

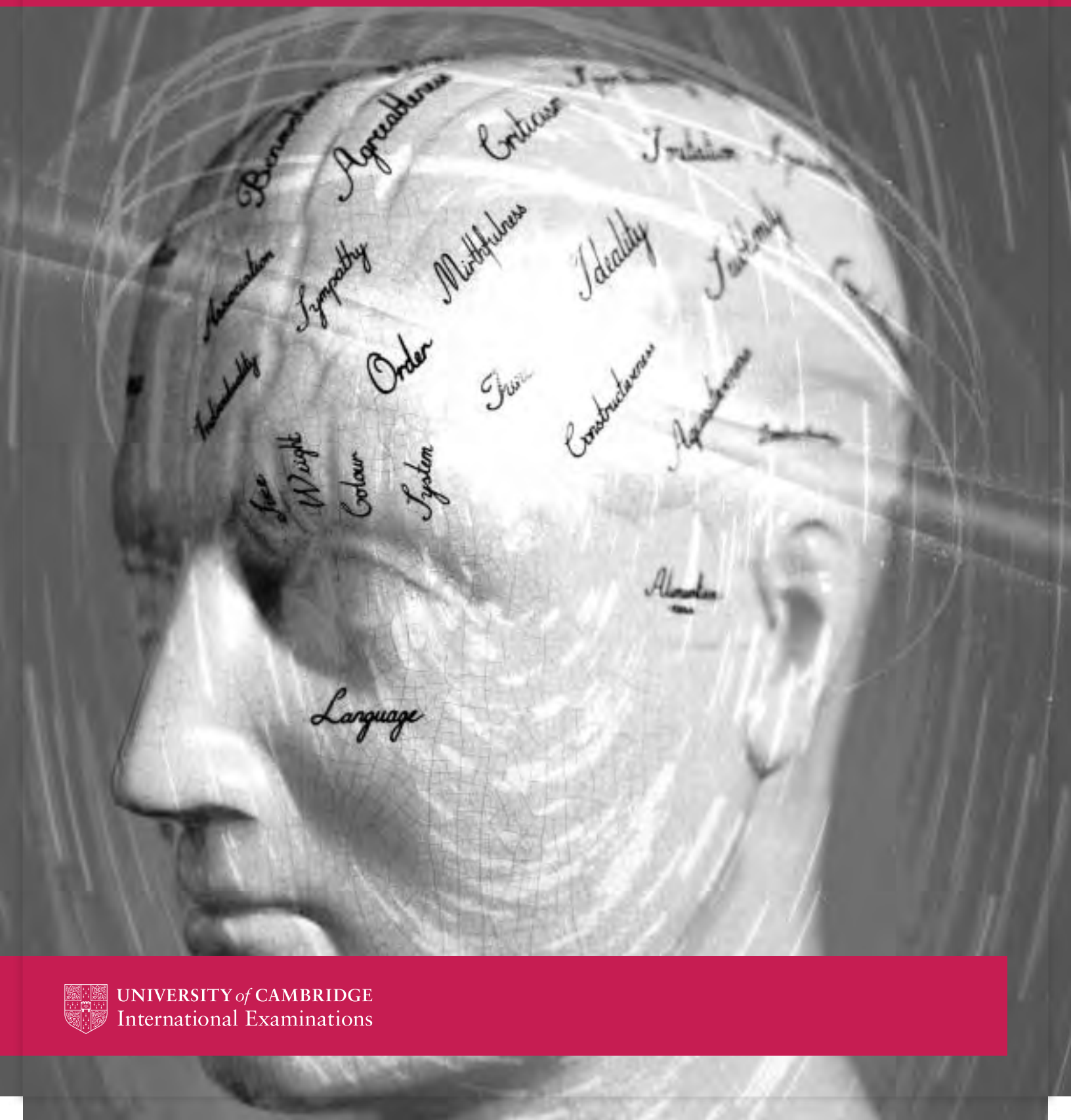
Cambridge Pre-U Specimen Papers
and Mark Schemes

Cambridge
Pre-U

www.XtremePapers.com

Cambridge International Level 3
Pre-U Certificate in
PSYCHOLOGY

For use from 2008 onwards



UNIVERSITY of CAMBRIDGE
International Examinations

Specimen Materials

Psychology (9773)

Cambridge International Level 3
Pre-U Certificate in Psychology (Principal)

For use from 2008 onwards

QAN 500/3659/2

Support

CIE provides comprehensive support for all its qualifications, including the Cambridge Pre-U. There are resources for teachers and candidates written by experts. CIE also endorses a range of materials from other publishers to give a choice of approach. More information on what is available for this particular syllabus can be found at www.cie.org.uk

Syllabus Updates

This booklet of specimen materials is for use from 2008. It is intended for use with the version of the syllabus that will be examined in 2010, 2011 and 2012. The purpose of these materials is to provide Centres with a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

If there are any changes to the syllabus CIE will write to centres to inform them. The syllabus and these specimen materials will also be published annually on the CIE website (www.cie.org.uk/cambridgepreu). The version of the syllabus on the website should always be considered as the definitive version.

Further copies of this, or any other, Cambridge Pre-U specimen booklet can be obtained by either downloading from our website www.cie.org.uk/cambridgepreu

or contacting:

Customer Services, University of Cambridge International Examinations,
1 Hills Road, Cambridge CB1 2EU
Telephone: +44 (0)1223 553554
Fax: +44 (0)1223 553558
E-mail: international@cie.org.uk

CIE retains the copyright on all its publications. CIE registered Centres are permitted to copy material from this booklet for their own internal use. However, CIE cannot give permission to Centres to photocopy any material that is acknowledged to a third party even for internal use within a Centre.

Copyright © University of Cambridge Local Examinations Syndicate 2008



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge Pre-U Certificate
Principal Subject

PSYCHOLOGY

9773/01

Paper 1 Key Studies and Theories

For Examination from 2010

SPECIMEN PAPER

1 hour 30 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.
Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Section A: Answer **all** questions.

Section B: Answer **one** question.

At the end of the examination fasten all your work securely together.
The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **3** printed pages and **1** blank page.



Section A

Answer **all** questions in this section.

- 1 From the Baron-Cohen et al. study on autism, why were participants given the choice of four responses rather than the original two? [2]
- 2 Summarise the main finding from the study by McGarrigle and Donaldson on 'naughty teddy' and suggest how this could be applied to the study by Samuel and Bryant. [4]
- 3 Explain the agentic theory of obedience to authority suggested by Milgram. [2]
- 4 For Haney, Banks and Zimbardo how does the 'dispositional hypothesis' differ from the 'situational hypothesis'? [2]
- 5 Suggest **two** ways in which Bandura, Ross and Ross in their study on aggression controlled situational variables. [2]
- 6 Why is it difficult to assess the validity of the case study method used by Freud on little Hans? [4]
- 7 Rosenhan suggests that failure to detect sanity may be due to a type two error. What is a type two error and why did it apply in this study? [2]
- 8 Outline Zillman's excitation transfer theory and give an example of how it may apply to slot machine gamblers. [4]
- 9 People with body dysmorphic disorder often try do-it-yourself surgery. From the article by Veale give **one** example of do-it-yourself surgery. [2]
- 10 (a) In the study by Rhodes on facial symmetry, recall how participants rated levels of attractiveness in experiment 1. [2]
- (b) How would you decide about the reliability of this type of measure? [2]
- 11 Contrast the BOLD technique with arterial spin labelling as used in the perfusion functional MRI study by Wang et al. on stress. [2]
- 12 Dement and Kleitman looked at the relationship between eye movement and dreaming. What would you infer about the relationship between eye movement and dreaming from this study? [2]

Section B

Answer **either** Question 13 **or** Question 14 in this section.

- 13 (a)** Describe the relationship between theory and research on bystander behaviour. [10]
- (b)** Discuss the effectiveness of Piliavin, Rodin and Piliavin's research. [12]
- (c)** What ideas can you add to our understanding of bystander behaviour? Support your answer with examples. [6]
- 14 (a)** Describe theories of attachment including that by Hazan and Shaver. [10]
- (b)** Assess theories of attachment. [12]
- (c)** Suggest how our understanding of romantic love as attachment could be extended, using examples from further research and your own ideas. [6]

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge Pre-U Certificate
Principal Subject

PSYCHOLOGY

9773/01

Paper 1 Key Studies and Theories

For Examination from 2010

SPECIMEN MARK SCHEME

1 hour 30 minutes

MAXIMUM MARK: 60

This document consists of **12** printed pages.



Section A

- 1 From the Baron-Cohen et al. study on autism, why were participants given the choice of four responses rather than the original two? [2] AO1 = 2**

The first version of this test published in 1997 had problems and the 2001 paper addresses these issues of which there are eight. The first problem involved a forced choice between the only two response items presented, so chance is 50-50. This is too narrow and may reveal autism for someone who guesses.

1 mark partial e.g. 'two is forced choice', 2 marks elaboration e.g. correct answer with more detail.

- 2 Summarise the main findings from the study by McGarrigle and Donaldson on 'naughty teddy' and suggest how this could be applied to the study by Samuel and Bryant. [4] AO1 = 4**

The test involves an adult moving the counters. McGarrigle extended the work by Samuel and Bryant (and Piaget) on the conservation of number and suggested that the moving of the counters by an adult might influence the child. So, they introduced 'naughty teddy' to be 'naughty' and move the counters. When this was done, the 4–6 year old children made the correct judgement on 70% of trials.

Application speculative but could be in the form of: 1. child or naughty teddy doing volume or mass experiments; 2. using other children rather than experimenters to ask questions or 3. making the volume or mass experiments more child friendly.

Up to 2 marks for increasing detail and accuracy of summary of study.
Up to 2 marks for increasing detail and accuracy of application of study.

- 3 Explain the agentic theory of obedience to authority suggested by Milgram. [2] AO2 = 2**

The 'agentic' theory is that the experimenter is a legitimate authority and the participant is an 'agent' of that authority. They are only following orders.

1 mark for identification/partial explanation and 2 marks for elaboration.

- 4 For Haney, Banks and Zimbardo how does the 'dispositional hypothesis' differ from the 'situational hypothesis'? [2] AO1 = 2**

The dispositional (within people) hypothesis, in relation to this study, is: 'the deplorable condition of our penal system (and its dehumanising effects upon prisoners and guards) is due to the nature of the people who administrate it or the nature of the people who populate it, or both. Guards are sadistic, uneducated and insensitive'. A situational hypothesis is that it is the prison itself that turns good people bad.

1 mark partial description of both hypotheses, 2 marks for explanation of how hypotheses differ.

- 5 Suggest two ways in which Bandura, Ross and Ross in their study on aggression controlled situational variables. [2] AO2 = 2**

Most likely:

- BRR used a controlled laboratory environment;
- BRR used a one-way mirror, so same room each time;
- BRR had the same toys in the same positions for all participants.

1 mark for each appropriate control.

- 6 Why is it difficult to assess the validity of the case study method used by Freud on little Hans? [4] AO2 = 4**

Most likely answers:

Difficult because many types of validity cannot be applied here. Usually assess validity by comparison with existing measures; by tightly controlling variables; by applying more scientific techniques. Alternative answer may be that:

- a case study may have only one participant (or very few) so cannot generalise to others, so may not be valid;
- the participant may be unique, possibly not 'normal'. Researchers may not know how to proceed; may draw false conclusions. Each factor reduces validity;
- researchers may become emotionally attached if only one participant studied over time and so again reduces the validity.

Each factor up to 2 marks for description and up to 2 marks for referral to case study by Freud.

- 7 Rosenhan suggests that failure to detect sanity may be due to a type two error. What is a type two error and why did it apply in this study? [2] AO1 = 2**

A type two error is when a healthy person is labelled as being sick and in this study, given the ambiguous presentation of symptoms, it was the safe and correct option for the Psychiatrists to make. A type 1 error would be to call a sick person healthy and in this study this would be the unsafe option.

1 mark for type 2 error explanation and 1 mark for application to this study.

- 8 Outline Zillman's excitation transfer theory and give an example of how it may apply to slot machine gamblers. [4] AO1 = 4**

Zillman's theory postulates that arousal in one situation can persist and intensify emotional reactions occurring in later situations. When this occurs, the individual fails to recognise that the level of anger experienced is caused by residual arousal from the previous situation. 1 mark for partial explanation and 2 marks for full and accurate outline.

Applications to slot machine gamblers:

- gamblers inflicting domestic violence on their spouses (e.g. Lorenz and Shuttlesworth, 1983)
- Muelleman, DenOtter, Wadman, Tran, and Anderson (2002) found that *intimate partner violence* (IPV) was predicted by pathological gambling in the perpetrator. After adjusting for

age, education and ethnicity, logistic regression showed that a woman whose partner was a problem gambler was 10.5 times more likely to be a victim of IPV.

- National Coalition Against Legalised Gambling (2003) reported that with the opening of casinos in South Dakota that year, child abuse and domestic assaults rose by 42% and 80% respectively. This was attributed to the increase in casino gambling.

Any appropriate application to receive credit by 1 mark for anecdotal application and 2 marks for appropriate psychological reference as in the three applications above.

9 People with body dysmorphic disorder often try do-it-yourself surgery. From the article by Veale give one example of do-it-yourself surgery. [2] AO1 = 2

The Veale article outlines six examples of d-i-y surgery:

- The man who used a staple gun to tidy up loose skin;
- The woman who filed her teeth to change the shape of her face;
- The man who tried to fracture his jaw by running into the back of a lorry and changed his mind at the last moment and broke his skull instead;
- The man who used sandpaper on his face to remove scars;
- The man who exsanguinated himself by syringe and went to blood donor clinics to remove the redness from his skin;
- The woman who could not afford liposuction so cut her thighs and tried to squeeze out the fat.

1 mark partial description, 2 marks elaboration.

10 (a) In the study by Rhodes on facial symmetry, recall how participants rated levels of attractiveness in experiment 1. [2] AO1 = 2

(b) How would you decide about the reliability of this type of measure? [2] AO2 = 2

There were four versions of each face in experiment 1:

Each subject rated the **attractiveness** (1_*not at all attractive*, 10_*very attractive*) and **symmetry** (1_*not at all symmetric*, 10_*perfectly symmetric*) of all four versions of all 48 faces (different versions in different booklets, as described above) and rated all four versions of all 24 opposite-sex faces for **mate appeal** ("How appealing is this person as a life partner?" 1_*not at all appealing*, 10_*very appealing*). Order of attractiveness and mate appeal ratings was counterbalanced with order of booklets. Symmetry ratings were always made last so that attention was not drawn to symmetry before the attractiveness and mate appeal ratings were made. Subjects were tested individually.

- (a) 1 mark for identification of 10 point rating scale; 2 marks elaboration e.g. three × 10 point rating scales with brief description of scale and measurement i.e. symmetry (1_*not at all symmetric*, 10_*perfectly symmetric*).
- (b) Most likely: Test-retest reliability – test done twice with time period between. Whether participant ratings of photos are consistent also applicable. Split-half would not apply given the nature of the study. 1 mark partial, 2 marks elaboration.

- 11 Contrast the BOLD technique with arterial spin labelling as used in the perfusion functional MRI study by Wang et al. on stress. [2] AO2 = 2**

Perfusion functional MRI (fMRI) measures signal changes in the brain that are due to changing neural activity. One way to change activity is the BOLD technique, blood oxygenation level dependent imaging but in this study they employed arterial spin labeling or ASL. This technique directly measures cerebral blood flow (CBF) by using arterial blood water as an endogenous contrast agent.

1 mark partial e.g. identification of terms, 2 marks correct contrast.

- 12 Dement and Kleitman looked at the relationship between eye movement and dreaming. What would you infer about the relationship between eye movement and dreaming from this study? [2] AO1 = 2**

In order to infer candidates need to know specific detail of what was found in the study. For example P1: standing at bottom of cliff operating hoist and looking at climbers; P2: climbing ladders and looking up and down; P3: throwing basketballs at a net; P4: two people throwing tomatoes at each other; P5: driving a car then speeding car from left. These are examples and an example would be worth 1 mark. It is the relationship that is important i.e. direction of eye movement corresponds to dream (vertical = vertical etc.)

1 mark partial i.e. dreams relate to eye movements with 2 marks for elaboration i.e. specific movements or correct example.

Section B

13 (a) Describe the relationship between theory and research on bystander behaviour. [10]
AO1 = 10

Laboratory research by Latane and Darley (smoke-filled room experiment; a lady in distress, etc.) led to the theory of diffusion of responsibility and similar postulations. Piliavin et al. conducted the first field experiment which they explained with the cost-benefit analysis. The 'story' type answer is acceptable but should include:

At least one theory:

Diffusion of responsibility: This is the idea (Latane and Darley) that when one person is present they are 100% responsible and so are more likely to help. If there are 2 people they are 50% responsible and so are less likely to help.

Pluralistic ignorance: (also Latane and Darley) where a person looks to others as a cue to action. If one person helps then others will follow. However, if one person looks to another and the other does nothing then no-one will help.

Cost-benefit analysis: (Piliavin) before helping or not, people weigh up the costs and benefits of the situation.

Answers should include research: (most likely Piliavin, Rodin and Piliavin, but also Latane and Darley) with details such as:

Aim or objective, details of method including variables and controls, setting/materials, participants and procedure. Results and conclusions.

Explore more:

Candidates **could** include additional theory such as the negative-state relief model, the empathy-altruism model or the empathic-joy hypothesis or any other relevant piece of research.

	marks
Definition of terms is accurate and use of psychological terminology is comprehensive. Description of knowledge (theories/studies) is accurate, coherent and detailed . Understanding (such as elaboration, use of example, quality of description) is very good . The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good .	8–10
Definition of terms is mainly accurate and use of psychological terminology is competent. Description of knowledge (theories/studies) is mainly accurate , coherent and reasonably detailed. Understanding (such as elaboration, use of example, quality of description) is good . The answer has adequate structure and organisation. Quality of written communication is good .	6–7

Definition of terms is basic and use of psychological terminology is adequate. Description of knowledge (theories/studies) is often accurate, generally coherent and has some detail. Understanding (such as elaboration, use of example, quality of description) is reasonable . The answer has some structure or organisation. Quality of written communication is good .	4–5
Definition of terms and use of psychological terminology is occasional or absent . Description of knowledge (theories/studies) is sometimes accurate , sometimes coherent and has some detail . Understanding (such as elaboration, use of example, quality of description) is occasionally evident . The answer has minimal structure or organisation. Quality of written communication is adequate .	1–3
No or irrelevant answer.	0

(b) Discuss the effectiveness of Piliavin, Rodin and Piliavin's research. [12] AO2 = 12

Any appropriate evaluative point to receive credit.

Most likely:

Effectiveness can be assessed in relation to a number of aspects:

- The extent to which it applies to real-life situations (this study was based on a real-life event and was conducted in the field)
- The extent to which it can be generalised to a wide range of participants. This study included male and female participants and 'black' and 'white' participants. It was limited in that it may have used the same participants over and over
- The extent to which it applies to other countries (only conducted in one area of USA)
- Extent to which it can be replicated (study was replicated many times by Piliavin's students)
- Extent to which it applies over a period of time (study was snapshot and may or may not apply over time)
- Extent to which it can generalise to account for a wide range of variables (e.g. person in need was a victim. What if the person was being attacked?).

Any other appropriate aspect to receive credit.

	marks
Discussion is comprehensive. Range of points is balanced. Points are competently organised . Selection of points is explicitly related to the assessment request and demonstrates impressive psychological knowledge. Effective use of supporting examples from unit content. Quality of argument (or comment) arising from points is clear and well developed . Analysis (valid conclusions that effectively summarise issues and arguments) is evident. Evaluation is detailed and understanding is thorough .	10–12

<p>Discussion is very good. Range of points is good and is balanced. Points are well organised. Selection of points is related to the assessment request and demonstrates competent psychological knowledge. Good use of supporting examples from unit content. Quality of argument arising from points is often clear and well developed. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and understanding is good.</p>	8–9
<p>Discussion is good. Range of points is limited and may be imbalanced. Points are organised. Selection of points is often related to the assessment request and demonstrates good psychological knowledge. Limited use of supporting examples from unit content. Quality of argument arising from points is limited. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is detailed and understanding is limited.</p>	6–7
<p>Discussion is sufficient. Range of points is partial (may be positive or negative only). Points are occasionally organised into issues/debates, methods or approaches. Selection of points is sometimes related to the assessment request and demonstrates basic psychological knowledge. Partial use of supporting examples from unit content. Argument arising from points is acceptable. Analysis (key points and valid generalisations) is occasionally evident. Evaluation has adequate detail and understanding is acceptable.</p>	4–5
<p>Discussion is basic. Some points are evident and may be either positive or negative. Points are not always organised into issues/debates, methods or approaches. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Some or no use of supporting examples from unit content. Argument arising from points is discernible or not present. Analysis (key points and valid generalisations) is rare or not present. Evaluation has meagre detail and understanding may not be evident.</p>	1–3
No or irrelevant answer.	0

- (c) What ideas can you add to our understanding of bystander behaviour? Support your answer with examples. [6] AO2 = 6

The further research required in this question could be based entirely on the ‘further research’ identified on the specification or it could be based on that and/or any research from the ‘explore more’ section or it could be based on any relevant research surrounding this area that the candidate has explored. It could even be suggestions that the candidates themselves make based on their knowledge of the key study and theory in this area.

Details of the Fischer et al. further research study could be included which looks at helping (or not) in ‘dangerous’ emergencies.

Details of any other appropriate research used by the candidate to be credited.

Possible candidate suggestions could include: conducting research in other countries; collecting self reports of why or why not people helped/did not help. Using female victims (rather than male). Any appropriate suggestion is acceptable.

	marks
Suggestions are appropriate , show insight, elaboration and evidence of further reading. Further research suggested is relevant, description is accurate, coherent and detailed . Understanding of relationship of further research to bystander behaviour is impressive .	5–6
Suggestions are appropriate , with elaboration and possibly evidence of further reading. Further research suggested is relevant, mainly accurate, coherent and reasonably detailed. Understanding of relationship of further research to bystander behaviour is good.	3–4
Suggestions are appropriate . Further research suggested is peripherally relevant, has some accuracy, and has some detail. Understanding of psychological terms and concepts is basic.	1–2
No or inappropriate suggestion.	0

14 (a) Describe theories of attachment including that by Hazan and Shaver. [10] AO1 = 10

Four (or more) theories apply here:

Bowlby's theory of maternal deprivation: how young infants become emotionally attached to their primary care-givers and become emotionally distressed when separated from them.

Separation anxiety: protest, despair and detachment.

Ainsworth's theory of attachment styles: secure, anxious/ambivalent and avoidant.

Shaver and Hazan's love as attachment: with 5 components.

Bartholemew and Henderson's extension from Shaver involving 4 cells based on model of self and model of others.

Fraley and Shaver's adult romantic attachment could also be mentioned.

	marks
Definition of terms is accurate and use of psychological terminology is comprehensive. Description of knowledge (theories/studies) is accurate, coherent and detailed . Understanding (such as elaboration, use of example, quality of description) is very good . The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good .	8–10
Definition of terms is mainly accurate and use of psychological terminology is competent. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed . Understanding (such as elaboration, use of example, quality of description) is good . The answer has some structure and organisation. Quality of written communication is good .	6–7

Definition of terms is basic and use of psychological terminology is adequate. Description of knowledge (theories/studies) is often accurate, generally coherent and has some detail. Understanding (such as elaboration, use of example, quality of description) is reasonable . The answer has some structure or organisation. Quality of written communication is good .	4–5
Definition of terms and use of psychological terminology is occasional or absent . Description of knowledge (theories/studies) is sometimes accurate, sometimes coherent and has some detail . Understanding (such as elaboration, use of example, quality of description) is occasionally evident . The answer has minimal structure or organisation. Quality of written communication is adequate .	1–3
No or irrelevant answer.	0

(b) Assess theories of attachment. [12]

AO2 = 12

Any appropriate evaluative point to receive credit.

To assess is to make judgements relating to the value or the quality of evidence. Most likely a consideration of:

- internal strengths and weaknesses;
- theoretical issues such as reductionism, determinism, ethnocentrism;
- supporting/contradicting evidence;
- comparisons and contrasts with alternative theory.
- strengths and weaknesses of method (survey/questionnaire/self report), sample, controls, procedure;
- evaluation of approach (developmental approach); comparisons and/or contrasts with alternative approaches;
- evaluation of issues and debates: ethics, nature of data i.e. subjective or objective, snapshot or longitudinal.

	marks
Assessment (positive and negative points) is comprehensive . Range (e.g. two or more positive and two or more negative) of points is balanced . Points are competently organised into issues/debates, methods or approaches. Selection of points is explicitly related to the assessment request and demonstrates impressive psychological knowledge. Effective use of supporting examples from unit content. Quality of argument (or comment) arising from points is clear and well developed . Analysis (valid conclusions that effectively summarise issues and arguments) is evident. Evaluation is detailed and understanding is thorough .	10–12

Assessment (positive and negative points) is very good . Range of points is good and is balanced . Points are well organised into issues/debates, methods or approaches. Selection of points is related to the assessment request and demonstrates competent psychological knowledge. Good use of supporting examples from unit content. Quality of argument arising from points is often clear and well developed. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and understanding is good .	8–9
Assessment (positive and negative points) is good . Range of points is sufficient and may be imbalanced . Points are organised into issues/debates, methods or approaches. Selection of points is often related to the assessment request and demonstrates good psychological knowledge. Occasional use of supporting examples from unit content. Quality of argument arising from points is sufficient . Analysis (key points and valid generalisations) is sometimes evident. Evaluation is detailed and understanding is sufficient .	6–7
Assessment (positive and negative points) is sufficient . Range of points is partial (may be positive or negative only). Points are occasionally organised into issues/debates, methods or approaches. Selection of points is sometimes related to the assessment request and demonstrates basic psychological knowledge. Partial use of supporting examples from unit content. Argument arising from points is acceptable . Analysis (key points and valid generalisations) is occasionally evident . Evaluation has adequate detail and understanding is acceptable .	4–5
Assessment (positive and negative points) is basic . Some points are evident and may be only positive or negative. Points are not always organised into issues/debates, methods or approaches. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Some or no use of supporting examples from unit content. Argument arising from points is discernible or not present. Analysis (key points and valid generalisations) is rare or not present. Evaluation has meagre detail and understanding may not be evident .	1–3
No or irrelevant answer.	0

- (c) **Suggest how our understanding of romantic love as attachment could be extended, using examples from further research and your own ideas. [6]** **AO2 = 6**

The further research required in this question could be based entirely on the ‘further research’ identified on the specification or it could be based on that and/or any research from the ‘explore more’ section or it could be based on any relevant research surrounding this area that the candidate has explored. It could even be suggestions that the candidate themselves make based on their knowledge of the key study and theory in this area.

Details of the Bartholemew et al. further research study could be included which looks at attachment styles in young adults.

Details of any other appropriate research used by the candidate to be credited.

Possible candidate suggestions could include: conducting research in other countries; collecting objective data; conducting a longitudinal study, using participants of different ages.

	marks
<p>Suggestion is appropriate, shows insight, evidence of further reading and elaboration.</p> <p>Further research is relevant, description is accurate, coherent and detailed.</p> <p>Understanding of psychological terms and concepts is impressive.</p>	5–6
<p>Suggestion is appropriate, with some evidence of further reading and elaboration.</p> <p>Further research is relevant, mainly accurate, coherent and reasonably detailed.</p> <p>Understanding of psychological terms and concepts is good.</p>	3–4
<p>Suggestion is appropriate.</p> <p>Further research is peripherally relevant, has some accuracy, and has some detail.</p> <p>Understanding of psychological terms and concepts is basic.</p>	1–2
No or inappropriate suggestion.	0



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge Pre-U Certificate
Principal Subject

PSYCHOLOGY

9773/02

Paper 2 Methods, Issues and Applications

For Examination from 2010

SPECIMEN PAPER

1 hour 30 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

At the end of the examination fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **2** printed pages.



1 Methodology

Distribution of “Yes” and “No” responses to the question, “Did you see any broken glass?”

Response	Verb condition		
	Smashed	Hit	Control
Yes	16	7	6
No	34	43	44

- (a) What are the independent variable and dependent variable in this study? [4]
- (b) Outline **two** conclusions that can be drawn from the table above and explain why the conclusions about eyewitness testimony may not be valid. [8]
- (c) Debate the use of the experimental method to investigate eyewitness testimony. [8]

2 Issues, Approaches and Perspectives

- (a) Outline the free-will and determinism debate using examples. [6]
- (b) Contrast the free-will approach with the deterministic approach when investigating driving ability. [6]
- (c) Using examples, explain why determinism inevitably implies reductionism. [8]

3 Applications

It is trite and irresponsible to accuse violent video games of promoting crime, argues Daniel Etherington of BBCi Collective in his weekly games column. It has long been a key argument – are we formulated more by our genes or our environment? If a gene can dictate that your eyesight will be bad, can another dictate a propensity for violence? Or can certain experiences make you violent? As a consumer of games that are regularly deemed bad influences, I have to wonder. Can they nurture violence in oneself? Or were the killers whose activities have been linked to games already psychopaths before they ever played the games? Add to this that often the crimes associated with specific games are perpetrated by young people, many of whom technically should not have been playing games given a mature rating in the first place.

- (a) Describe psychological evidence to explain the issues/assumptions raised in the source. [10]
- (b) Suggest what research could be done to investigate further one of the issues/assumptions raised in the source. [10]

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge Pre-U Certificate
Principal Subject

PSYCHOLOGY

9773/02

Paper 2 Methods, Issues and Applications

For Examination from 2010

SPECIMEN MARK SCHEME

1 hour 30 minutes

MAXIMUM MARK: 60

This document consists of **7** printed pages and **1** blank page.



1 (a) What are the independent variable and dependent variable in this study? [4] AO1 = 4

The independent variable is the leading verb (or not) presented to participants one week before the test question is asked. There are three conditions: smashed, hit and a control condition with no leading verb.

The dependent variable is the verbal response of participants which can be either 'Yes' or 'No'.

2 marks for accurate description of IV and 2 for DV with elaboration.

1 mark for identification of IV and 1 mark for DV with no elaboration.

(b) Outline two conclusions that can be drawn from the table above and explain why the conclusions about eyewitness testimony may not be valid. [8] AO2 = 8

Possible conclusions include:

- More participants claimed they saw broken glass in the 'smashed condition' than either the 'hit' or 'control' conditions.
- Variations of the above i.e. fewer participants in the 'control' condition. But reversal of same point is not acceptable.
- Participants presented with a leading verb will be influenced by it whereas participants not presented with a leading verb are less likely to be influenced.
- Participants who are not presented with leading verbs still have a tendency to be influenced if the question asked is a leading one.
- Any appropriate conclusion to be accepted.

1 mark for basic conclusion e.g. 'more participants saw broken glass in the smashed condition'; 2 marks for elaboration, such as reference to the other conditions or the addition of data to support the comment. Twice.

The conclusions may not be valid because:

- The study influenced participants twice in some conditions but only once in others (verb smashed one week earlier and then leading 'test' question). All participants including the control participants were asked the leading question 'did you see broken glass?' so the control is not really a control.
- The study lacks ecological validity in that participants witness a film of a car crash and 'real life' eyewitness testimony may be different. For example: there is less emotional involvement when watching a film; the panoramic view of a film is restricted.
- The sample of participants was restricted in that only students were used and whether this can be generalised to all people is questionable.
- Any appropriate conclusion to be accepted.

1 mark for basic reason; 2 marks for elaboration, twice.

(c) Debate the use of the experimental method to investigate eyewitness testimony. [8]
AO2 = 8

	marks
<p>Debate (balance of positive and negative points) is comprehensive. Quality and depth of argument (or comment) are impressive. Selection and range of arguments are balanced and competently organised into issues/debates, methods or approaches. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are extensive.</p>	7–8
<p>Debate (positive and negative points) is very good. Quality and depth of argument (or comment) are clear and well developed. Selection and range of arguments are balanced and logically organised into issues/debates, methods or approaches. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are competent.</p>	5–6
<p>Debate (positive and negative points) is good. Quality and depth of argument (or comment) are reasonable. Selection and range of arguments may be imbalanced with some organisation into issues/debates, methods or approaches evident. Reasonable use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is sometimes evident. Evaluation has some detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are good.</p>	3–4
<p>Debate (positive and negative points) is reasonable. Quality and depth of argument (or comment) are adequate. Selection and range of arguments are often imbalanced with attempted organisation into issues/debates, methods or approaches evident. Some use of appropriate supporting examples which are often peripherally related to the question. Analysis (key points and valid generalisations) is discernible. Evaluation has little detail and quality of written communication is adequate. Understanding and usage of psychological concepts, issues and approaches are sufficient.</p>	1–2

2 (a) Outline the free-will and determinism debate using examples. [6]**AO1 = 6**

The debate revolves around whether or not people are free to choose how to think and behave or whether behaviour is determined and caused by factors outside the individual's control. Determinism is the idea that all behaviour is caused. This could be biological, environmental, climatological or other. There is the 'hard' variety, and 'soft'. Free-will is the view that the person has total freedom to choose what to think and how to behave. Between the two extremes are the probabilism and possibilism alternatives. Examples can be taken from key studies, from further research or from 'explore more'. Examples can be taken from a Paper 3 option. The choice of example will reflect the synoptic nature of the whole 2-year course.

	marks
Description of the free-will determinism debate is accurate, includes all aspects and has elaboration. The candidate clearly understands what they have written. Effective use of appropriate supporting examples which are explicitly related to the question.	5–6
Description of the free-will determinism debate is accurate, has some elaboration, and some understanding. Good use of appropriate supporting examples which are related to the question.	3–4
Description of the free-will determinism debate is basic with little or no elaboration, with little understanding. Reasonable use of appropriate supporting examples which are related to the question.	1–2

(b) Contrast the free-will approach with the deterministic approach when investigating driving ability. [6]**AO1 = 6**

The question requires not only knowledge of the free-will determinism debate but also the ability to compare and contrast. Further than this, it requires applying the debate to the driving ability. This is deliberately vague so the candidate can focus on any aspect of their choice.

	marks
Contrasts are apposite. Description of contrasts is accurate and detailed. Relationship of driving ability to debate is explicit. Understanding is full.	5–6
Contrasts are appropriate. Description of contrasts is generally accurate with good detail. Relationship of driving ability to debate is evident. Understanding is good.	3–4
Contrasts are attempted. Description of contrasts is evident with some detail. Relationship of driving ability to debate is evident in parts. Some understanding is evident.	1–2

Maximum 3 marks if only one example is provided.

(c) Using examples, explain why determinism inevitably implies reductionism. [8] AO2 = 8

This is a question that will test even the most able candidates. A deep understanding is needed of both issues and the ability to express understanding clearly is needed. The use of apposite examples will also be an indicator of understanding and the choice of examples will reflect the range of reading/‘explore more’.

	marks
<p>Explanation is accurate and use of psychological terminology is comprehensive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Understanding (such as elaboration, use of example, quality of description) is very good. Apposite examples are used throughout. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.</p>	7–8
<p>Explanation is mainly accurate and use of psychological terminology is competent. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Understanding (such as elaboration, use of example, quality of description) is good. Appropriate examples are used throughout. The answer has structure and organisation. Quality of written communication is good.</p>	5–6
<p>Explanation is basic and use of psychological terminology is adequate. Description of knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Understanding (such as elaboration, use of example, quality of description) is reasonable. Peripherally relevant examples are used throughout. The answer has some structure or organisation. Quality of written communication is good.</p>	3–4
<p>Explanation and use of psychological terminology are evident. Description of knowledge (theories/studies) is sometimes accurate, has coherence and is brief. Understanding (such as elaboration, use of example, quality of description) is discernible. Examples are used occasionally. The answer has discernible structure or organisation. Quality of written communication is adequate.</p>	1–2
No or irrelevant answer.	0

3 (a) Describe psychological evidence to explain the issues/assumptions raised in the source. [12]

AO1 = 8

AO2 = 4

Two components are necessary: identification and description of an appropriate issue/debate, which in this case is the nature-nurture debate; identification and description of relevant evidence to explain the nature-nurture debate. From the key studies and theories, the Bandura study is an example of how behaviours are learned and the background theory is behaviourism which has the assumption that all behaviour is learned. Candidates can use any appropriate evidence from any other key theory and study or from any key application. They can use evidence from 'explore more' too. For example, evidence on studies using PET scans suggests what areas of the brain are involved in various aspects of processing and the Raine et al. study suggests areas of the brain function differently for murderers. This could be used for a biological argument that violence is not learned.

	marks
Quality of explanation and depth of argument are impressive . Description of knowledge (theories/studies) is accurate, coherent and detailed . Use of terms is accurate and use of psychological terminology is comprehensive. The theories/studies described are wide-ranging . Understanding (such as elaboration, use of example, quality of description) is very good . The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good .	10-12
Quality of explanation and depth of argument are very good . Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed . Use of terms is mainly accurate and use of psychological terminology is competent. The theories/studies described cover a reasonable range . Understanding (such as elaboration, use of example, quality of description) is good . The answer has some structure and organisation. Quality of written communication is good .	7-9
Quality of explanation and depth of argument are competent . Description of knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Use of terms is basic and use of psychological terminology is adequate. The theories/studies described cover a range . Understanding (such as elaboration, use of example, quality of description) is reasonable . The answer has some structure and organisation. Quality of written communication is good .	4-6
Quality of explanation and depth of argument are basic . Description of knowledge (theories/studies) is sometimes accurate , has some coherence but is brief . Use of terms and use of psychological terminology are discernible . The theories/studies described cover a narrow range . Understanding (such as elaboration, use of example, quality of description) is sufficient . The answer has a little structure and/or organisation. Quality of written communication is adequate .	1-3
No or irrelevant answer.	0

- (b) Suggest what research could be done to investigate further one of the issues/assumptions raised in the source. [8] AO2 = 8

It is likely that candidates will suggest research based on an experiment, questionnaire or observation. They could consider the relative advantages and disadvantages of each of these. They could suggest an 'original' piece of research based on their knowledge or they could base it on a modification of existing research. The suggested research must address the issues raised.

	marks
<p>Suggestion is appropriate to the issues raised.</p> <p>Suggestion has insight and is clearly based on psychological knowledge, possibly from evidence of wider reading.</p> <p>Description of suggested research is accurate, coherent and detailed.</p> <p>Use of psychological and methodological terminology is comprehensive.</p> <p>Understanding (such as elaboration, use of example, quality of description) is very good.</p> <p>Quality of written communication is very good.</p>	7–8
<p>Suggestion is largely appropriate to the issues raised.</p> <p>Suggestion is good and is based on psychological knowledge possibly from evidence of wider reading.</p> <p>Description of suggested research is mainly accurate, coherent and reasonably detailed.</p> <p>Use of psychological and methodological terminology is competent.</p> <p>Understanding (such as elaboration, use of example, quality of description) is good.</p> <p>Quality of written communication is good.</p>	5–6
<p>Suggestion is peripherally related to the issues raised.</p> <p>Suggestion is based on psychological knowledge. Little or no evidence of wider reading.</p> <p>Description of suggested research is often accurate, generally coherent with some detail.</p> <p>Use of psychological and methodological terminology is adequate.</p> <p>Understanding (such as elaboration, use of example, quality of description) is reasonable.</p> <p>Quality of written communication is good.</p>	3–4
<p>Suggestion is vaguely related to the issues raised.</p> <p>Suggestion is anecdotal. No evidence of wider reading.</p> <p>Description of suggested research is sometimes accurate, sometimes coherent and is brief.</p> <p>Use of psychological and methodological terminology is discernible or absent.</p> <p>Understanding (such as elaboration, use of example, quality of description) is sufficient.</p> <p>Quality of written communication is adequate.</p>	1–2
No or irrelevant answer.	0

BLANK PAGE



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge Pre-U Certificate
Principal Subject

PSYCHOLOGY

9773/03

Paper 3 Key Applications

For Examination from 2010

SPECIMEN PAPER

3 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

There is a choice of five options in this question paper. Choose **two** options and answer questions from these two options only.

In each option there are **three** Sections:

Section A Answer **all** questions for each of your chosen options.

Section B Answer **one** question for each of your chosen options.

Section C Answer **all** questions for each of your chosen options.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **11** printed pages and **1** blank page.



Psychology and Abnormality**Section A**

Answer **all** questions in this Section.

- 1** From the study by Tice, Bratslavsky and Baumeister (2001) on affect regulation over impulse control:
- (a)** Experiment 3 concerns procrastination. Explain procrastination in this study. [3]
 - (b)** For experiment 3, describe **two** ways in which quantitative data was gathered. [3]
 - (c)** Briefly contrast qualitative data with quantitative data. [3]
- 2**
- (a)** Outline **one** definition of the term 'abnormality'. [3]
 - (b)** Outline **one** model of abnormality. [3]
 - (c)** Suggest **one** weakness of the model of abnormality outlined in **(b)**. [3]

Section B

Answer **one** question in this Section.

- 3**
- (a)** Describe case studies of dissociative disorders. [12]
 - (b)** Evaluate the methodology of case studies of dissociative disorders. [16]
- 4**
- (a)** Describe the behavioural explanation of anxiety disorders. [12]
 - (b)** Discuss the behavioural model of anxiety disorders with reference to alternative explanations. [16]

Section C

Answer **all** questions in this Section.

- 5** Schizotypy is a psychological concept which describes a continuum of personality characteristics and experiences related in particular to schizophrenia. Your task is to devise a personality test called the SPQ, the Schizotypal Personality Questionnaire.
- (a)** Using your knowledge of psychology, suggest the design of a questionnaire to test schizotypy. [8]
- (b)** Explain the types and characteristics of schizophrenia on which your questionnaire is based. [6]

Psychology and Crime**Section A**

Answer **all** questions in this Section.

- 6** From the study by Rubin, Brewin, Greenberg, Simpson and Wessely on psychological and behavioural reactions to the London bombings of 2005:
- (a)** Outline **three** results from the study. [3]
 - (b)** Briefly describe the method used to gather data. [3]
 - (c)** Suggest an implication of the findings. [3]
- 7** **(a)** Outline the rational choice theory of criminal behaviour. [3]
- (b)** Compare rational choice theory with an alternative cognitive theory of criminal behaviour. [3]
- (c)** Contrast rational choice theory with a theory of criminal behaviour from a different approach. [3]

Section B

Answer **one** question in this Section.

- 8** **(a)** Using examples, describe psychological approaches to offender profiling. [12]
- (b)** Compare and contrast psychological approaches to offender profiling. [16]
- 9** **(a)** Describe 'treatments' for offenders. [12]
- (b)** Discuss the extent to which treatments of offenders successfully reduce recidivism. [16]

Section C

Answer **all** questions in this Section.

- 10** You are a student of Pre-U Psychology and you have studied 'the psychology of investigation'. You are invited to participate in an experiment where mock suspects either tell the truth or lie about a staged event.
- (a)** Using your knowledge of psychology suggest an appropriate interview style that would give the best chance of detecting whether or not your suspect was telling lies. [8]
- (b)** Explain why your choice of style might not be effective with every suspect. [6]

Psychology and Environment**Section A**

Answer **all** questions in this Section.

11 From the study by North, Shilcock and Hargreaves on musical style and consumer spending:

(a) Identify the dependent variables and how they were measured. [3]

(b) Give **one** explanation for the findings and suggest a weakness of it. [3]

(c) Suggest an implication of the findings. [3]

12 (a) Outline **one** real-life example of a type of crowd behaviour. [3]

(b) Comment on why this behaviour may not occur in all cultures. [3]

(c) Contrast one type of crowd behaviour with another type of crowd behaviour. [3]

Section B

Answer **one** question in this Section.

13 (a) Describe the key study by Aginsky, Harris, Rensink and Beusmans on learning a route in a driving simulator. [12]

(b) Evaluate the key study by Aginsky, Harris, Rensink and Beusmans on learning a route in a driving simulator. [16]

14 (a) Describe what psychologists have learned about crowding and density in animals. [12]

(b) Debate the use of animals in psychological research. [16]

Section C

Answer **all** questions in this Section.

- 15** When faced with an emergency situation, such as the emergency evacuation of an aeroplane, people tend to behave in three different ways. There are those who just sit in their seat, unable to move, unable to comprehend the situation, behaving like animals caught in the headlights of an oncoming car. There are those who apply motion stereotypes, following the script of how they always behave in that situation, who stand up, take luggage from overhead lockers and wait politely in line. These two responses tend to be less successful than those people who can think quickly and adapt to the demands of the situation and perhaps climb over the seats to escape quickly and safely.
- (a)** Using your knowledge of psychology suggest how a psychologist could trial ways to evacuate safely and efficiently large numbers of people from a 5-storey building that is on fire. [8]
- (b)** Explain the ethical issues that would be raised from your suggestions. [6]

Psychology and Health**Section A**

Answer **all** questions in this Section.

16 From the study by McVey and Stapleton on anti-smoking:

(a) Explain the objective of the study. [3]

(b) Outline the experimental design and independent variable of the study. [3]

(c) Suggest **one** advantage of how the effectiveness of this campaign was measured. [3]

17 (a) Outline **one** study that has measured stress using a questionnaire. [3]

(b) Give **three** limitations of this study. [3]

(c) Comment on how the reliability of stress questionnaires can be tested. [3]

Section B

Answer **one** question in this Section.

18 (a) Describe ways in which adherence to medical requests has been measured. [12]

(b) Compare and contrast methods used to measure adherence to medical requests. [16]

19 (a) Explain why doctor patient interactions are not always successful. [12]

(b) Evaluate research which has investigated the doctor patient relationship. [16]

Section C

Answer **all** questions in this Section.

20 The three-year-old girl cried as her leg splints were put on her by the nurse. After two minutes she was crying so much that the nurse took the splints off again and the girl calmed down. She was hospitalised because of severe burns to her legs and, despite several operations, more surgery would follow. The girl had to wear knee-extension splints to prevent contractures and, although they caused her pain, they were an essential part of her treatment.

(a) Using your knowledge of psychology suggest a suitable technique to encourage the girl to wear the knee-extension splints. [8]

(b) Explain how your suggested technique is based on a psychological approach or perspective. [6]

Psychology and Sport**Section A**

Answer **all** questions in this Section.

21 From the study by Moore, Shepherd, Eden and Sivarajasingam on spectator aggression:

(a) Outline the sample of participants that was used in this study. [3]

(b) Give **one** weakness of the procedure used to gather data in this study. [3]

(c) Suggest why generalisation from this sample may be problematic. [3]

22 (a) Briefly outline Eysenck's theory of personality. [3]

(b) Describe the personality traits of high-risk sports athletes. [3]

(c) Briefly discuss **one** strength of psychometric measures of personality. [3]

Section B

Answer **one** question in this Section.

23 (a) Outline applications to motivation in sport such as attributions, self confidence and learned helplessness. [12]

(b) Evaluate the contribution of these applications to motivation and sport. [16]

24 (a) Describe theories of anxiety and sport performance. [12]

(b) Evaluate theories of anxiety and sport performance. [16]

Section C

Answer **all** questions in this Section.

- 25** Wigan Warriors rugby league club have reached the Super League play-offs at the end of the season. However, because they finished in 6th position overall, to reach the Grand Final they will have to play three matches away from home and they will play against opposition who finished in a higher league position.
- (a)** Using your knowledge of psychology suggest what the Wigan coach can do to ensure they win away from home. [8]
- (b)** Explain your suggestions in relation to theory on 'home advantage'. [6]

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge Pre-U Certificate
Principal Subject

PSYCHOLOGY

9773/03

Paper 3 Key Applications

For Examination from 2010

SPECIMEN MARK SCHEME

3 hours

MAXIMUM MARK: 120

This document consists of **49** printed pages and **1** blank page.



Psychology and Abnormality

Section A

1 From the study by Tice, Bratslavsky and Baumeister (2001) on affect regulation over impulse control:

(a) Experiment 3 concerns procrastination. Explain procrastination in this study. [3]

AO2 = 3

The explanation listed by Tice et al. focuses on the emotional consequences of working versus engaging in alternative pursuits. Working toward assigned goals can be tedious or aversive, and when there are high expectations or pressures for good performance, working on tasks may generate anxiety and other forms of distress. Instead of working, people may find it more appealing to engage in play or leisure activities, which are intrinsically enjoyable. Other appropriate explanations are also acceptable.

3 marks: appropriate explanation with important features of procrastination and understanding evident;

2 marks: appropriate explanation with some important features of procrastination;

1 mark: limited understanding; attempted explanation with poor understanding.

(b) For experiment 3, describe two ways in which quantitative data was gathered. [3]

AO1 = 3

Quantitative data was gathered through observation: 'The experimenter left the room for 15 minutes and observed the participants' behaviour through a one-way mirror. The experimenter had a metronome device that sounded a faint tone every 30 seconds, and she recorded what the participants were doing when the beep sounded. Three categories of responses were recorded: practicing math, playing with the games or magazines, and "other" (e.g. brushing hair, opening desk drawers and going through the contents, biting nails). The experimenter made a mark next to the category that best represented what the participants were doing when the metronome sounded'.

Quantitative data was gathered through rating scales:

At the end of the observation the experimenter returned to the participants. She asked participants to rate their moods, told them that they would not have to complete either the intelligence test or the colour matching test, and then asked the participants to estimate how much time they practised for the test and how much time they spent doing other things during the practice session.

3 marks: both methods of gathering data accurately described with some elaboration;

2 marks: both methods of gathering data accurately described;

1 mark: both methods identified OR one method accurately described.

(c) Briefly contrast qualitative data with quantitative data. [3]

AO2 = 3

Quantitative: easy to replicate. Qualitative may be difficult to replicate.

Quantitative: can identify cause and effect relationships. Qualitative not really appropriate for cause and effect.

Quantitative: involves numbers and statistics. Qualitative often has no numbers and statistics.

Qualitative: often subjective and open to socially desirable answers unlike quantitative data.

3 marks: one contrast accurately described with elaboration, or two (or more) contrasts described accurately;

2 marks: one contrast accurately described with some elaboration, or two (or more) contrasts described briefly;

1 mark: one contrast described, or two (or more) contrasts identified.

2 (a) Outline one definition of the term 'abnormality'. [3]

AO1 = 3

Several possibilities:

'Deviation from statistical norms': following a normal distribution curve, anyone at the extreme end is by definition, abnormal.

'Deviation from ideal mental health': if there are agreed characteristics and abilities that people who are normal should possess, those who do not have these features will be considered to be abnormal.

'Failure to function adequately': every person should have a sense of well-being. If an individual fails to achieve this, then they could be said to fail to function adequately.

'Deviation from social norms': in every society norms for appropriate behaviours exist. If an individual does not adhere to these norms then they could be classed as abnormal.

3 marks: accurate and clearly explained definition with elaboration and understanding;

2 marks: accurate and clearly explained definition with some elaboration and understanding;

1 mark: definition partially explained.

(b) Outline one model of abnormality. [3]

AO1 = 3

There are 5 major models of abnormality: medical, psychodynamic, behavioural, cognitive and humanistic. Models derived from the above are to be credited.

For a full answer candidates should refer to assumptions, explanation of abnormality and treatment following on from the assumptions.

3 marks: accurate and clearly explained model with elaboration and understanding;

2 marks: accurate and clearly explained model with some elaboration and understanding;

1 mark: model partially explained.

(c) Suggest one weakness of the model of abnormality outlined in (b). [3]

AO2 = 3

Weaknesses of models can be based on:

'Internal' weaknesses or contradictions within the model itself. For example, the psychodynamic model is based on the concept of id, ego, superego and subconscious mind, which may not actually exist.

Consistency: whether theory applies in practice: does therapy match theory?

Explanation: can the model adequately explain a wide range/all abnormalities?

Contrasts with other approaches/models.

3 marks: accurate and clearly explained weakness with elaboration (e.g. example) and understanding;

2 marks: accurate and clearly explained weakness with some elaboration and understanding;

1 mark: weakness partially explained.

Section B

3 (a) Describe case studies of dissociative disorders. [12]

AO1 = 12

There are various forms of dissociative disorder: depersonalisation and dissociative identity disorder.

Dissociative identity disorder (formerly multiple personality disorder) is a mental condition whereby a single individual has two or more distinct identities or personalities, each with its own pattern of perceiving and interacting with the environment. The diagnosis requires that at least two personalities routinely take control of the individual's behaviour and that there is associated memory loss that goes beyond normal forgetfulness, often referred to as losing time or acute Dissociative Amnesia. **Depersonalisation** is an alteration in the perception or experience of the self so that one feels detached from, and as if one is an outside observer of, one's mental processes or body. It is the third most common psychological experience, after feelings of anxiety and feelings of depression, and often occurs after life threatening experiences, such as accidents, assault, or serious illness or injury.

There are many case studies to choose from and a large number are listed in 'explore more' in addition to the 'famous' cases. Thigpen and Cleckley (1954) report who they call **Eve White, Eve Black and Jane**. Eventually Christine Sizemore announced that she had been 22 personalities altogether. The film *The Three Faces of Eve* documents the case. **David Fitzpatrick** – David Fitzpatrick, a 25-year-old British man, suffered Dissociative Amnesia on 4 December 2005 which wiped his entire memory clean, leaving him with no identity. The television documentary *Extraordinary People: The Man with No Past* documents his case.

Simeon et al. (1997) in their article list three case histories: Mrs A, Mr B and Mr C.

The study by Baker et al. (2003) lists 6 case studies.

It is expected that candidates will refer to at least two case studies in their answers.

	mark
Quality of description and depth of knowledge are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. The studies described are wide-ranging. Understanding (such as elaboration, use of example, quality of description) is very good. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.	10–12
Quality of description and depth of knowledge are very good. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. The studies described cover a reasonable range. Understanding (such as elaboration, use of example, quality of description) is good. The answer has some structure and organisation. Quality of written communication is good.	7–9

<p>Quality of description and depth of knowledge are competent. Description of knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Use of terms is basic and use of psychological terminology is adequate. The studies described cover a range. Understanding (such as elaboration, use of example, quality of description) is reasonable. The answer is lacking structure or organisation. Quality of written communication is good.</p>	4–6
<p>Quality of description and depth of knowledge are adequate. Description of knowledge (theories/studies) is sometimes accurate, has some coherence and is brief. Use of terms and use of psychological terminology are weak. The studies described focus on a narrow range. Understanding (such as elaboration, use of example, quality of description) is discernible. The answer has some structure and/or organisation. Quality of written communication is sufficient.</p>	1–3
No or irrelevant answer.	0

(b) Evaluate the methodology of case studies of dissociative disorders. [16] AO2 = 16

Any appropriate evaluative point to receive credit.

Most likely:

Evaluation of research:

Strengths and weaknesses of case studies, sample, controls, procedure;
 Evaluation of and comparisons and/or contrasts with alternative methods.

Evaluation of issues and debates: Any relevant debate can be raised, such as objective versus subjective data (case studies are largely subjective), snapshot versus longitudinal studies (case studies usually longitudinal), extent of ecological validity (case studies often conducted as part of life itself), nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics (possible deception by the participant?), validity, ethnocentrism, effectiveness, application to real life.

	mark
<p>Evaluation (balance of positive and negative points) is comprehensive. Quality and depth of argument (or comment) are impressive. Selection and range of arguments are balanced and competently organised into issues/debates, methods or approaches. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are extensive.</p>	13–16
<p>Evaluation (positive and negative points) is very good. Quality and depth of argument (or comment) are clear and well developed. Selection and range of arguments are balanced and logically organised into issues/debates, methods or approaches. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are competent.</p>	10–12

<p>Evaluation (positive and negative points) is good. Quality and depth of argument (or comment) are good. Selection and range of arguments may be imbalanced with some organisation into issues/debates, methods or approaches evident. Limited use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is lacking in detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches is good.</p>	7–9
<p>Evaluation (positive and negative points) is adequate. Quality and depth of argument (or comment) show some competency. Selection and range of arguments are occasionally organised into issues/debates, methods or approaches. Occasional use of appropriate supporting examples which are often peripherally related to the question. Analysis (key points and valid generalisations) is occasionally evident. Evaluation is brief and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches is adequate.</p>	4–6
<p>Evaluation: some points are evident and may be either positive or negative. Quality and depth of argument (or comment) is adequate. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Rare use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is discernible. Evaluation is very brief and quality of written communication is adequate.</p>	1–3
No or irrelevant answer.	0

4 (a) Describe the behavioural explanation of anxiety disorders. [12]

AO1 = 12

Several aspects could be considered here. Even though it is not mentioned on the specification, 'Free-floating' anxiety is a generalised term for panic disorder and generalised anxiety disorder. In addition any specific disorder could be included, such as:

Phobic disorders are irrational fears or desperation to avoid a particular object or situation. DSM has three types: agoraphobia, social phobia and a specific phobia. There are many varieties of specific phobias, perhaps the most common being acrophobia.

Explanations for phobic disorders come from the behavioural approach where Watson was the first to classically condition a fear into a child, namely little Albert. The view is that all phobias are learned.

Obsessive-compulsive disorder: obsessions – recurring thoughts that interfere with normal behaviour; compulsions – recurring actions which the individual is forced to enact. Obsessive-compulsive – irresistible thoughts or actions that must be acted on. There can be obsessions and compulsions and more commonly a mixture of the two.

Explanations: Behavioural view is that hypercritical, demanding parents reward similar behaviour in children and therefore this is another instance of maladaptive learning.

In addition, any other valid description should be credited.

	mark
<p>Quality of description and depth of knowledge are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. The theories/studies described are wide-ranging. Understanding (such as elaboration, use of example, quality of description) is very good. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.</p>	10–12

<p>Quality of description and depth of knowledge are very good. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. The theories/studies described cover a reasonable range. Understanding (such as elaboration, use of example, quality of description) is good. The answer has some structure and organisation. Quality of written communication is good.</p>	7–9
<p>Quality of description and depth of knowledge are competent. Description of knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Use of terms is basic and use of psychological terminology is adequate. The theories/studies described cover a limited range. Understanding (such as elaboration, use of example, quality of description) is reasonable. The answer is lacking structure or organisation. Quality of written communication is good.</p>	4–6
<p>Quality of description and depth of knowledge are adequate. Description of knowledge (theories/studies) is sometimes accurate, has some coherence and is brief. Use of terms and use of psychological terminology are weak. The theories/studies described focus on a narrow range. Understanding (such as elaboration, use of example, quality of description) is discernible. The answer has some structure and/or organisation. Quality of written communication is sufficient.</p>	1–3
No or irrelevant answer.	0

(b) Discuss the behavioural model of anxiety disorders with reference to alternative explanations. [16] **AO2 = 16**

Any appropriate evaluative point to receive credit.

Most likely:

Evaluation of the behavioural model itself:

Internal strengths and weaknesses;

Theoretical issues: reductionism, determinism, scientific nature of approach;

Supporting/contradicting evidence.

Comparisons and contrasts with alternative models:

Most likely psychodynamic approach and its explanations for anxiety disorders, such as anxiety being traced to anal stage;

Applications from alternative models may be used e.g. Freud outlined the case study of little Hans who had a phobia of horses;

Also biological model where it has been shown that obsessive-compulsives have increased activity in frontal lobe of left hemisphere.

Evaluation of issues and debates: Any relevant debate can be raised, such as objective versus subjective data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

	mark
<p>Evaluation (balance of positive and negative points) is comprehensive. Quality and depth of argument (or comment) are impressive. Selection and range of arguments are balanced and competently organised into issues/debates, methods or approaches. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches is extensive.</p>	13–16
<p>Evaluation (positive and negative points) is very good. Quality and depth of argument (or comment) are clear and well developed. Selection and range of arguments are balanced and logically organised into issues/debates, methods or approaches. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are competent.</p>	10–12
<p>Evaluation (positive and negative points) is good. Quality and depth of argument (or comment) are good. Selection and range of arguments may be imbalanced with some organisation into issues/debates, methods or approaches evident. Limited use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is lacking in detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are good.</p>	7–9
<p>Evaluation (positive and negative points) is adequate. Quality and depth of argument (or comment) show some competency. Selection and range of arguments are occasionally organised into issues/debates, methods or approaches. Occasional use of appropriate supporting examples which are often peripherally related to the question. Analysis (key points and valid generalisations) is occasionally evident. Evaluation is brief and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are adequate.</p>	4–6
<p>Evaluation: some points are evident and may be either positive or negative. Quality and depth of argument (or comment) are adequate. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Rare use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is discernible. Evaluation is very brief and quality of written communication is adequate.</p>	1–3
No or irrelevant answer.	0

Section C

- 5 (a) Using your knowledge of psychology, suggest the design of a questionnaire to test schizotypy. [8] AO2 = 8

Schizotypy is a psychological concept which describes a continuum of personality characteristics and experiences related in particular to schizophrenia.

The dimensional approach, influenced by personality theory, argues that full blown psychotic illness is just the most extreme end of the schizotypy spectrum and there is a natural continuum between people with low and high levels of schizotypy.

This really does exist! Adrian Raine has devised a personality test called the SPQ, the Schizotypal Personality Questionnaire the first three items of which appear below:

Please answer each item by checking Y (Yes) or N (No). Answer **all** items even if unsure of your answer. When you have finished, check over each one to make sure you have answered them.

1. Do you sometimes feel that things you see on the TV or read in the newspaper have a special meaning for you ? Y ☐ N ☐
2. I sometimes avoid going to places where there will be many people because I will get anxious. Y ☐ N ☐
3. Have you had experiences with the supernatural ? Y ☐ N ☐

Candidates have the freedom to devise any type of questionnaire (forced choice or Likert type) with an appropriate way of scoring it. The test items included will demonstrate the extent of their knowledge about schizophrenia.

	mark
Suggestions are appropriate to the question and based explicitly on psychological knowledge. Description of applied knowledge (theories/studies) is accurate, coherent and detailed. Understanding (such as elaboration, use of example, quality of description) is very good.	7–8
Suggestions are appropriate to the question and based on psychological knowledge. Description of applied knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Understanding (such as elaboration, use of example, quality of description) is good.	5–6
Suggestions are largely appropriate to the question and based largely on psychological knowledge. Description of applied knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Understanding (such as elaboration, use of example, quality of description) is reasonable.	3–4
Suggestion is peripheral to the question and vaguely based on psychological knowledge. Description of applied knowledge (theories/studies) is sometimes accurate, sometimes has coherence and is brief. Understanding (such as elaboration, use of example, quality of description) is sufficient.	1–2
No or irrelevant answer.	0

- (b) Explain the types and characteristics of schizophrenia on which your questionnaire is based. [6] AO1 = 6

5 main types of schizophrenia with characteristics:

Hebephrenic: incoherence, disorganised behaviour, disorganised delusions and vivid hallucinations.

Simple: gradual withdrawal from reality.

Catatonic: impairment of motor activity, often holding same position for hours/days.

Paranoid: well organised, delusional thoughts (and hallucinations), but high level of awareness.

Undifferentiated/untypical: for all the others who do not fit the above!

	mark
Quality of explanation and depth of argument are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. Understanding (such as elaboration, use of example, quality of description) is very good. The issue is effectively explained in relation to the topic area.	5–6
Quality of explanation and depth of argument are competent. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. Understanding (such as elaboration, use of example, quality of description) is good. The issue is adequately explained in relation to the topic area.	3–4
Quality of explanation and depth of argument are adequate. Description of knowledge (theories/studies) is often accurate, generally coherent and is brief. Use of terms is basic and use of psychological terminology is adequate. Understanding (such as elaboration, use of example, quality of description) is discernible. The relationship between the issue and topic area is identifiable.	1–2
No or irrelevant answer.	0

Psychology and Crime**Section A****6 From the study by Rubin, Brewin, Greenberg, Simpson and Wessely on psychological and behavioural reactions to the London bombings of 2005:****(a) Outline three results from the study. [3]****AO1 = 3**

Results: many to choose from:

31% of Londoners reported substantial stress and 32% reported an intention to travel less
Having difficulty contacting friends or family by mobile phone
Having thought you could have been injured or killed
Being Muslim was associated with a greater presence of substantial stress
Being white and having previous experience of terrorism were associated with reduced stress
Only 12 participants (1%) felt that they needed professional help to deal with their emotional response to the attacks.

3 marks: any three of the above described clearly 1 mark each;
2 marks: any two of the above described clearly 1 mark each;
1 mark: any one of the above described clearly 1 mark.

(b) Briefly describe the method used to gather data. [3]**AO1 = 3**

The method is a telephone survey, and specifically:

'Market and Opinion Research International (MORI) conducted a telephone survey by using a random digit dialling method for all London telephone numbers. The survey used proportional quota sampling, a standard method for opinion polls that entails setting quotas for participants on a range of demographic factors and ensures that the sample interviewed is representative of the population of interest. In this survey, we set quotas with regard to sex, age, working status, residential location, housing tenure, and ethnicity to make our sample representative of the demographic distribution of London as shown in the most recent census data. We invited people aged 18 or over and who spoke English to participate in an interview about "issues facing Londoners". The 20 minute interviews took place in the evenings from Monday 18 July to Wednesday 20 July 2005.'

Clearly not all this detail is required, but the salient points.

3 marks: detailed answer with accuracy in description of method;
2 marks: limited answer with some accuracy of method;
1 mark: poor answer with vague description of details of method.

(c) Suggest an implication of the findings. [3]**AO2 = 3**

Speculative suggestion required, so any appropriate answer to receive credit.

Most likely:

- there is no evidence of widespread desire for professional counselling (as concluded by Rubin et al.);
- differences between being Muslim and white suggest further research is required;
- people experience substantial stress (31%) but only 1% feel the need for help – why is this? Lack of confidence in psychological services or sufficient confidence in own ability to cope with stress.

3 marks: appropriate implication with elaboration and understanding;

2 marks: appropriate implication with some elaboration and/or some understanding;

1 mark: peripherally appropriate implication with little or no elaboration. Limited understanding.

7 (a) Outline the rational choice theory of criminal behaviour. [3]**AO1 = 3**

The **rational choice theory** was proposed by Cook (1980). He believes that potential criminals weigh the positive and negative consequences of their actions and commit a crime only if it is in their interest to do so. People respond differently to equivalent criminal opportunities because they differ in their willingness to take risks.

More specifically: 1. offenders seek benefit through criminal behaviour; 2. criminal behaviour involves making decisions and choices, however basic; 3. the decision-making process is constrained by time so the rationality is limited; 4. there will be many individual differences at different stages in the decision-making process.

3 marks: detailed answer with rational choice theory described clearly with understanding;

2 marks: limited answer with rational choice theory described with some understanding;

1 mark: poor answer with an attempt to describe rational choice theory.

(b) Compare rational choice theory with an alternative cognitive theory of criminal behaviour. [3]**AO2 = 3**

Most likely is: the 1976 'The Criminal Personality' by Samenow and Yochelson embracing the idea that a person has full control over the choices they make. Consequently, a person who fails to diagnose his choices correctly will be more likely to make a bad one. They list various thinking errors or cognitive distortions believing that crime is the result of illogical or distorted thinking.

An alternative cognitive theory is that of Felson, who outlines routine activity theory. This says that crime is normal and depends on the opportunities available. If a target is not protected enough, and if the reward is worth it, crime will happen. Crime does not need hardened offenders, super-predators, convicted felons or wicked people. Crime just needs an opportunity.

3 marks: appropriate comparison with elaboration and understanding;

2 marks: appropriate comparison with some elaboration and/or some understanding;

1 mark: comparison with little or no elaboration. Limited understanding.

- (c) Contrast rational choice theory with a theory of criminal behaviour from a different approach. [3] AO2 = 3

Most likely:

Learning theory e.g. Sutherland (1939) is best known for defining differential association which is a general theory of crime and delinquency that explains how deviants come to learn the motivations and the technical knowledge for deviant or criminal activity. Akers and Burgess (1966) developed the Social Learning Theory to explain deviancy by combining variables which encouraged delinquency (e.g. the social pressure from delinquent peers) with variables that discouraged delinquency (e.g. the parental response to discovering delinquency in their children).

Genetic/biological explanations e.g. Mednick (1987) argues for genetic factors in the etiology of criminal behaviour and Raine et al. (1997) look at cortical and subcortical activity in PET scans of murderers claiming to be not guilty.

Candidates who have awareness of approaches can contrast the major assumptions of each – but must relate them to explanations of crime.

3 marks: appropriate contrast with alternative approach with elaboration and understanding;
2 marks: appropriate contrast with alternative approach and/or some understanding;
1 mark: contrast with little or no elaboration. Limited or no understanding of alternative approach.

Section B

8 (a) Using examples, describe psychological approaches to offender profiling. [12]

AO1 = 12

Answers may look at definitions: Douglas et al. (1986) described offender profiling as 'a technique for identifying the major personality and behavioural characteristics of an individual based upon an analysis of the crimes he or she has committed'. Rossmo (2000) claimed that the profiling process is based on the premise that the 'interpretation of crime scene evidence can indicate the personality type of the individual(s) who committed the offence'.

Alison et al. (2003) review profiling and argue that: (a) most current profiling methods rely on a naive and outdated understanding of personality and the trait approach; (b) global traits, or broad personality types, are unlikely to be useful in predicting criminal behaviour; (c) it is unlikely that the classification of offenders into broad personality types would enable the profiler to relate clusters of sociodemographic characteristics to different types; (d) a theoretical framework that emphasises the importance of Person-Situation interactions in generating behaviour may lead to a more productive research endeavour; and (e) profiling should be used with extreme caution in criminal investigations, and not at all as evidence in court, until research demonstrates its predictive validity.

Pinizzotto and Finkel (1990) described the steps that lead to profiling inferences. professional profilers: (a) assess the type of criminal act with reference to individuals who have committed similar acts previously, (b) thoroughly analyse the crime scene, (c) scrutinise the background of the victim as well as any possible suspects, and (d) establish the likely motivations of all parties involved. Finally, a description of the perpetrator is generated from the characteristics supposedly connected with such an individual's 'psychological make-up'.

Another focus can be behavioural consistency, the repetition of particular aspects of behaviour if the same offender engages in the same type of offense again (Canter, 1995).

Numerous studies have provided some support for the notion of offender consistency, e.g. Green et al. (1976) looked at the consistency of behaviours displayed by different burglars of residential properties.

Many case studies exist of where profiling has been successful: In 1986, Canter was invited to compose British crime's first offender profile. When John Duffy was later arrested, charged and convicted, it turned out 13 of Canter's 17 proclamations about the perpetrator were accurate.

It is also highly likely that candidates will compare the US approach (pioneered by the FBI) and the UK approach, preferred by Canter, Alison and Salfati.

	mark
Quality of description and depth of knowledge are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. The theories/studies described are wide-ranging. Understanding (such as elaboration, use of example, quality of description) is very good. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.	10–12

<p>Quality of description and depth of knowledge are very good. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. The theories/studies described cover a reasonable range. Understanding (such as elaboration, use of example, quality of description) is good. The answer has some structure and organisation. Quality of written communication is good.</p>	7–9
<p>Quality of description and depth of knowledge are competent. Description of knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Use of terms is basic and use of psychological terminology is adequate. The theories/studies described cover a limited range. Understanding (such as elaboration, use of example, quality of description) is reasonable. The answer is lacking structure or organisation. Quality of written communication is good.</p>	4–6
<p>Quality of description and depth of knowledge are adequate. Description of knowledge (theories/studies) is sometimes accurate, has some coherence and is brief. Use of terms and use of psychological terminology are weak. The theories/studies described focus on a narrow range. Understanding (such as elaboration, use of example, quality of description) is discernible. The answer has some structure and/or organisation. Quality of written communication is sufficient.</p>	1–3
No or irrelevant answer.	0

(b) Compare and contrast psychological approaches to offender profiling. [16] AO2 = 16

Any appropriate evaluative point to receive credit.

Most likely:

Comparison and contrast between British and United States approaches, such as investigation procedure itself;

Also possible is comparison between individual approaches such as that by Canter and the FBI;

Further success rates of each approach may be compared.

Evaluation of approach itself:

Internal strengths and weaknesses;

Theoretical issues: reductionism, determinism, ethnocentrism;

Supporting/contradicting evidence.

Evaluation of research:

Strengths and weaknesses of methods, sample, controls, procedure;

Evaluation of and comparisons and/or contrasts with alternative approaches.

Evaluation of issues and debates: Any relevant debate can be raised, such as objective versus subjective data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

	mark
<p>Evaluation (balance of positive and negative points) is comprehensive. Quality and depth of argument (or comment) are impressive. Selection and range of arguments are balanced and competently organised into issues/debates, methods or approaches. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are extensive.</p>	13–16
<p>Evaluation (positive and negative points) is very good. Quality and depth of argument (or comment) are clear and well developed. Selection and range of arguments are balanced and logically organised into issues/debates, methods or approaches. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are competent.</p>	10–12
<p>Evaluation (positive and negative points) is good. Quality and depth of argument (or comment) are good. Selection and range of arguments may be imbalanced with some organisation into issues/debates, methods or approaches evident. Limited use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is lacking in detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are good.</p>	7–9
<p>Evaluation (positive and negative points) is adequate. Quality and depth of argument (or comment) show some competency. Selection and range of arguments are occasionally organised into issues/debates, methods or approaches. Occasional use of appropriate supporting examples which are often peripherally related to the question. Analysis (key points and valid generalisations) is occasionally evident. Evaluation is brief and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are adequate.</p>	4–6
<p>Evaluation: some points are evident and may be either positive or negative. Quality and depth of argument (or comment) are adequate. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Rare use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is discernible. Evaluation is very brief and quality of written communication is adequate.</p>	1–3
No or irrelevant answer.	0

9 (a) Describe 'treatments' for offenders. [12]

AO1 = 12

Candidates should focus on attempts to rehabilitate offenders, particularly anger management and behavioural treatments or specifically treatments for sex offenders.

Candidates may describe meta-analyses e.g. Garrett (1985) looked at 111 studies published between 1960 and 1983 involving some 13,000 offenders. She concluded that there was no significant difference made in re-offending rates between those on a programme and those not. However, most programmes were only short-term. Gottschalk et al. (1987) in a similar analysis concluded the same.

Most programmes are behavioural. The 'scared straight' programme uses fear arousal tactics. This is not successful and Finkenaur (1982) found offenders were more likely to re-offend following this programme. Token economy programmes may also be included.

Another area of focus may be anger management techniques. Most common here is that of Novaco (1978) which involves cognitive restructuring and coping skills training. Stage 1 involves cognitive preparation, stage 2 skill acquisition and stage 3 application practice.

The treatment of sex offenders also appears on the specification, and the main treatment programmes here are SOTP (sex offender treatment programme) and evaluation of it STEP 3 and STEP 4 published by HM prison service. It involves Group-work, known to be an effective way of delivering treatment and by joining a group, a sex offender publicly acknowledges his need to change. Group-work also provides a context in which socially acceptable values are conveyed and 'normal' social interactions reinforced.

The treatment approach used is 'cognitive-behavioural'. The 'cognitive' aspect involves recognising the patterns of distorted thinking which allow the contemplation of illegal sexual acts and understanding the impact which sexually abusive behaviour has on its victims. The 'behavioural' component of treatment involves reducing sexual arousal to inappropriate fantasies of forced sexual activities with children and adults.

	mark
Quality of description and depth of knowledge are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. The theories/studies described are wide-ranging. Understanding (such as elaboration, use of example, quality of description) is very good. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.	10–12
Quality of description and depth of knowledge are very good. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. The theories/studies described cover a reasonable range. Understanding (such as elaboration, use of example, quality of description) is good. The answer has some structure and organisation. Quality of written communication is good.	7–9
Quality of description and depth of knowledge are competent. Description of knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Use of terms is basic and use of psychological terminology is adequate. The theories/studies described cover a limited range. Understanding (such as elaboration, use of example, quality of description) is reasonable. The answer is lacking structure or organisation. Quality of written communication is good.	4–6

Quality of description and depth of knowledge are adequate. Description of knowledge (theories/studies) is sometimes accurate, has some coherence and is brief. Use of terms and use of psychological terminology are weak. The theories/studies described focus on a narrow range. Understanding (such as elaboration, use of example, quality of description) is discernible. The answer has some structure and/or organisation. Quality of written communication is sufficient.	1–3
No or irrelevant answer.	0

(b) Discuss the extent to which treatments of offenders successfully reduce recidivism.
[16] AO2 = 16

Any appropriate evaluative point to receive credit.

Most likely:

Candidates should define recidivism and address this throughout their answers.

Evaluation of theory underlying research:

Internal strengths and weaknesses;
Theoretical issues: reductionism, determinism;
Supporting/contradicting evidence;
Comparisons and contrasts with alternative theory.

Evaluation of research:

Strengths and weaknesses of methods, sample, controls, procedure;
Evaluation of and comparisons and/or contrasts with alternative approaches.

Evaluation of issues and debates: Any relevant debate can be raised, such as objective versus subjective data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

	mark
Discussion (balance of positive and negative points) is comprehensive. Quality and depth of argument (or comment) are impressive. Selection and range of arguments are balanced and competently organised into issues/debates, methods or approaches. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are extensive.	13–16
Discussion (positive and negative points) is very good. Quality and depth of argument (or comment) are clear and well developed. Selection and range of arguments are balanced and logically organised into issues/debates, methods or approaches. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are competent.	10–12

<p>Discussion (positive and negative points) is good. Quality and depth of argument (or comment) are good. Selection and range of arguments may be imbalanced with some organisation into issues/debates, methods or approaches evident. Limited use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is lacking in detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are good.</p>	7–9
<p>Discussion (positive and negative points) is adequate. Quality and depth of argument (or comment) show some competency. Selection and range of arguments are occasionally organised into issues/debates, methods or approaches. Occasional use of appropriate supporting examples which are often peripherally related to the question. Analysis (key points and valid generalisations) is occasionally evident. