



Advanced Extension Award

Psychology 6881

Mark Scheme

2007 examination - June series

Advanced Extension Award (AEA)

This Mark Scheme covers the Advanced Extension Award that AQA offers on behalf of all awarding bodies.

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting, they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2007 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

SECTION A: THEORETICAL ISSUES AND DEBATES**1****Total for this question: 30 marks**

(a)	(i)	Outline the view expressed by Eysenck in the extract above.	(3 marks)
-----	-----	---	-----------

Marking criteria

In the statement, Eysenck focuses on four main factors:

- the engineering of so-called social consent, which he then defines (eg law-abiding behaviour)
- how this is not being achieved (or at least how it was not at the time of his writing)
- that psychologists need to find a means to achieve this
- who the recipients of this 'intervention' are ("preferably the whole world").

Not all of the above points are needed for the top Band.

Marking allocation

Marks	Mark Descriptors
3 marks	Accurate outline making at least some reference to most of the main points. No notable errors of interpretation.
2 marks	Generally accurate outline with one or two errors of interpretation <i>or</i> accurate outline but only of one or two of the main points.
1 mark	Very brief or inaccurate/muddled outline.
0 marks	No relevant content.

(a)	(ii)	The extract above raises ethical and moral issues. In relation to the roles of psychologists, discuss ethical and/or moral issues raised by the extract.	(8 marks)
-----	------	--	-----------

Marking criteria

With regard to ethical and moral issues arising out of the quotation, some which may emerge in discussion are:

- the right to endeavour to mould or even control people
- moral judgements, eg whether it is right or wrong to [endeavour to] control human behaviour
- the 'status' of the psychologist/scientist/therapist
- ethical guidelines issues such as consent
- 'brave New World-ism'
- an adoption of a determinist stance, which could be seen as ethically/morally contentious
- social habits and conduct are historically and culturally specific. Who decides what is appropriate?

Marking allocations

Discussion of ethical and/or moral issues related to the roles of psychologists

Band	Mark Descriptors	Marks
Band 3	Thorough discussion of ethical and/or moral issues related to the roles of psychologists. Highly effective selection and use of material. Coherent, focused discussion presented in a clear precise and logical style. Effective use of range of appropriate terminology.	6-8 marks
Band 2	Clear discussion of ethical and/or moral issues related to roles of psychologists. Effective selection and use of material. A generally focused consideration, presented appropriately , with effective use of terminology.	3-5 marks
Band 1	Limited discussion of ethical and/or moral issues related to roles of psychologists. Inappropriate selection of and/or use of material. Discussion is superficial and lacks focus . Appropriate use of psychological terminology may sometimes be employed. or Discussion is not related to the extract.	0-2 marks

(b) In the context of one debate in psychology (for example, free will, determinism, reductionism or holism), discuss issues raised by the extract above. <i>(8 marks)</i>
--

Marking criteria

Any debate in psychology can be credit-worthy, not just those named in the specification. An example of such a debate would be psychology as a science.

Some of the specific issues raised by Heather in the quotation are:

- historical/conceptual developments since behaviourism (and better answers may discuss environmentalist reductionism, perhaps in relation to other forms of behaviourism, such as biological reductionism)
- psychology still has a mechanistic view of behaviour – this assumes that we are passive/inert
- behaviour is explained in terms of causes over which we have no control
- if psychology wants to be a respectable science, it must identify ‘causes’
- ‘simplicity’ of explanatory models (and perhaps parsimony!)
- comparison with (allegedly outdated) models of physics
- an offered resolution/alternative view of humanity
- passive versus ‘agentic’ views of human nature.

So, for example, candidates discussing reductionism may focus on different types of reductionism in psychology (and debate their appropriateness), reductionism in other branches of psychology (perhaps 19th century physics!) and the appropriateness of using reductionist explanations for things as complex as human nature and individual differences. Where candidates embrace issues which straddle a number of debates, these should be credited; however, if they are presented as discrete debates, all should be marked but only the best one credited. Better answers are likely to be critical/analytical and/or illustrate the debate with examples drawn from within psychology (eg psychoanalysis, ‘whole person’ or life span theories).

Marking allocations

Discussion of issues raised, in the context of one debate in psychology

Band	Mark Descriptors	Marks
Band 3	Thorough discussion of issues raised in the context of one debate in psychology. Highly effective selection and use of material. Coherent, focused discussion presented in a clear precise and logical style. Effective use of range of appropriate terminology.	6-8 marks
Band 2	Clear discussion of issues raised, in the context of one debate in psychology. Effective selection and use of material. A generally focused consideration, presented appropriately , with effective use of terminology.	3-5 marks
Band 1	Limited discussion of issues raised, in the context of one debate in psychology. Inappropriate selection of and/or use of material. Discussion is superficial and lacks focus . Appropriate use of psychological terminology may sometimes be employed. or Discussion of reductionism in psychology is not related to Heather's statement.	0-2 marks

Answer (c) or (d) or (e).

(c)	(i)	Explain what is meant by <i>researcher bias</i> .	(3 marks)
-----	-----	---	-----------

Marking criteria

This refers to a researcher influencing outcomes of research because of expectations. Key factors include an appreciation of the nature of bias (ie artefactual outcome/s), the distinction between bias and differences (differences occurring irrespective of the psychologists' measurement) and the particular focus, in this instance the role of the researcher in the empirical or theory-generation processes. Examples are an acceptable way in which to elaborate answers. These include selection of topics, ignoring certain data, bias in selecting methodology, the researcher in his/her own culture.

Marking allocations

Marks	Mark Descriptors
3 marks	Detailed and accurate explanation with some elaboration.
2 marks	Generally accurate explanation and less detailed explanation.
1 mark	Very brief or inaccurate/muddled explanation.
0 marks	No relevant content.

(c)	(ii)	Describe one example of researcher bias that has occurred in psychological research. Discuss how this might have been overcome.	(8 marks)
-----	------	--	-----------

Marking criteria

Candidates may focus on a type of bias or an actual example of theory/study where bias has occurred.

The question makes two distinct demands on the candidate: to describe one example of this particular bias and then to consider how this might have been overcome. Note that, although the first is extant, the latter may be speculative.

Examples will probably include Freud and behaviourists. The 'suggestions' given in the second part should be logically consistent with addressing the 'concerns' arising in the chosen study/theory: for example, Freud 'checking' his interpretations by comparing them to those given by other psychoanalysts, or endeavouring to develop more objective criteria or verification criteria; behaviourists taking some cognisance of non-behavioural phenomena (eg S-O-R as opposed to S-R, or Tolman's latent learning).

If more than one example is offered, then all should be marked and the best one credited.

A candidate choosing a theory may have less to write about regarding how the bias may be corrected/overcome than one selecting a study. Consequently, examiners should not require the balance between the description of the bias and its correction to necessarily be equally balanced.

Discussion of researcher bias in psychological research and suggestion(s) for overcoming this

Band	Mark Descriptors	Marks
Band 3	Thorough description of one example of researcher bias <i>and</i> plausible discussion of suggestion(s) for overcoming it. Highly effective selection and use of material. Coherent, focused discussion presented in a clear precise and logical style. Effective use of a range of appropriate terminology.	6-8 marks
Band 2	Clear description of one example of researcher bias <i>and</i> plausible discussion of suggestions for overcoming it. Effective selection and use of material. A generally focused consideration, presented appropriately , with effective use of terminology. <i>or</i> Thorough description of one example of researcher bias <i>or</i> plausible discussion of suggestions for overcoming it. Highly effective selection and use of material. Coherent, focused discussion presented in a clear, precise and logical style. Effective use of range of appropriate terminology.	3-5 marks
Band 1	Limited description of one example of researcher bias and discussion of suggestions for overcoming it. Inappropriate selection of and/or use of material. Discussion is superficial and lacks focus . Appropriate use of psychological terminology may sometimes be employed. <i>or</i> Clear description of one example of researcher bias <i>or</i> plausible discussion of suggestions for overcoming it. Effective selection and use of material. A generally focused consideration, presented appropriately , with effective use of terminology.	0-2 marks

(d) (i) Explain what is meant by *gender bias*.

(3 marks)

Marking criteria

Key factors include an appreciation of the nature of bias (ie artefactual outcome/s), the distinction between bias and differences (differences occurring irrespective of the psychologists' measurement) and the particular focus, in this instance a distortion due to over- or under-emphasis on gender, eg unwarranted extrapolation of results from one gender to the other or research investigation which is detrimental/advantageous to one of the genders. Bias may occur in the generation of research questions, the execution of research or interpretation of results.

Marking allocations

Marks	Mark Descriptors
3 marks	Detailed and accurate explanation with some elaboration.
2 marks	Generally accurate explanation and less detailed explanation.
1 mark	Very brief or inaccurate/muddled explanation.
0 marks	No relevant content.

(d)	(ii)	Discuss two examples of gender bias that have occurred in psychological theory and/or studies. (8 marks)
-----	------	--

Marking criteria

Candidates might focus on two types of bias or two actual examples of theories/studies where bias has occurred. If the latter approach is taken, focus can be theories **and/or** studies. Note that focus can be on theories or studies. It is also acceptable to offer one of each. If only one in total is offered, then the candidate is partially performing (see Marking allocations, below). If more than two, all should be marked and the best two credited. Likely studies/theories will include those associated with Mead, Freud, Erikson, Kohlberg or feminists/feminist sympathisers such as Kitzinger.

It is acceptable to focus upon the specific example of research or to use this as a vehicle for illustrating different types of gender bias such as unwarranted extrapolation of results from one gender to the other, or research investigation which is detrimental/advantageous to one of the genders, or the study of only males or only females.

Marking allocations

Discussion of two examples of gender bias in psychology

Band	Mark Descriptors	Marks
Band 3	Thorough discussion of two examples of gender bias in psychology. Highly effective selection and use of material. Coherent, focused discussion presented in a clear, precise and logical style. Effective use of range of appropriate terminology. There will be reasonable balance between the two examples.	6-8 marks
Band 2	Clear discussion of two examples of gender bias in psychology. Effective selection and use of material. A generally focused consideration, presented appropriately , with effective use of terminology. There may be imbalance between the two examples. <i>or</i> Thorough discussion of one example of gender bias in psychology. Highly effective selection and use of material. Coherent, focused discussion presented in a clear, precise and logical style. Effective use of range of appropriate terminology.	3-5 marks
Band 1	Limited discussion of two examples of gender bias in psychology. Inappropriate selection of and/or use of material. Discussion is superficial and lacks focus . Appropriate use of psychological terminology may sometimes be employed. <i>or</i> Clear discussion of example of gender bias in psychology. Effective selection and use of material. A generally focused consideration, presented appropriately , with effective use of terminology.	0-2 marks

(e)	(i)	Explain what is meant by <i>cultural bias</i> .	(3 marks)
-----	-----	---	-----------

Key factors include an appreciation of the nature of bias (ie artefactual outcome/s), the distinction between bias and differences (differences occurring irrespective of the psychologists' measurement) and the particular focus, in this instance a distortion due to over- or under-emphasis on gender, eg unwarranted extrapolation of results from one gender to the other or research investigation which is detrimental/advantageous to one of the genders. Bias may occur in the generation of research questions, the execution of research or interpretation of results.

Marking allocations

Marks	Mark Descriptors
3 marks	detailed and accurate explanation with some elaboration.
2 marks	generally accurate explanation and less detailed explanation.
1 mark	very brief or inaccurate/muddled explanation.
0 marks	no relevant content.

(e)	(ii)	Discuss two examples of cultural bias that have occurred in psychological theory and/or studies.	(8 marks)
-----	------	---	-----------

Candidates might focus on two types of bias or two actual examples of theories/studies where bias has occurred. If the latter approach is taken, focus can be on theories **and/or** studies. Note that focus can be on theories or studies. It is also acceptable to offer one of each. If only one in total is offered, then the candidate is partially performing (see Marking allocations below). If more than two, all should be marked and the best two credited.

It is likely that candidates may focus upon particular psychologists (eg Freud) or particular areas of psychological investigation (eg interpersonal relationships, IQ testing, abnormality diagnosis). It is acceptable to focus upon the specific research or to use this as a vehicle for illustrating different types of culture bias, eg culture-bound, culture-blind, universalism.

Discussion of two examples of cultural bias in psychology

Band	Mark Descriptors	Marks
Band 3	Thorough discussion of two examples of cultural bias in psychology. Highly effective selection and use of material. Coherent, focused discussion presented in a clear, precise and logical style. Effective use of range of appropriate terminology. There will be reasonable balance between the two examples.	6-8 marks
Band 2	Clear discussion of two examples of cultural bias in psychology. Effective selection and use of material. A generally focused consideration, presented appropriately , with effective use of terminology. There maybe imbalance between the two examples. <i>or</i> Thorough discussion of one example of cultural bias in psychology. Highly effective selection and use of material. Coherent, focused discussion presented in a clear, precise and logical style. Effective use of range of appropriate terminology.	3-5 marks

Band 1	Limited discussion of two examples of cultural bias in psychology. Inappropriate selection of and/or use of material. Discussion is superficial and lacks focus . Appropriate use of psychological terminology may sometimes be employed. <i>or</i> Clear discussion of example of cultural bias in psychology. Effective selection and use of material. A generally focused consideration, presented appropriately , with effective use of terminology.	0-2 marks
---------------	--	------------------

SECTION B: METHODOLOGY**2****Total for this question: 30 marks**

- | | | |
|-----|--|-------------------|
| (a) | Design a study which would enable the psychologist to investigate cross-cultural differences in superstition. In your answer, you should include justifications for your design decisions. Ethical issues should be addressed in part (b). | <i>(18 marks)</i> |
|-----|--|-------------------|

Marking criteria

Candidates are free to choose any research methodology which could be made appropriate to a cross-cultural (including sub-cultural) investigation of superstition. These include methodologies which are relatively specific to cross-cultural research, such as ethnography, or the implementation of 'standard' research methods of psychology, eg experiments, interviews, observations, psychometric tests. Key features which are inescapable, however, are (at least some) comparison between two or more different cultures and a research operationalisation of superstition.

Justifications are likely to arise at least in part out of a consideration of the problems which arise in cross-cultural comparison, eg imposed etic considerations, ethnocentrism, language comparability/translation, difficulty of comparing like with like.

Examiners should award separate marks for design of study and for justification of design decisions as follows.

Marking allocations

Design of study

Band	Mark Descriptors	Marks
Band 3	Hypotheses and/or aims are appropriate and clearly stated. The design is sufficiently detailed for full replication. The design is appropriate for the cross-cultural study of superstition. There is appropriate use of specialist terms.	9-12 marks
Band 2	Hypotheses and/or aims are largely appropriate and clearly stated. The design is sufficiently detailed for some replication. The design is largely appropriate for the cross-cultural study of superstition. There will be some use of specialist terms.	5-8 marks
Band 1	Hypotheses and/or aims are largely inappropriate and/or unclearly stated. The design is muddled and/or largely inappropriate for the study of a cross-cultural study of superstition. There will be little or no use of specialist terms. Replication will be difficult or impossible due to omissions. Material is generic and there is no explicit engagement with cross-cultural study of superstition.	0-4 marks

Justification of design decisions

Band	Mark Descriptors	Marks
Band 3	Thorough justification of design decisions. Material has been elaborated and used in a highly effective manner. There is awareness of gender, race and cultural issues where appropriate.	5-6 marks
Band 2	Adequate but slightly limited justification of design decisions. Material is sometimes elaborated and used in a reasonably effective manner.	3-4 marks
Band 1	Limited or inappropriate justification of design decisions. Material is not used effectively or may be irrelevant. Material is generic and there is no explicit engagement with the stimulus material.	0-2 marks

(b) Discuss ethical considerations arising out of the design that you proposed in your answer to part (a). (6 marks)

Marking criteria

The ethical considerations should be clearly contextualised within the research design. Answers which do not engage in this way should earn marks limited to Band 1. It is likely that many candidates will utilise ethical guidelines (eg BPS, APA) to structure their answer. For example, they may focus upon:

- harm to participants
- informed consent (language familiarity may be an issue here)
- withdrawal (may be influenced by cultural values such as attitudes towards authority and individualism/collectivism)
- debriefing (contacting participants after a study has been completed may be easier in some culture than others).

General ethical concerns/issues may gain full credit.

Discussion of ethical issues which precluded certain design decisions may be credited. An example would be issues those related to socially sensitive research.

Marking allocations

Discussion of ethical considerations

Band	Mark Descriptors	Marks
Band 3	Discussion of ethical considerations is appropriate and accurate . They are explained coherently with commentary which is relevant to the chosen design. Answers are systematic and well organised/structured .	5-6 marks
Band 2	Description of ethical considerations is largely appropriate and accurate . It is sometimes coherent and mostly relevant to the chosen design.	3-4 marks
Band 1	Ethical considerations are vague . Material is generic and engagement with the design is of marginal relevance .	0-2 marks

(c) Explain how the data generated in the study that you designed in your answer to part (a) could be analysed. (6 marks)

Marking criteria

Analysis can be qualitative or quantitative. The important factor is that it is appropriate for the design given (eg differences versus correlations). In terms of test selection (where appropriate), decisions should be informed by relevant factors such as design (independent versus related) and type of data (nominal, ordinal, interval, ratio). The term 'analysed' in the question does not preclude descriptive techniques, such as histograms and pie charts, and descriptive statistics such as those giving central tendency and dispersion.

Qualitative analyses could include content analysis and thematic analysis (for example from data arising from unstructured interviews). Observational analysis could focus upon categorisation of behaviours, and measures of inter-rater reliability.

Marking allocations

Explanation of data analysis

Band	Mark Descriptors	Marks
Band 3	Explanation for analysis is appropriate and accurate . It is coherent , with commentary which is relevant to the chosen design. Answers are systematic and well organised/structured.	5-6 marks
Band 2	Explanation for analysis of data is largely appropriate and accurate . It is sometimes coherent and mostly relevant to the chosen design.	3-4 marks
Band 1	Analysis is vague . Material is generic and engagement with the design is of marginal relevance .	0-2 marks

SECTION C: APPROACHES AND APPLICATIONS**3****Total for this question: 30 marks**

Explain how the extract above illustrates key assumptions of the behaviourist approach.
 Discuss alternative psychological explanations of Emma's son's behaviour. (30 marks)

Marking criteria

The question makes two distinct demands on the candidate: an analysis of behaviourism in the context of the extract and a discussion of alternative explanations of the behaviour in question. Key points to behaviourism in the text include:

- child's (lack of) learning how to settle himself at night
- parents giving in and reinforcing inappropriate behaviour
- ignoring of inappropriate behaviour (and consistent repetition of this on different occasions)
- monitoring/recording stepped changes to goal behaviour
- reinforcing appropriate behaviour (by use of sticker chart)
- use of punishments (eg no TV or Playstation)

Mere identification of the points such as those above would only earn a maximum of Band 1 credit: to earn more than this, the candidate needs to explain how they illustrate a behaviourist perspective (eg the role of reinforcement/punishment and their consequences on behavioural patterns; the importance of learning; lack of reference to cognitive/'internal' factors).

'Other' approaches to the problem selected by candidates may be related to those given in the specification (ie biological, cognitive, psychodynamic), although any psychological explanation is of course acceptable. The quality of the account given is likely to be determined by the accuracy and detail of the psychology and the appropriateness of the application to the given problem. The latter may legitimately be done by drawing comparisons with behaviourism. Answers which focus upon ways of dealing with the children's behaviour are acceptable insofar as they illustrate an alternative explanation.

Marking allocations

Use of knowledge and understanding of behaviourism and other explanations applied to the area of concern

Band	Mark Descriptors	Marks
Band 3	Substantial, accurate and detailed knowledge of behaviourism <i>and</i> other psychological explanation applied to the area of concern. A range of highly pertinent material is selected, giving an appropriate balance of depth and breadth. Thorough understanding of behaviourist and one other psychological explanation in this context.	9-12 marks
Band 2	Accurate and detailed knowledge of behaviourism <i>and</i> other psychological explanations applied to the area of concern. A range of relevant material is selected, giving a balance of depth and breadth. Clear understanding of behaviourist and one other psychological explanation in this context. <i>These descriptors are generally satisfied at the top of the band but only occasionally at the bottom.</i> <i>or</i> <i>Partial performance:</i> Substantial, accurate and detailed knowledge of behaviourism <i>or</i> other psychological explanations applied to the area of concern. A range of highly pertinent material is selected, giving an	5-8 marks

	appropriate balance of depth and breadth. Thorough understanding of behaviourist and one other psychological explanation in this context.	
Band 1	Knowledge of behaviourism <i>and</i> other psychological explanations applied to the area of concern is described . Material presented represents either depth or breadth. Limited understanding of behaviourist and one other psychological explanation in this context. <i>or</i> <i>Partial performance:</i> Accurate and detailed knowledge of behaviourism <i>or</i> other psychological explanations applied to the area of concern. A range of relevant material is selected, giving a balance of depth and breadth. Clear understanding of behaviourist and one other psychological explanation in this context.	0-4 marks

Evaluation/analysis/synthesis demonstrated in relation to behaviourism and other explanations applied to the area of concern

Band	Mark Descriptors	Marks
Band 3	Effective analysis/synthesis is evident in a clear, well-developed discussion of behaviourism AND other explanations applied to this area of concern. Evaluation is informed and thorough . Highly effective use of material to support lines of argument.	9-12 marks
Band 2	Analysis/synthesis is evident in a clear discussion of behaviourism <i>and</i> other psychological explanations applied to this area of concern. Evaluation demonstrated is slightly limited . Effective choice of material to support the lines of argument. <i>These descriptors are generally satisfied at the top of the band but only occasionally at the bottom.</i> <i>or</i> <i>Partial performance:</i> Effective analysis/synthesis is evident in a clear, well-developed discussion of behaviourism <i>or</i> other explanations applied to this area of concern. Evaluation is informed and thorough . Highly effective use of material to support lines of argument.	5-8 marks
Band 1	Limited, superficial discussion of behaviourism and other psychological explanations applied to this area of concern with little evidence of analysis/synthesis . Evaluation is limited . Some material to support the lines of argument is presented. <i>or</i> <i>Partial performance:</i> Analysis/synthesis is evident in a clear discussion of behaviourism <i>or</i> other psychological explanations applied to this area of concern. Evaluation demonstrated is slightly limited . Effective choice of material to support the lines of argument.	0-4 marks

Structure and coherence

Band	Mark Descriptors	Marks
Band 3	Coherent, focused and well-structured response presented in a clear precise and logical style. Confident and effective use of a range of appropriate terminology .	5-6 marks
Band 2	Clear, logical, structured response which is generally focused and is presented in an appropriate style, using appropriate terminology .	3-4 marks
Band 1	Response lacks focus and structure though appropriate terminology is employed.	0-2 marks

4

Total for this question: 30 marks

Discuss how psychology could be used to explain why some people are more confident than others. (30 marks)

Marking criteria

This is a particularly open-ended question and consequently there are many ways that candidates can legitimately answer it. Given its placement in Section C, it is possible that many candidates will be thinking in terms of Approaches and, in this case, may well be ready to answer questions in terms of those named in the specification. So, for example, candidates may write about behaviourist explanations in terms of behaviour being shaped by instrumental/operant conditioning or modelling (eg a behaviour being 'stamped in'). In this case, confidence would be seen as a behaviour which has been learnt. Candidates might argue that confidence might be a result of 'inner psychic harmony' and lack of conflict arising from early experiences of interest to psychoanalysis. Bio-psychologists might explain such individual differences in terms of physiological/genetic factors.

A different legitimate approach would be to examine the question through different branches of psychology – eg developmental psychology or social psychology. Developmental accounts might focus upon parenting and attachment versus neglect and deprivation; social accounts might seek to demonstrate the importance of group/peer pressure and normative behaviour. Personality theory would offer a different explanation again.

Better answers will almost certainly be evaluative/analytical of the chosen explanation(s) but examiners should be particularly mindful of the need for the candidate to interrelate the psychological concepts and principles with the stated context.

Marking allocations

Use of knowledge and understanding of how psychology could explain individual differences in confidence

Band	Mark Descriptors	Marks
Band 3	Substantial, accurate and detailed use of knowledge and understanding of how psychology could explain individual differences in confidence. A range of highly pertinent material is selected, giving an appropriate balance of depth and breadth. Thorough understanding of psychological issues relating to individual differences in confidence.	9-12 marks
Band 2	Accurate and detailed use of knowledge and understanding of how psychology could explain individual differences in confidence. A range of relevant material is selected, giving a balance of depth and breadth. Clear understanding of psychological issues relating to individual differences in confidence. <i>These descriptors are generally satisfied at the top of the band but only occasionally at the bottom.</i>	5-8 marks
Band 1	Psychological knowledge and understanding of how psychology could explain individual differences in confidence are described . Material presented represents either depth or breadth. Limited understanding of issues relating to individual differences in confidence.	0-4 marks

Evaluation/analysis/ synthesis of how psychology could explain individual differences in confidence

Band	Mark Descriptors	Marks
Band 3	Effective analysis/synthesis is evident in a clear, well-developed consideration of how psychology could explain individual differences in confidence. Evaluation is informed and thorough . Highly effective use of material to support lines of argument.	9-12 marks
Band 2	Analysis/synthesis is evident in a clear discussion of consideration of how psychology could explain individual differences in confidence. Evaluation is slightly limited . Effective choice of material to support the lines of argument.	5-8 marks
Band 1	Limited, superficial psychological consideration of how psychology could explain individual differences in confidence, with little evidence of analysis/synthesis . Evaluation of consideration is limited . Some material to support the lines of argument is presented.	0-4 marks

Structure and coherence

Band	Mark Descriptors	Marks
Band 3	Coherent, focused and well-structured response presented in a clear, precise and logical style. Confident and effective use of a range of appropriate terminology.	5-6 marks
Band 2	Clear, logical, structured response which is generally focused and is presented in an appropriate style, using appropriate terminology.	3-4 marks
Band 1	Response lacks focus and structure though appropriate terminology is employed.	0-2 marks

5**Total for this question: 30 marks**

Select **one** of the news items given below. Discuss how the biological and **one** other approach in psychology can be used to explain issues raised in the news item you have chosen.

*(30 marks)***Marking criteria**

Biological explanations focus on factors such as the influence/effects of the following:

- neurology
- hormones
- genetics
- evolution
- bodily activity/functioning
- medical (or related) intervention, eg at level of biochemistry (although this would only be relevant if it illustrated the explanation)
- physical damage
- abnormal development.

Illustrative examples are:

Item 1

Evolutionary explanations: it is stated in the extract that schizophrenics share several behavioural traits with artists. The bohemian nature and unorthodoxy possibly associated with creativity and artistry may make such people attractive mates and this may explain their greater incidence of sexual activity.

Social psychology explanations: the vast majority of (if not all) cultures and societies have social rules and norms concerning acceptable sexual relationships. Many of these are conservative in nature (with extreme examples such as the Irish culture of 'Inis Baeg', Maier, 1984). Given, again, a bohemian nature, it is possible that artists may feel less constrained by such sexually conservative norms and thus engage in more promiscuous sexual activity.

Item 2

Genetic explanations: characteristics of 'rage' behaviours include aggressiveness (eg fight not flight behaviours) and (possibly pathological) anti-social behaviour. These traits may be heritable or may be linked to temperament differences which may also have a strong heritability component.

Psychodynamic explanations: Freud wrote of the Thanatos instinct as an explanation for aggressive behaviour and the Id component of the personality (which could be relatively uncontrolled in 'ragers') may lead to impulsivity and a lack of control and social awareness.

Item 3

Hormonal or neurological explanations: such risky behaviour as shop-lifting may produce changes in bodily chemicals such as adrenalin production and other excitatory responses. Some bio-psychological explanations of emotion argue that such arousal be perceived as positively exhilarating and hence may be a 'sought' behaviour.

Behaviourist explanations: a 'thrill' associated with risk-taking behaviour may be rewarding and establish it as a recurring pattern of behaviours (eg the reward of not being caught). Alternatively, it could be the result of long-established, historical patterns of inappropriate

behaviours in individuals resulting from 'getting-away' with stealing in the past. Such behaviour could also have been rewarded by others in the past.

Weaker answers will probably discuss the approaches in a relatively context-free manner whilst better ones will apply them far more.

If only one approach is given then the candidate is partially performing (see Marking allocations). If several are given, all should be marked but only the biological and the best other one credited.

Marking allocations

Use of knowledge and understanding of how the biological and one other approach in psychology can be used to explain issues raised in the chosen item

Band	Mark Descriptors	Marks
Band 3	Substantial, accurate and detailed knowledge and understanding of how biological <i>and</i> one other approach could explain issues raised in the chosen item. A range of highly pertinent material is selected, giving an appropriate balance of depth and breadth. Thorough understanding of the approaches in this context.	9-12 marks
Band 2	Accurate and detailed knowledge and understanding of how biological <i>and</i> one other approach could explain issues raised in the chosen item. A range of relevant material is selected, giving a balance of depth and breadth. Clear understanding of behaviourist and one other psychological approach in this context. <i>These descriptors are generally satisfied at the top of the band but only occasionally at the bottom.</i> <i>Partial performance:</i> Substantial, accurate and detailed knowledge and understanding of how biological <i>or</i> one other approach could explain the issues raised in the chosen item. A range of highly pertinent material is selected, giving an appropriate balance of depth and breadth. Thorough understanding demonstrated in one of the approaches in this context.	5-8 marks
Band 1	Knowledge and understanding of how biological <i>and</i> one other approach could explain issues raised in the chosen item are described . Material presented represents either depth or breadth. Limited understanding of the approaches in this context. <i>Partial performance:</i> Accurate and detailed knowledge and understanding demonstrated in discussing how one of the approaches could explain issues raised in the chosen item. A range of relevant material is selected, giving a balance of depth and breadth. Clear understanding of one of the approaches in this context.	0-4 marks

Evaluation/analysis/synthesis demonstrated in relation to how the biological and one other approach could be used to explain issues raised in the chosen item

Band	Mark Descriptors	Marks
Band 3	Effective analysis/synthesis is evident in a clear, well-developed discussion of biological <i>and</i> one other approach applied to the chosen item. Evaluation is informed and thorough . Highly effective use of material to support lines of argument.	9-12 marks
Band 2	Analysis/synthesis is evident in a clear discussion of biological <i>and</i> one other approach applied to the chosen item. Evaluation demonstrated is slightly limited . Effective choice of material to support the lines of argument.	5-8 marks

	<p><i>These descriptors are generally satisfied at the top of the band but only occasionally at the bottom.</i></p> <p><i>Partial performance:</i> Effective analysis/synthesis is evident in a clear, well-developed discussion of one of the approaches applied to the chosen item. Evaluation is informed and thorough. Highly effective use of material to support lines of argument.</p>	
Band 1	<p>Limited, superficial discussion of biological <i>and</i> one other approach applied to the chosen item with little evidence of analysis/synthesis. Evaluation is limited. Some material to support the lines of argument is presented.</p> <p><i>Partial performance:</i> Analysis/synthesis is evident in a clear discussion of one of the approaches applied to the chosen item. Evaluation demonstrated is slightly limited. Effective choice of material to support the lines of argument.</p>	0-4 marks

Structure and coherence

Band	Mark Descriptors	Marks
Band 3	Coherent, focused and well-structured response presented in a clear precise and logical style. Confident and effective use of a range of appropriate terminology .	5-6 marks
Band 2	Clear, logical, structured response which is generally focused and is presented in an appropriate style, using appropriate terminology .	3-4 marks
Band 1	Response lacks focus and structure though appropriate terminology is employed.	0-2 marks