syndrome Loftus 1993)/eq;

Application banding

Marking Guidance – 12 AO2 marks (and 6 for structure, see later banding)		
Level	Mark	Descriptor
		AO2: Application/evaluation of knowledge and understanding of science and of How science works
	0	No rewardable material.
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements, showing some relevance to the question. Little attempt at the analytical/evaluation demands of the question. Brief description showing brief understanding of at least one approach's relationship to the nature/nurture debate. Lack of relevant evidence.
Level 2	4-6 marks	Candidates will produce statements with some development in the form of knowledge with understanding of the relationship of approaches to the debate and/or application of mostly accurate and relevant factual material. Thus there will be some attempt at description of the debate/analysis/evaluation, with limited success. Limited evidence will be presented. Both approaches addressed with breadth but not depth – or an imbalanced answer. even if one approach well-addressed up to 6 marks only if the other is very weakly addressed.
Level 3	7-9 marks	Candidates' answers will show some good understanding of the focus of the question and will include some clear description of the debate as appropriate, with some analysis and evaluation. Points made may not be fully treated critically though there may be some evidence of judgement and of reaching conclusions where this is relevant. Use of a range of evidence. Both approaches addressed with reasonable depth. and if one in good depth the other approach better than weak.
Level 4	10-12 marks	Candidates will offer a response which is relevant and focused on the question, and addresses the main issues contained in it. There will be evidence of reasoned argument and of judgement when relevant to the question. The analysis will be supported by accurate factual material, which is relevant to the question. Good use of evidence. Addresses both approaches with reasonable depth.

Structure banding

Marking Guidance - 6AO2 rewarding structure and focus of description and evaluation using the two approaches		
Level	Mark	Descriptor
		AO2: Application of knowledge and understanding of science and of How science works
	0	No rewardable material.
Level 1	1-2 marks	Response lacks focus and structure. Points are disparately made with little cohesion and flow. Some appropriate use of terminology.
Level 2	3-4 marks	Response is generally focused and cohesive but may be lacking in some evaluation and judgement as some points may be irrelevant to the overall structure. The response is presented in a legible style using appropriate terminology.
Level 3	5-6 marks	Response is coherent, well structured and focused with a clear and effective use of appropriate terminology.

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