

Mark Scheme (Pre-Standardisation) Summer 2008

GCE

GCE Psychology (6766/01)

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.

PSYCHOLOGY MARK SCHEMES NOTES FOR ASSISTANT EXAMINERS

GCE Psychology is a very wide and dynamic subject. Hence, the Edexcel Specification is written in such a way where centres can teach their students a main study and any other study to explain psychological concepts. In a few cases, it may be possible for a candidate to answer a particular question using 2 - 4 different studies. Hence, it is **NOT** always feasible to list all the possible answers to a question in the mark scheme.

In the mark scheme, the Principal Examiner may list one to two examples with various points that the candidates may write in response to a question. Please note that in some cases this does not mean that the examples given by the Principal Examiner are the only answers to the question. This is where the professional judgement of you as the Psychology examiner has to be used. There is a note in the boxes in the mark scheme stating that '**the marking points are indicative not comprehensive**'. As Psychology Examiners, you must take **NOTE** of the information put into the boxes on the mark scheme, marking points and follow any other instructions provided at the standardisation meeting very carefully through out your marking.

The Principal Examiners will do their best to give you extra information where possible to help you with your marking. Where you come across answers stating studies or material that you are not familiar with, do **NOT** just mark them wrong! You **MUST** contact your Team Leader to check whether it is valid and could be used to answer the question. This is to ensure that candidates are awarded the marks that they deserve.

The expectation of synoptic assessment in (page 8 of the specification)

Synoptic Assessment

This is the main synoptic assessment. The expectation of synoptic assessment means in particular:

- Links between different approaches and perspectives in psychology, and/or psychological applications.
- Appreciation of the appropriateness of different methodologies in psychology to the investigation of issues and problems.

Students will be expected to bring together principles and concepts from different areas of psychology and apply them in a particular context, expressing ideas clearly and logically and using appropriate specialist vocabulary.

Assessment Objectives:

AO1: Knowledge and understanding

Students should be able to:

- a explain their knowledge and understanding of psychological terminology and concepts through appropriate usage and application.
- b demonstrate their knowledge and understanding of psychological theories, studies, methods and concepts through orderly and lucid selection of such material.
- c demonstrate their knowledge and understanding of psychological principles, perspectives and applications through their presentation and discussion in relevant contexts
- d communicate their knowledge and understanding of psychology clearly and effectively.

AO2: Applications of knowledge an understanding, analysis, synthesis and evaluation

Students should be able to:

- a analyse and evaluate psychological theories and concepts through discussion and appraisal of psychological knowledge and its relevant evidence.
- b appraise psychological studies and methods through the analysis and evaluation of existing psychological research, and through the application and evaluation of different research methods to psychological data
- c analyse and evaluate psychological perspectives and applications in the areas of cognitive, social, developmental, individual differences and physiological psychology.

Question Number	Answer	Mark
1(a)(i)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 4 marks for description of one research method. No identification mark. 1 mark per point made/elaboration. If more than one is described, mark all and credit the best. No credit for description that is not commonly used.</p> <p>No credit for evaluation. Examples can only gain credit if they describe some aspect of the study max 1 mark.</p> <p>Suitable examples include Lab. experiments, animal studies,</p> <p>REJECT Brain scanning (CAT, PET, MRI), EEG, Lesioning, Twin studies, Adoption studies, Case studies</p> <p>Possible marking points</p> <p>E.g. Lab. experiments Involves the manipulation of the independent variable and the measurement of the dependent variable/eq; Takes place in an artificial situation, usually a lab/eq; Controlled situations allow the possibility of eliminating extraneous variables/eq; A cause and effect relationship can be established by isolating the IV from other variables/eq; Bandura (1965) used groups of children viewing a Bobo doll being beaten to show the effect of observational learning/eq;</p> <p>E.g. Animal studies Animals are tested in controlled environments to eliminate extraneous variables/eq; Animals such as rats are used, as they are likely to have been bred in captivity/eq; They often use mechanised equipment to cut down the amount of human interference/eq; Skinner used pigeons in a Skinner box to show that they could learn superstitious behaviour/eq;</p> <p>Look for any other reasonable marking points</p>	<p>AO1 =4</p> <p>(4)</p>

