

GCE

Edexcel GCE

Psychology (8555/9555)

Summer 2006

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Mark Schemes

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## UNIT 5 - 6765

### Section 1 - Research Methods

Throughout consider that the marking points are not comprehensive and other suitable points should be credited except where clearly indicated.

In general give 1 mark per point made.

**1 Mark For Partial Answers See Semi Colon; 2 Marks For Full Answers**

The candidate is being marked for the sense of their answer rather than for specific wording including, for example, where a hypotheses is requested. The candidate must give a full answer rather than a one answer that needs interpreting.

Remember 2 marks can be given for an in depth answer - there do not have to be two things said. There can be a short sentence for 2 marks but two ticks must be indicated.

- 1 (a)(i) e.g. Independent Measures / unrelated design / independent groups  
/Independent/eq;

**REJECT methods or 'different participants'**

**Consider Or Words To That Effect - OWTTE. If more than one answer given take the first one. Ignore scored out answers.**

**AO3=1**

- (ii) e.g. advantage

no order effects /eq;

because different participants are used in each condition/eq;

**2 marks for a complete answer, 1 mark for a partial answer.**

**Consider Or Words To That Effect - OWTTE.**

disadvantage

Uncontrolled participant variables/eq;

Means that individual differences may affect the results /eq;

Differences in the confidence levels of participants between the groups may influence the results/eq;

**2 marks for a complete answer, 1 mark for a partial answer. If more than one advantage/disadvantage mark all and credit the best.**

**Consider Or Words To That Effect - OWTTE.**

**If (ai) is incorrect but still gives a design and (a(ii)) correctly focuses on the answer given in (ai) then give CREDIT. If (ai) is blank but the design focused on in (a(ii)) is clearly identified then give CREDIT (note TE).**

**AO3 = 4**

- (b) Independent variable  
e.g. wearing perfume / being sprayed on the wrist with perfume/eq;  
Dependent variable  
e.g. feeling / looking more confident/eq;  
reduced amount of nervous movements/eq;

AO3 = 2

**REJECT one word answers e.g. 'perfume' or 'confidence'**  
**IV and DV must be clearly identifiable**

- (c) **Example of a one mark answer**  
e.g. perfume will increase confidence/eq;

**Example of a two mark answer**

e.g. Women sprayed with / wearing perfume will feel more confident/eq;

**1 mark for a basic experimental hypothesis; 2 marks for a more elaborated answer referring to both the IV and DV. This must be a one tailed experimental hypotheses. REJECT null hypotheses**

**Consider Or Words To That Effect - OWTTE.**

AO3 = 2

- (d)(i) **Example of a one mark answer**  
e.g. defining a variable/eq;  
e.g. to make something measurable/eq;

**Example of a two mark answer**

e.g. Defining variables so they can be precisely measured or manipulated/eq;

**1 mark for a basic definition and 2 if it's elaborated / provides relevant examples. Consider Or Words To That Effect - OWTTE.**

AO3 = 2

- (ii) **Example of a one mark answer**  
e.g. it's open to interpretation as to how confident someone is (subjective)/eq;

**Example of a two mark answer**

e.g. It is open to interpretation as to how confident someone is because it's difficult to define and measure feeling / looking more confident/eq;

**Consider Or Words To That Effect - OWTTE.**

AO3 = 2

- (e) e.g. To return participants to a normal state /eq;  
To remove any negative impressions or feelings about performance/eq;  
To inform of exact research aims/purpose of investigation/eq;  
To remind participants of their ethical rights (withdraw)/eq;

**Look for any other reasonable marking points and Consider Or Words To That Effect - OWTTE.**

AO3 = 2

- (f) Suitable examples include characteristics of the interviewer e.g. gender, sex and characteristics of the interviewee e.g. age
- e.g. may be other factors such as individual differences/eq;  
in some, confidence levels may have grown naturally as the interview progressed/eq;  
so change in confidence may be due to this and not wearing perfume/eq;  
already wearing perfume
  - e.g. demand characteristics / experimenter effects/eq;  
character//questions asked of interviewer may have had an effect on confidence/eq;  
answers during debriefing may have come from this and not due to real change in confidence/eq;