Question Number	Answer	Mark
1(a)(ii)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 4 marks for description of one research method. No identification mark. 1 mark per point made/elaboration. If more than one is described, mark all and credit the best. No credit for description of method that is not commonly used.</p> <p>No credit for evaluation. Examples can only gain credit if they describe some aspect of the study max 1 mark. If method used here is the same as in (a)(i) then 0 marks.</p> <p>Suitable examples include Brain scanning (CAT, PET, MRI), EEG, Lesioning, Twin studies, Adoption studies, Experiments, Animal studies, correlations, Case studies of brain damage</p> <p>REJECT dream analysis, content analysis, etc</p> <p>Possible marking points</p> <p>E.g. Brain scanning Produces images of sections of the brain/eq; Structural techniques like CAT and MRI produce images that appear like a photograph/eq; They compare structures of the brain that are functioning normally and those that are not/eq; Functional techniques like PET show up activity in different parts of the brain/eq; This allows the activity in different parts of the brain to be measured and thus determine the function of that part/eq; Maguire et al (1997) used PET scans on taxi drivers and found that different brain areas were activated for recall of familiar and unfamiliar routes/eq;</p> <p>E.g. Lesioning This is the process of destroying tissue in the brain without removing it/eq; Can lead to the destruction of a brain area or the cutting of a neural tract/eq; This will lead to the separation of one brain area from another/eq; This allows conclusions to be drawn about the function of the region that has been separated/eq; Hetherington and Ranson (1942) damaged the hypothalamus of rats and found that they were involved in appetite regulation/eq;</p> <p>Look for any other reasonable marking points</p>	<p>AO1 =4</p> <p>(4)</p>

Question Number	Answer	Mark
1(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 8 marks for comparison of the strengths and weaknesses of physiological and behavioural methods. 1 mark per point made/elaboration. A comparison point that is well made might gain 2 marks.</p> <hr/> <p>Possible marking points</p> <p>E.g. Brain scanning and experiments</p> <p>Both methods are scientific because functional scans can give very detailed/accurate images of the activity within each part of the brain and lab. experiments are able to isolate one variable/eq;; (2 marks)</p> <p>Most scans restrict the activity of the person being scanned and therefore are limited in what can be studied and lab. experiments are limited to the one variable under study at that time/eq;; (2 marks)</p> <p>Scans are not yet precise enough to provide an idea of thoughts and lab. experiments do not deal with a person's thoughts at all, only behaviour/eq; (2 marks)</p> <p>Both lab. experiments and brain scans allow for a high degree of control and are therefore easy to replicate/eq;</p> <p>This replication means that both are reliable as they can both be easily tested/eq;</p> <p>Lab. experiments can lead to demand characteristics as the participant tries to guess the nature of the test, whereas in a brain scan such expectations have no effect/eq;; (2 marks)</p> <p>The validity of both can be questioned as they are not identifying other important events in this persons life at that time/eq;</p> <p>Both collect data in an objective way so can be said to be scientific/eq;</p> <p>Look for any other reasonable marking points</p>	<p>AO2= 8</p> <p>(8)</p>

<ul style="list-style-type: none"> • Question Number 	<ul style="list-style-type: none"> • Answer 	<ul style="list-style-type: none"> • Mark 		
<ul style="list-style-type: none"> • 1(c) 	<ul style="list-style-type: none"> • For essay plans, mark essay first and then check plan. If new material is found in the plan and credited, then C=0 	<ul style="list-style-type: none"> • • • 		
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Marking points are indicative not comprehensive and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). • The essay mark scheme should be applied. Mark the subject content first, and then apply the marking scheme for clarity/communication and the one for balance/breadth separately considering the whole answer. <p>A01 points are for description of the contribution to psychology of each approach (4+4 = 8). No credit for physiological or behavioural approaches.</p> <p>A02 points are for evaluation of the contribution to psychology of each approach (4+4 = 8). Comparison points or points of general evaluation can also gain credit.</p> <p>Ignore points about the approach's contribution to <u>society</u>, including, treatments and therapies, practical applications and contemporary issues.</p> <p>Suitable approaches include Cognitive, Psychodynamic, Humanistic, Cognitive-developmental, Social, etc</p> <ul style="list-style-type: none"> • Essay mark scheme: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • A01 • 8 (subject content) • 2 (clarity/communication) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • A02 • 8 (subject content) • 2 (balance / breadth) </td> </tr> </table>	<ul style="list-style-type: none"> • A01 • 8 (subject content) • 2 (clarity/communication) 	<ul style="list-style-type: none"> • A02 • 8 (subject content) • 2 (balance / breadth) 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • A01 • 8 (subject content) • 2 (clarity/communication) 	<ul style="list-style-type: none"> • A02 • 8 (subject content) • 2 (balance / breadth) 			
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Suggested A01 points • E.g. Cognitive approach • The approach has shown how the human mind is analogous to a computer in that the input, process and output features work in the same way for each/eq; • The information processing side of this approach has helped to show how our brains make sense of incoming information, rather than just experiencing it/eq; • Case studies of brain damaged patients have helped to show which parts of the brain are responsible for functions such as memory/eq; • Theories of memory and forgetting have been developed which provide explanations of these functions and have identified different types of memory/eq; 	<ul style="list-style-type: none"> • • A01 =8 		

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- **E.g. Psychodynamic approach**
- The approach has shown the importance of early childhood experiences on later adult personality/eq;
- The unconscious mind has been explored and its influence on behaviour has been shown for the first time/eq;
- Methods of investigating the mind have allowed insights into this area which had remained hidden previously/eq;
- Explanations for behaviour through defence mechanisms have allowed us to see how actions have a variety of motivations/eq;
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- **Look for any other reasonable marking points.**

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Suggested AO2 points

E.g. Cognitive approach

Mental processes are not easy to study and therefore rely on a lot of inference from experiments as to what is going on inside the head/eq;

Studies of brain damaged patients are unique to one unusual individual and therefore should not be generalized to the whole population/eq;

Theories of memory are often contradictory and lead to the view that any explanation for this function requires much further study/eq;

Some psychologists believe that information processing occurs in a bottom up fashion, rather than top down/eq;

E.g. Psychodynamic approach

Freud's version of early childhood experiences does not fit well with most others such as Cognitive-developmental theorists/eq;

Freud focuses too heavily on sexual stimulation as the driving force of behaviour and ignores social factors/eq;

There is evidence of the unconscious mind from Freud's case studies such as Little Hans which shows how phobias are formed/eq;

Open to a lot of interpretation, Freud had to give his subjective interpretation of the material he was analysing from clinical interviews/eq;

Freud has been heavily criticized for a lack of scientific evidence to back up his theories/eq;

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- **Look for any other reasonable marking points.**
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- **A02=8**

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•	<ul style="list-style-type: none"> • Clarity/communication (mark independently of S and B and show total mark for C) <ul style="list-style-type: none"> • 0 note form/unintelligible; • 1 essay format / some use of appropriate specialist terms / some spelling mistakes • 2 essay format / good use of appropriate specialist terms / good spelling and grammar 	• A01=2
•	•	•
•	<ul style="list-style-type: none"> • Balance / breadth (mark independently of S and C and show total mark for B) <ul style="list-style-type: none"> • 0 totally one sided or very limited; • 1 adequate coverage of subject content, mention of both / minor irrelevance <ul style="list-style-type: none"> • 2 good coverage of subject content / no irrelevance 	<ul style="list-style-type: none"> • A02=2 • • • • • • (20)
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(Total 36 Marks)

Add up the totals for parts (a), (b), and (C).
Circle the total for Qu.1 (out of 36) at the end of the question in the margin.

Question Number	Answer	Mark
2(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 2 marks for explanation of the term. One sentence can gain two marks if it is rich and gives detail and/or elaboration. No credit for examples.</p> <hr/> <p>Possible marking points</p> <p>The power that psychologists have to control and influence the lives of the people they come into contact with/eq; The application of psychological theory to control behaviour in the real world setting/eq; An example of social control is when treatments and/or therapies are used to control people that are seen as mentally ill, such as the token economy programme/eq; In psychology, power to influence comes from creating theories and ideas which direct people towards certain forms of action or thoughts/eq; Social control tends to differ between cultures because of different norms and attitudes, for example, hearing voices in Western culture is seen as needing control, whereas in another culture it might not be/eq;</p> <p>Look for any other reasonable marking points.</p>	<p>AO1 =2</p> <p>(2)</p>

Question Number	Answer	Mark
2(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 6 marks for description of two areas with implications for social control. Max 4 marks if only one area. If more than two are described, mark all and credit the best.</p> <p>There are many possible areas of research. The area can be general or specific, i.e. could refer to treatments and therapies in general or a specific treatment or therapy. Most areas of psychological research acceptable but contact Team Leader if unsure.</p> <p>Suitable examples include Clinical therapies/treatment, Theories of reducing prejudice, Jury decision making, Theories of attachment/deprivation, Attribution retraining, Health promotion, Environmental protection, etc.</p> <p>E.g. Clinical therapies/treatment Used to treat people with a recognisable disorder in order to alleviate the problem/eq; Patients will either approach a doctor/therapist for help or will be referred to them/eq; The appropriate treatment will often be decided by a diagnosis of the problem/eq; The treatment given may depend on the outlook of the particular therapist/eq; Medical doctors will most often prescribe drugs to treat the problem as this is the area they are working in/eq;</p> <p>E.g. Aversion therapy Used to help people overcome addiction problems, such as alcoholism/eq; Uses classical conditioning principles to create an unpleasant SR association/eq; Addicts are given an emetic at the same time as being given alcohol/eq; After a few trials it is hoped that the addict will develop an association and no longer find their addiction desirable/eq;</p> <p>E.g. Reducing prejudice Theory suggests that working towards superordinate goals can reduce prejudice/eq; And when this happens, such as in times of flooding when a whole community works together, this can reduce prejudice/eq; Experience of working with people of equal status from the different group can reduce prejudice/eq; Police might recruit community leaders from a different culture when they need to get a message across/eq;</p> <p>Look for any other reasonable marking points.</p>	<p>AO1=6</p> <p>(6)</p>

Question Number	Answer	Mark
2(c)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). Up to 8 marks for discussion of the moral issues of psychologists controlling people's behaviour. If only one way max 6 marks. If more than two ways, mark all and credit the best.</p> <p>Marking points gain credit if they imply moral implications or lead to a point about moral implications, but it must be reasonably clear for each marking point that moral implications are being focused upon.</p> <p>Suitable ways include Clinical therapies/treatment, Theories of reducing prejudice, Jury decision making, suitability of day care, Attribution retraining, Health promotion, Environmental protection, Anger management training.</p> <p>Possible marking points</p> <p>E.g. Clinical treatments/therapies Biomedical treatments focus on the biological functioning of the individual and therefore remove the stigma of mental disorder/eq; Cognitive-behavioural treatments attempt to change the client's way of thinking and therefore encourages self-help, which is empowering, and therefore ethical/eq; Many individuals would have to suffer a great deal if these treatments/therapies were not available and therefore such treatments are ethical/eq; Some people might be forced to undergo such treatments against their will, which is morally questionable/eq; Behaviourist conditioning techniques are used naturally by parents to control children's behaviour, so clinical treatment is morally acceptable/eq;</p> <p>e.g. Advertising & Sales techniques Behavioural techniques have been employed in advertising to try to control shopping habits, this might be viewed as manipulation and therefore unethical/eq; Theories of obedience/compliance have been used to train salespersons to manipulate customers into spending more money, which is unethical as they are deceived/eq;</p> <p>e.g. Health promotion strategies Health promotion strategies have been employed successfully and served to raise awareness of specific issues, e.g. AIDS, which is beneficial, and therefore ethical/eq;</p> <p>e.g. Anger management training Anger management techniques have been criticised potentially training offenders to manipulate others rather than improving their own behaviour/eq;</p> <p>Look for any other reasonable marking points.</p>	<p>AO2= 8</p> <p>(8)</p>

Question Number	Answer	Mark						
2(d)	<p>For essay plans, mark essay first and then check plan. If new material is found in the plan and credited, then C=0</p>							
	<p>Marking points are indicative not comprehensive and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>The essay mark scheme should be applied. Mark the subject content first, and then apply the marking scheme for clarity/communication and the one for balance/breadth separately considering the whole answer. If evaluation of research is given without reference to social implications max 4 A02.</p> <p>'Research' should be interpreted widely to include studies and theories.</p> <p>AO1 points are for description of the social implications of psychological research. Ignore moral implications. AO2 points are for evaluation of the findings of research that has been referred to.</p> <p>Essay mark scheme:</p> <table data-bbox="256 1064 1013 1205"> <thead> <tr> <th data-bbox="256 1064 718 1097">AO1</th> <th data-bbox="718 1064 1013 1097">AO2</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 1131 718 1164">8 (subject content)</td> <td data-bbox="718 1131 1013 1164">8 (subject content)</td> </tr> <tr> <td data-bbox="256 1164 718 1198">2 (clarity/communication)</td> <td data-bbox="718 1164 1013 1198">2 (balance/breadth)</td> </tr> </tbody> </table>	AO1	AO2	8 (subject content)	8 (subject content)	2 (clarity/communication)	2 (balance/breadth)	
AO1	AO2							
8 (subject content)	8 (subject content)							
2 (clarity/communication)	2 (balance/breadth)							
	<p>Suitable areas include Rosenhan's research into the diagnosis of schizophrenia, Milgram's research into obedience, Belsky's research into daycare, Gottesman's research into schizophrenia, there are many others.</p>							
	<p>Suggested AO1 points</p> <p>E.g. Rosenhan Rosenhan's study shows the importance of reliable and valid diagnosis of mental disorder/eq; The pseudopatients were not ill but were reliably diagnosed with schizophrenia, this shows that more than one symptom must be used when making such a diagnosis to ensure that it is valid/eq; The study showed that patients were treated in abnormal ways, which would be more likely to affect their behaviour, so staff must be trained to treat patients more normally if they are to be successfully treated/eq; Beck et al (1962) showed that diagnosis of mental disorder can be unreliable, which means that some patients might be treated for the wrong disorder, this has implications for staff training/eq; DSM classification was altered following this study so that now diagnosis involves more than one symptom and is more reliable/eq;</p>	A01 =8						

E.g. Milgram

Milgram's work explained the behaviour of Nazi war criminals/Rwandan atrocities through the agentic state/eq;

The study showed how it is possible to manipulate people into obeying immoral orders by using the slippery slope technique/eq;

Milgram showed that the social situation can be a cause of obedient behaviour rather than the personality of the individual/eq;

The study may have had positive long-term effects on the participants and others who have read about it, and caused them to be less blindly obedient in the future/eq;

Milgram's work made researchers think about the ethical issues of research studies and led to the introduction of ethical guidelines/eq;

Look for any other reasonable marking points.

Suggested AO2 points

e.g. Rosenhan

The study involved qualitative data which is valid because it is rich and holistic/detailed, which is a strength of the study/eq;

The setting was naturalistic and the staff were unaware/single blind procedure was used. So demand characteristics were reduced and validity increased/eq;

Deception was involved as the staff were unaware that the patients were pretending to be ill, this is unethical/eq;

It could be argued that the deception was necessary because the staff were being tested on their normal roles and they should have noticed that the pseudopatients were not ill/eq;

Kety argued that the diagnosis was correct because the symptoms were consistent with the DSM classification, so the diagnosis was reliable and valid/eq;

E.g. Milgram

The procedure was reliable because Milgram controlled variables such as the voice of Mr Wallace, which was a recording, so the same for all participants/eq;

The study was unethical because the participants were deceived as they thought that their victim was another participant, not an actor/eq;

The study was unethical because the participants were caused a lot of stress and some even had seizures because of what they were made to do/eq;

Milgram could not have known how badly they would be affected, when he consulted others beforehand. They said that virtually no one would go all the way, so it was ethical/eq;

Orne and Holland have suggested that the participants may have known what was going on and just played along and so suffered few effects/eq;

Milgram sent them questionnaires later to assess the effects and found that most felt no remorse or guilt, so it was ethical/eq;

The laboratory setting of the study was artificial so participants may have responded to demand characteristics rather than showing natural behaviour, which might be different in the real world setting, so ecological validity is questioned/eq;

Look for any other reasonable marking points.

A02 =8

	Clarity/communication (mark independently of S and B and show total mark for C) 0 note form/unintelligible; 1 essay format / some use of appropriate specialist terms / some spelling mistakes 2 essay format / good use of appropriate specialist terms / good spelling and grammar	A01 = 2
	Balance / breadth (mark independently of S and C and show total mark for B) 0 totally one sided or very limited; 1 adequate coverage of subject content, mention of both / minor irrelevance 2 good coverage of subject content / no irrelevance	A02 = 2 (20)

(Total 36 marks)

Add up the totals for parts (a), (b), and (C).
Circle the total for Qu.2 (out of 36) at the end of the question in the margin.
Transfer the total for Qu.2 to the front cover.

Question Number	Answer	Mark
3(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 4 marks for explanation of the debate. Examples can gain credit, as long as they serve to illustrate a point (max 1 mark).</p>	AO1 = 4
	<p>Possible marking points</p> <p>This is the debate concerning what is the biggest or main influence on people's behaviour, their biology or their environment/eq; The nature side of the debate says that it is biology, including such things as inherited characteristics that is the main influence/eq; The nurture side says that it is environment, including such things as parental treatment, that is the main influence/eq; There are many who believe that behaviour is influenced by both and therefore our biology interacts with our environment to shape our behaviour/eq; This debate is prevalent in the area of aggression where some argue that hormones make us aggressive, whereas others believe in environmental influences like the media/eq;</p> <p>Look for any other reasonable marking points.</p>	(4)

Question Number	Answer	Mark
3(b)	<p><i>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</i></p> <p><i>Up to 4 marks for description of the influence of the nature/nurture debate on one approach. If more than one approach is covered, mark all and credit the best.</i></p> <p><i>Examples can gain credit, as long as they serve to illustrate a point (max 1 mark).</i></p> <p>Accept any suitable approach in Psychology including Cognitive approach, social, cognitive-developmental, psychodynamic, behaviourist, physiological, humanistic, etc.</p> <p>Possible marking points</p> <p>E.g. Behaviourist approach The behaviourist approach believes that behaviour is strongly influenced by the environment within which we are brought up and therefore is influenced by nurture/eq; It believes that behaviour is the result of a series of responses to environmental stimuli which occur as we progress through life/eq; Radical behaviourists believe that we are born a 'tabula rasa' and therefore everything that we become is solely influenced by the environment/eq; Classical conditioning suggests that certain environmental stimuli come to be associated with certain responses over a period of time and as a result cause us to always respond in this way/eq; Operant conditioning suggests that responses to stimuli come to be associated with pleasant consequences and are therefore repeated/eq;</p> <p>E.g. Physiological approach The physiological approach focuses on biological influences on behaviour so is influenced by nature/eq; Behaviour is understood to be inherited from parents through genetics/eq; 50% of our genetic material is inherited from each parent, so we resemble them in terms of behaviour/eq; Behaviour is affected by biological factors such as hormones, which shows the influence of nature/eq;</p> <p>Look for any other reasonable marking points.</p>	<p>AO1 = 4</p> <p style="text-align: right;">(4)</p>

Question Number	Answer	Mark
3 (c)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 8 marks for explanation of the problems of separating nature and nurture.</p> <p>Examples can gain credit, as long as they serve to illustrate a point (max 2 marks).</p> <hr/> <p>Possible marking points</p> <p>Animals removed their parents at birth can be brought up in a controlled environment and we can then see if the animal develops in accordance with the environment or not, but it is not possible to do this with human beings for ethical reasons/eq;</p> <p>The study of animals is not all that useful when trying to understand human behaviour as they are qualitatively different from humans and therefore generalisation is not possible/eq;</p> <p>The study of identical twins is problematic as they are also treated the same and therefore it is difficult to separate their genes from their environment./eq;</p> <p>Identical twins do not have identical uterine environments and this would be impossible to control in a study/eq;</p> <p>Even studying children from birth would not wholly separate the two as children have already experienced an influential environment in the womb/eq;</p> <p>Adoption studies with separated identical twins are unusual, and it would be unreliable to draw conclusions from such small samples/eq;</p> <p>Children who are adopted are usually placed with families that are similar to their natural families, do assumptions about the differences in their environments may not be valid/eq;</p> <p>Watson believe that it was possible to separate a human being's nature from their nurture and condition them to develop into any personality he wished, but it would be impossible to perform the kind of experiments suggested by Watson due to the human rights and ethics/eq;</p> <p>Personality and behaviour are due to both nature and nurture so trying to separate the would be like trying to assess the relative contributions of length and breadth to area, i.e. pointless/eq;</p> <p>Look for any other reasonable marking points.</p>	<p>AO2 = 8</p> <p>(8)</p>