**Do not accept** - rater perception of confidence

**If more than one confounding variable mark all and credit the best. 1 mark for identifying relevant confounding variable and 2 marks for elaboration Look for any other reasonable marking points and Consider Or Words To That Effect - OWTTE.**

**AO3 = 3**

- (g) e.g. strength  
Structured interviews collect detailed data relatively quickly and conveniently;/eq. which can be easy to quantify and analyse/eq;
- e.g. In unstructured interviews the researcher can probe and explore in more depth than other methods/eq;  
in turn giving the interviewee a chance to expand on areas they see as important/eq;
- e.g. It collects useful information about beliefs, attitudes ,experiences/eq; which is more valid than inferring it from an observation/eq;
- e.g. weakness  
The more unstructured the interview therefore the more flexible the lower the reliability/eq;  
and more difficult to analyse/eq;
- e.g. People may not respond truthfully to questions/eq; because they may genuinely not be able to remember details/eq;  
or wish to give socially acceptable responses/eq;

**Credit all types of interview (structured / semi-structured / clinical)**

**1 mark in each case for identifying relevant strength and weakness with further mark each for elaboration If more than one strength /weakness mark all and credit the best.**

**Look for any other reasonable marking points and Consider Or Words To That Effect - OWTTE.**

**AO3 = 4**

**Total 22 marks**

2 (a)(i) Volunteer / self selecting sample/eq;  
If more than one answer given take the first one. AO1 = 1

(ii) e.g. Biased on the part of the participant as they tend to be more motivated and perform better/eq;  
e.g. Likely to be unrepresentative as volunteers as they have particular characteristics not shared by everyone/eq;  
e.g. not every one has an equal chance of being selected /eq;

Consider Or Words To That Effect - OWTTE.

AO2 = 1

(b) e.g. Protection of participants / Distress /eq;  
Depriving participants of phones has led to various negative effects/eq;  
which could have longer term implications for participants and their families/eq;  
e.g. Withdrawal /eq;  
Participants should have been allowed to withdraw and have their phones returned/eq;  
some of the negative effects (depression) could have been reduced at a much earlier stage had they done so/eq;

AO1 = 3

**Must refer to study explicitly at least once otherwise MAX 2. 1 mark for correct ID of ethical guideline and further 2 marks elaboration Look for any other reasonable marking points. No marks for consent but informed consent can get marks.. Consider Or Words To That Effect - OWTTE.**

(c)(i) e.g. As one measured variable increases the second variable is also likely to increase/eq;  
The denser the crowd the higher the stress/eq;  
**1 mark for definition and 1 for relevant example** AO1 = 2

(ii) e.g. As one measured variable increases the second variable is likely to decrease /eq;  
the older someone is the fewer the number of hours they sleep/eq;

**1 mark for definition and 1 for relevant example. A labelled diagram can get the example mark.**

AO1 = 2

**No credit if (ci) and (cii) wrong way around  
Look for any other reasonable marking points. Consider Or Words To That Effect - OWTTE.**

- (d) e.g. More socially sensitive research can be carried out/eq; because there is no deliberate manipulation of ppts./eq;  
e.g. Can provide precise and reliable information on trends/relationships between two variables/eq; can be a useful precursor to more rigorous/costly research/eq;  
e.g. can provide precise and reliable information on trends/relationships between two variables/eq; as it is based on statistical analysis/eq;

AO2 = 2

Consider Or Words To That Effect - OWTTE.

- (e)(i) e.g. Spearman's Rho
- (e)(ii) e.g. Test of Correlation/ Repeated measures/eq;  
Ordinal data/eq;

1 mark for correct statistical test and a further 2 marks for any two out of possible three reasons above. If e(i) is incorrect but still identifies a statistical test and e(ii) correctly focuses on the answer given in e(i) then give credit. If e(i) is blank but the reasons focussed on in e(ii) is clearly identified then give credit.

AO2 = 3

Total 14 marks



## Section 2 - Applications of Psychology

### Topic A: Child Psychology

#### A1. (a)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE).  
**2 marks for outlining 'each effect'** If more than two effects given then credit the best two.  
**Must be short term deprivation e.g. Day care / Robertson's research**

**Suitable examples include:** protest, despair, detachment/hospitalisation, social effects of day care, cognitive effects of day care,

- e.g. Protest to short term separation by expressing feelings of anger/eq;  
Resists separation by displaying clinging behaviour/eq;
- e.g. The child may display despair by showing signs of apathy/depression/eq;  
The infant actively ignores others/attempts to play with him/her/eq;
- e.g. Infant shows detachment by engaging in superficial interaction with others/eq;  
Resistant to reattachment with caregiver/eq
- e.g. Poorer cognitive development due to less stimulation by childminders/eq; childminders actively encourage passivity more than nurserys/eq;
- e.g. More sociable / popular and can cope better in social situations/eq; due to increased interaction with peers in daycare/eq;

**No credit for 'colloquial' answers such as crying as an effect**  
**Look for any other reasonable marking points**

**AO1 = 4**

#### (b)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). 3 marks for one way 1 mark per point / amplification made. If more than one way given credit the best. **Must be short term deprivation. Credit relevant research using Day Care.**

- e.g. Good quality of daycare with well trained staff/eq;  
Consistency of care - prolonged contact with same carers/low staff turnover/appropriate staff-child ratios/eq;  
Who are able to devote sufficient time to the child meaning fewer insecure attachments/eq;
- e.g. Don't stay too long in Day Care/eq;  
Those who spend more than 20 hours per week are more insecurely attached/eq;  
Those that spend more than 10 hours per week become more aggressive/eq;

- e.g. Wait until the child has formed an attachment before putting them in Day Care/eq;  
The younger the child is the more negative the effects of Day Care/eq;  
There is almost no evidence that Day Care in older children as negative effects/eq;
- e.g. Parents should be encouraged to stay with children during hospitalisation/eq;  
this would reduce the negative effects of short term deprivation as shown by the  
Robertsons/eq;  
Flatlets/camp beds are now provided by many hospitals/eq;

Look for any other reasonable marking points

AO2 = 3

(c)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE).  
5 marks for evaluating one study. 1 mark per point / amplification made.

**If a candidate evaluates more than one study, all should be marked and the best mark carried forward. Must identifiable and be short term deprivation e.g. Day Care, hospitalisation. If study not identifiable, generic terms MAX 2**

Suitable examples include: Robertson's studies, Melhuish (1990) Stacey et al (1970) Andersson Kagan, Bader-Brooks Gunn, Clarke- Stewart, Belsky etc.

**Possible marking points: type of short term deprivation / individual differences / methodology.**

e.g. Robertson and Robertson (1968)

The research ignores the impact of the type of short term deprivation/eq;

The three different situations studied for each of the Robertson's children were not equivalent/eq;

It could be argued the children in a family setting were in a less threatening situation/eq;

Research ignores individual differences in the way children respond to short term deprivation/eq;

Not all children go through the stages described by the Robertson's/eq;

Kirby and Whelan (1996) concluded that although hospitalisation can have negative consequences, other variables (age of the child / quality of their parental attachments/reason for hospitalisation) have impact on effects/eq;

Observations were very subjective (maybe the Robertson's noticed more of the negative effects)/eq;

The children studied were at a critical age (we cannot be sure that the same effects would be observed in older children)/eq;

The Robertson's have made a huge contribution to our understanding of the effects of hospitalisation. for example by encouraging parents to be around as much as possible to reduce trauma for child/eq;

e.g. Melhuish (1990)

The strange situation may not be a valid method in assessing social-emotional development.

The procedure may in fact be measuring a child's temperament due to the anxious situation it finds itself in, rather than its ability to interact with others/eq;

It's also difficult to measure pro-social behaviour in most situations and so trying to do so in an artificial one like the strange situation could make the Melhuish study less valid/eq;

The strange situation may not be a reliable method in assessing social-emotional development. Cross-cultural research has shown different findings other than those shown by Ainsworth and Bell/eq;

A reliable method should find similar results each time it is carried out. Melhuish is therefore using an unreliable method to assess social-emotional development/eq;

Observations and interviews may be open to interpretation and lead to bias in assessing intellectual and language development/eq;

Carers may differ in their opinions of a young child's abilities/eq;

Crying, playing and physical contact are difficult behaviours to observe and measure resulting in some level of subjectivity/eq;

The effects themselves may not have been a direct result of the environment the children were brought up in. There were clear variations in the quality of care especially in the nurseries which meant the children in this group did not have parity with the other groups/eq;

**General evaluations from other studies:** Studies tend to be carried out in university daycare facilities which may not be representative of all daycare centres/eq;  
The daycare centres are all different as are the backgrounds of the families making it difficult to sort out the different factors involved/eq;  
Results of research are based around one moment in time making it difficult to compare studies/eq;

**Look for any other reasonable marking points**

**AO2 = 5**

**Total 12 marks**

**A2. (a)**

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). **4 marks for describing developmental trends.** 1 mark per point / amplification made. References to play must refer to relationships. **Max 2 if only one age referred to.**

0 to 2

Infants show an interest in peers from an early age/eq;

2 to 4

Children are ready for nursery school and activities involving their peers, though much of it is parallel not co-operative play/eq;

They have very little understanding of another's feelings/eq;

4 to 7

Children have their first mutual friendships/eq;

Play with friends is different from with acquaintances/eq;

Friends show each other affection and approval, but the relationship still lacks empathy/eq;

8 to 11

Friends have psychological similarity, shared interests, traits and motives/eq;

There is now an element of trust and responding to others' needs/eq;

10 to 12

Friendship involves reciprocal emotional commitment. Deeper, more enduring friendships, where thoughts, feelings and secrets are shared/eq;

12 +

Relationships incorporate the conventions/norms of the society/eq;

Look for any other reasonable marking points

**A01=4**

(b)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE).

**2 marks are available. If more than one ethical problem given credit the best. No identification mark.**

e.g. **distress**

The self fulfilling prophecy could occur with those labelled as unpopular causing distress and other long term issues/eq;

Using questionnaires asking children to rate peers might be very difficult for some causing internal conflict in turn causing distress/eq;

Such questions might bring about increased negative behaviour to disliked peers/eq;

e.g. **confidentiality**

There maybe issues of confidentiality and children may not want their views to be known for fear of reprisal /eq;

Confidentiality may be difficult as children are prone to asking each other questions about who they rated as popular/ unpopular/eq;

**Look for any other reasonable marking points**

**AO2 = 2**

(c)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE).  
**3 marks for each problem.** If more than two problems given then credit the best two. **Must be methodological problem(not ethical again).**

- e.g. Difficult to measure effect of social skills on popularity/eq;  
 Such as problem of causation: are children unpopular and so lack social skills or do they lack social skills so do not interact to gain popularity/eq;  
 Ladd and Gotler (1988) found that children are rejected because of a lack of social skills, not as a result of it/eq;
- e.g. Difficult to separate attractiveness from confidence/popularity/eq;  
 Attractive children are aware of this and are more confident so behave in more likeable ways/eq;  
 Popularity of attractive children may be due to parental attention/attitudes towards them, rather than other childrens responses/eq;
- e.g. Observations of play make it difficult to record data promptly and objectively/eq;  
 So may not reflect children's real opinions of popularity/eq;  
 we cannot then legitimately infer a causal relationship between what is observed and what is believed by children/eq;
- e.g. Self reports may be prone to participants giving in to demand characteristics or what they deem as socially desirable answers/eq;  
 Self reports may represent wishful thinking rather than actual opinions or choices of popular children in the playground/eq;  
 This would make any attempt to measure or even define views on popularity invalid and unreliable/eq;

**Look for any other reasonable marking points**

**AO2 = 6**

**Total 12 marks**

**A3.**

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). **Answers must focus on the cog-dev approach to play. If the cog-dev approach is described without reference to play then Max 1 AO1 marks. If a list only is given (e.g. mastery /symbolic) Max 1 AO1 marks.**

Essay mark scheme:

**6 AO1**

4 AO1 Subject Content

2 AO1 Clarity &amp; Communication

**6 AO2**

4 AO2 Subject Content

2 AO1 Balance and breadth

**Subject Content: Mark independently of C & B****Possible AO1 points:**

Piaget: different forms of play are linked to/reflect cognitive abilities at different stages of development/eq;

Mastery play: repetition of sophisticated schemas acquired in sensorimotor stage/eq;

Symbolic play stage: pretend play begins and starts to develop in complexity/eq;

Rule governed/Game play: play reflects logical and organised thinking, rules become more understood/eq;

Vygotsky: emphasis on the importance of interactions with others/eq;

Peers or older siblings can be an expert to encourage more advanced play/eq;

Play provides a medium by which children can internalise the tools needed for cognitive development/eq;

Using rules during play reinforces an understanding of rules in their own culture/eq;

AO1 = 4

**Possible AO2 points: (Methodological limitations/ contrast with alternative theories of play)**

Piaget's theory based on extensive observations / clinical interviews which are open to interpretation and bias/eq;

It is questionable whether play assists cognitive development as a whole, but rather assists specific aspects of cognitive development/eq;

Haight and Miller (1993) suggests that play assists theory of mind as a specific function/eq;

Vygotsky ideas are widely supported by research including cross-cultural studies, such as that of Curry and Arnaud (1984), which shows that children practise culture-specific roles in their dramatic role-play/eq;

Dunn and Munn (1985) found that, with the aid of older siblings, children as young as two years can engage in co-operative play/eq;

Vygotsky's theory is supported by the findings of Dunn and Munn (1985), finding that young children can be co-operative with an expert/older sibling/eq;

Piaget's stages fit with Mildred Parten's (1932) classifications of play in that children's play becomes more co-operative as they get older/eq;

Cognitive aspects of play emphasised at expense of emotional / social ones/eq;

**Look for any other reasonable marking points.**

AO2 = 4



**Clarity / Communication mark independently of S and B**

- 0 Note form / unintelligible
- 1 Essay format / appropriate use of specialist terms / some spelling mistakes
- 2 Essay format / good use of specialist terms / good spelling and grammar

**Balance / Breadth mark independently of S and C**

- 0 Totally irrelevant or very limited response
- 1 Adequate coverage of subject content / some irrelevancies
- 2 Good coverage of subject content / minor irrelevancies

**Total 12 marks**

**Topic B: Environmental Psychology**

B1. (a)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). 1 mark for identifying a strategy and a further 2 marks for description. If more than one strategy described credit best one. MUST be a psychological strategy NOT just a practical one. Practical examples can be used as part of problem focussed strategy.

- e.g. emotion focused strategy  
 seeking emotional/ informational/ instrumental support/ from family, friends, etc/eq;  
 engaging in distracting activities/eq;  
 re-labelling the experience as non-stressful/eq;
- e.g. problem focused strategy  
 confronting the problem to manage the situation/eq;  
 reducing the demands of the situation in a practical sense/taking action/eq;  
 increase your resources to cope such as giving up something/investigating the source and consequences of the stressor/eq;

**Look for other strategies (defence mechanisms / increasing physical exercise)**

**A01 = 3**

(b)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE).  
**8 marks for evaluating strategies. If only one strategy evaluated Max 4.**

- e.g. Brown (1991) found beneficial long term effects of exercise in undergraduates/eq;  
 But retrospective and correlational studies do not tell us whether increased exercise reduces stress or if those with less stress are able to exercise more/eq;  
 However more controlled field experiments Goldwater and Collis (1985) have shown exercise does have positive effects on reported anxiety levels/eq;  
 Baron and Byrne (1997) stress importance of social support and claim a decrease in positive events such as family functions/social events can have a worse effect than an increase in negative events/eq;  
 Fleming et al (1982) provide further evidence for psychological benefits of social support in famous Three Mile Island study/eq;  
 Emotion focused strategies are self regulating, increasing sense of personal control/eq;  
 Whereas problem focused strategies may be beyond scope of individual to affect change/eq;  
 Emotion focused strategies are seen as temporary whereas problem focused are more long term/eq;  
 Both strategies may not be able to deal with the huge variety of sources of stress (e.g. air quality)/eq;  
 Defence mechanisms can be useful if nothing can be done about the problem but they are only useful short term unless other strategies alongside/eq;

**Look for any other reasonable marking points.**

**A02 =8**

**Total 11 marks**

B2. (a)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE).  
**5 marks for describing one study which must be about animals.**  
 1 mark for each point made / subsequent elaboration. **No I.D. mark.**

Suitable examples include Calhoun (1962) Christian et al (1962), Crowcroft & Rowe (1958). There are others.

Aim (1 mark for clear aim) Method / procedure used Results Conclusion	}	2 max for each
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e.g. Calhoun (1962)

- A: To see the effects of overcrowding on rats/eq;
- M: Calhoun built an environment for rats where they were provided with abundant food, water and nesting material and allowed to live and breed freely/eq;
- M: As the population of rats grew in size Calhoun was able to observe the effects of increased crowding/eq;
- R: The females lost their maternal instinct and often abandoned their young. In general there appeared to be a vast increase in psychopathology/eq;
- R: 96% of offspring died before weaned/eq;
- R: Aggression was rampant, and aberrant sexual behaviour was common/eq;
- R: Some animals became hyperactive while others became withdrawn and appeared depressed/eq;
- C: Concluded that overcrowding was the sole cause for all the negative consequences/eq;

e.g. Christian et al (1962)

- A: To see if there were any physiological changes arising from overcrowding in sika deer/eq;
- M: Natural experiment observing 300 deer over a 2 year period(about 1 deer per acre)/eq;
- R: Half the deer died within 2 years of study starting and more the following year until there were about 80 left in the herd/eq;
- R: Those that died had enlarged adrenal glands said to be a sign of prolonged stress/eq;
- C: Conclude that crowding was stressful leading to death of some of the deer until a reasonable size was established/eq;

Look for any other reasonable marking points.

**AO1 = 5**

/eq = equivalent wording  
 OWTTE = Or Words to That Effect  
 TE = Transferred Error

(b)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). If more than one ethical issue then credit best one.

e.g. **animal ethics**

Animal guidelines are breached as social environment should be appropriate to species, many studies on crowding are considered unethical as they break these rules/eq; Causing stress and aggression in animals is considered unethical if benefits of research are not foreseeable/eq;

e.g. **protection of participants (human)**

Studies involving laboratory experiments have shown a general increase in levels of arousal amongst participants due the unnatural nature of the task/environment/eq; This in turn could have a negative impact on the health / stress levels of those involved/eq;

**Look for any other reasonable marking points.**

**AO2 = 2**

(c)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). More than one practical way must be discussed or MAX = 3 **Must be practical issues, no credit for ethical issues.**

e.g.

Humans and animals differ in behavioural responses to situations, therefore it may be hard to generalise animal findings to humans, so wrong conclusions can be drawn/eq; Animal studies may tell us more about density than the experience of crowding/eq; Research based on artificial studies are low in ecological validity, therefore the findings may not be applicable to real crowded situations/eq; Realistic crowding research (prisons/dorms) may produce valid findings, but the populations studied may not be generalisable/eq; Laboratory based studies of crowding in humans can only study short term effects/eq; There may be other factors to explain changes in behaviour such as territoriality rather than the direct consequence of crowding itself/eq;

**Look for any other reasonable marking points**

**AO2 = 6**

**Total 13 marks**

B3.

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE).

Max 2 AO1 if only one way discussed

Suitable ways include rewards/punishments / promotional literature - Yale model

Essay mark scheme:

6 AO1

4 AO1 Subject Content

2 AO1 Clarity & Communication

6 AO2

4 AO2 Subject Content

.. 2 AO1 Balance and breadth

Subject Content: Mark independently of C & B

**Possible AO1 points:**

Yale studies on persuasive communication

Attractiveness of the message; visual and sound, influence amount of attention paid to the message/eq;

The more credible the message, the more likely it is to be accepted/eq;

Whether the message communicator is perceived as an expert/similar to receiver determines acceptance/eq;

The outcome of which is a change in perception/attitude leading to a change in behaviour/eq;

Rewards and punishments (consequence control)

Financial rewards and incentives can be used as positive reinforcement for environmentally friendly behaviour/eq;

Wolf and Feldman (1991) found an increase in can recycling when financial incentive was introduced/eq;

Fines and imprisonment can act as punishment for selfish / damaging behaviour /eq;

AO1 = 4

**Possible AO2 points - Evaluation:**

Attitudes / beliefs embedded in personal values are difficult to change/eq;

Environmental concern does not predict behaviour related to it/eq;

Many persuasion studies occur under lab conditions, affecting the generalisability of findings to encourage environmentally friendly behaviour/eq;

Many variables affect persuasion, yet often these variables are studied in isolation (content, communicator etc) making it difficult to understand the whole situation/eq;

Attitudes to the environment are understudied, and many focus on products, this may offer different findings as it requires less effort to buy a product than protect the environment/eq;

Limited practicality in offering rewards (may cost too much)/eq;

Limited effectiveness of rewards/punishments for behaviour like littering because fines are not a deterrent /eq;

Behaviour may change when incentives are removed/eq;

Feedback systems, such as thank you signs, seem the most cost effective and work for longer to encourage environmentally friendly behaviour/eq;

Look for any other reasonable marking points.

AO2 = 4

**Clarity / Communication mark independently of S and B**

- 0 Note form / unintelligible
- 1 Essay format / appropriate use of specialist terms / some spelling mistakes
- 2 Essay format / good use of specialist terms / good spelling and grammar

AO1 = 2

**Balance / Breadth mark independently of S and C**

- 0 Totally irrelevant or very limited response
- 1 Adequate coverage of subject content / some irrelevancies
- 2 Good coverage of subject content / minor irrelevancies

AO2 = 2

Total 12 marks

Topic C: Health Psychology

C1. (a)(i)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). **2 marks for each strategy.** 1 mark per point / amplification made.

Possible strategies include: **problem /emotion focused / defence mechanisms**

- e.g. emotion focused strategy
  - seeking emotional/ informational/ instrumental support/from family, friends, etc eq;
  - engaging in distracting activities/eq;
  - re-labelling the experience as non-stressful/eq;
  
- e.g. problem focused strategy
  - confronting the problem to manage the situation/eq;
  - reducing the demands of the situation in a practical sense/eq;
  - increase your resources to cope such as giving up something/eq;
  
- e.g. defence mechanisms
  - they protect us from anxiety by distorting reality/eq;
  - displacement - redirecting negative feelings away from source to a safer target/eq;
  - denial - they may refuse to accept the situation/eq;

Look for any other reasonable marking points.

**AO1 = 4**

(b)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). **8 marks for evaluation. If only one strategy MAX 4.**

- e.g. success of emotion focused strategy can depend on available social support/eq;
- high levels of social support linked to improved health (Morrison - breast cancer; 1991)/eq;
- not all social support linked to healthy behaviour (excessive drinking and smoking)/eq;
- emotion focused strategies are self regulating, increasing sense of personal control/eq;
- whereas problem focused strategies may be beyond scope of individual to affect change/eq;
- these strategies then become counter productive and may lead to further stress/eq;
- emotion focused strategies are seen as temporary whereas problem focused are more long term/eq;
- both strategies may not be able to deal with the huge variety of sources of stress/eq;
- defence mechanisms can be useful if nothing can be done about the problem/eq;
- but they are only useful in the short term unless other strategies are used alongside/eq;

Look for any other reasonable marking points.

**AO2 = 8**

**Total 12 marks**

C2. (a)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE).

4 marks available. 1 mark per point made / subsequent elaboration.

Diagrams can be given full credit, it's the labelling that's credited.

- e.g. Theory of reasoned action holds that people decide what to do and that intentions are the best way to predict what people will do/eq;  
 Two factors influence intention - attitude towards behaviour and perceived social pressure/eq;  
 Places a greater emphasis on the attitude of the individual/eq;  
 Believes people make decisions about their behaviour based on reasonable consideration of evidence/eq;  
 Failure to take into account perceived control over actions/eq;

Look for any other reasonable marking points.

AO1 = 4

(b)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE).

4 marks are available, 1 mark for each point / amplification made.

- e.g. one problem is that intentions do not always predict actions/eq;  
 previous experiences might influence a person's attitudes/actions eq;  
 those who have exercised in the past are usually those that exercise in the future/eq;  
 the theory does not account for irrational decisions that are made/eq;  
 Bagozza (1981) found attitudes about giving blood did predict behaviour/eq;  
 Rise (1992) attitudes towards condom use in Norwegian ppts. Was positively correlated with behavioural intentions/eq;

Look for any other reasonable marking points.

AO2 = 4

(c)

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE).

4 marks are available, 1 mark for each point / amplification made.

- e.g. Behaviour modification often needs monitoring and rewards and punishments need to be of sufficient intensity that is not always the case/eq;  
 Changes in behaviour do not always last or produces changes in underlying attitudes/eq;  
 Many people are not interested in changing their health related behaviour or may not perceive the need to, as they are currently healthy/eq;  
 Others still underestimate the risks to themselves and prefer short-term pleasures whilst ignoring long-term disadvantages/eq;  
 Primary prevention organisations may have less of an influence on attitudes or behaviour than family or peer group/eq;

Look for any other reasonable marking points.

AO2 = 4



C3.

Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE).

Answers need to refer to the drug at least once to gain credit. If no specific drug or a generic term is used then Max 2 AO1

Essay mark scheme:

**6 AO1**

4 AO1 Subject Content

2 AO1 Clarity & Communication

**6 AO2**

4 AO2 Subject Content

2 AO1 Balance and breadth

**Subject Content: Mark independently of C & B**

**Possible AO1 points (Classical / Operant conditioning / Social learning explanation)**

Cues present in environment during drug taking may become associated with the pleasure/eq;

Some drugs create a euphoric high and act as a positive reinforcer/eq;

Short term pleasure of drugs is a major positive reinforcer/eq;

Removal of the drug may cause unpleasant side effects which the user wishes to avoid/eq;

Role models that can be identified with (age, attractiveness, gender) are more likely to be imitated taking drugs/eq;

The positive consequences of taking drugs are seen as vicarious reinforcement/eq;

**AO1 = 4**

**Possible AO2 points**

the influence of cognitive / social / emotional factors may be under emphasised and these may be helpful in understanding the initiation, maintenance and treatment of addiction/eq;

drug takers are more likely to be rebellious, impulsive and sensation seeking and this will lead them to addictive behaviour/eq;

the addiction may be because the user does not see the drug as harmful (cognitive)/eq;

male working class men consume more alcohol and smoke; social class is a contributory factor/eq;

therapeutic techniques based on learning theory have mixed success suggesting other explanations/eq;

evidence suggests a possible genetic link which means learning theory has limited usefulness/eq;

**Look for any other reasonable marking points.**

**AO2 = 4**

**Clarity / Communication mark independently of S and B**

- 0 Note form / unintelligible
- 1 Essay format / appropriate use of specialist terms / some spelling mistakes
- 2 Essay format / good use of specialist terms / good spelling and grammar

AO1 = 2

**Balance / Breadth mark independently of S and C**

- 0 Totally irrelevant or very limited response
- 1 Adequate coverage of subject content / some irrelevancies
- 2 Good coverage of subject content / minor irrelevancies

AO2 = 2

Total 12 marks