Question Number	Answer	Mark						
3(d)	<p>For essay plans, mark essay first and then check plan. If new material found in the plan and credited, then C=0</p> <p>Marking points are indicative not comprehensive and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>The essay mark scheme should be applied. Mark the subject content first, and then apply the marking scheme for clarity/communication and the one for balance/breadth separately considering the whole answer.</p> <p>REJECT any studies not related to nature or nurture e.g. Milgram, Hofling etc.</p> <p>AO1 points are for points of description of two studies investigating the influence of nature and/or nurture on behaviour. AO2 points are for points of evaluation of two studies investigating the influence of nature and/or nurture.</p> <p>Essay mark scheme:</p> <table data-bbox="256 1003 1013 1144"> <thead> <tr> <th data-bbox="256 1003 319 1039">AO1</th> <th data-bbox="735 1003 798 1039">AO2</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 1070 544 1106">8 (subject content)</td> <td data-bbox="735 1070 999 1106">8 (subject content)</td> </tr> <tr> <td data-bbox="256 1106 638 1144">2 (clarity/communication)</td> <td data-bbox="735 1106 1013 1144">2 (balance/breadth)</td> </tr> </tbody> </table> <p>Suitable studies includes Heston (1966), Gottesman & Shields (1972), Gottesman (1991), Dement & Kleitman (1957), Watson & Rayner (1920), Bandura (1965), Pavlov (1911)</p> <p>There are others.</p> <p>Suggested AO1 points</p> <p>e.g. Heston (1966) Heston (1966) compared 47 adults adopted at birth due to schizophrenic mothers with 47 adoptees with mentally healthy mothers/eq; Heston interviewed the participants to check for any history of schizophrenia/eq; The results were that 10% of those adoptees whose biological mothers were schizophrenic also developed the condition, whereas none of the control group did/eq; This should show that schizophrenia has a genetic cause/is evidence in support of the nature side of the debate/eq;</p>	AO1	AO2	8 (subject content)	8 (subject content)	2 (clarity/communication)	2 (balance/breadth)	<p>AO1 = 8</p>
AO1	AO2							
8 (subject content)	8 (subject content)							
2 (clarity/communication)	2 (balance/breadth)							

<p>e.g. Watson and Rayner (1920) Little Albert was tested for his reaction to several objects and animals in the laboratory setting, he showed interest and no fear/eq; Albert was presented with a rat and a loud noise was made by hitting a steel bar with a hammer several times/eq; Albert became fully conditioned to fear the rat and this generalised to other furry objects and animals/eq; Watson concluded that phobia is a classically conditioned emotional response/eq;</p> <p>Look for any other reasonable marking points.</p>	
<p>Suggested AO2 points</p> <p>e.g. Heston (1966) Heston’s conclusion is supported by other carried out using the twin study method, e.g. Gottesman found significantly higher concordance rates for schizophrenia in MZ twins (48%) than in DZ twins (17%)/eq; Adoptees are likely to be placed with families who are similar to their own background and it is possible that this factor could account for the incidence of disorder in the study/eq; Only 10% of those whose natural parent had the disorder developed it, 90% did not, which shows that other factors must be involved apart from genetics/eq; Heston’s study was valid because it involved qualitative data and reliable because it used quantitative statistical data, which is a strength of the study/eq;</p> <p>e.g. Watson and Rayner (1920) The study is unethical because it deliberately induced distress in the participant Little Albert/eq; The study is reliable because all extraneous variables were controlled, e.g. Albert’s baseline behaviour was measured to compare with behaviour after the experimental procedure and the only difference was the experimental manipulation, so a causal relationship can be inferred/eq; There are limits to the generalisability of the findings of this study it used only one participant, who was unique/eq; The study has valuable social implications as it introduced behavioural treatments of phobia using systematic desensitisation/eq;</p> <p>Look for any other reasonable marking points.</p>	<p>AO2 = 8</p>
<p>Clarity/communication (mark independently of S and B and show total mark for C)</p> <p>0 note form/unintelligible; 1 essay format / some use of appropriate specialist terms / some spelling mistakes 2 essay format / good use of appropriate specialist terms / good spelling and grammar</p>	<p>A01=2</p>

	Balance / breadth (mark independently of S and C and show total mark for B)	A03=2
0	totally one sided or very limited;	
1	adequate coverage of subject content, mention of both / minor irrelevance	
2	good coverage of subject content / no irrelevance	
		(20)

(Total 36 marks)

**Add up the totals for parts (a), (b), and (C).
Circle the total for Qu.3 (out of 36) at the end of the question in the margin.**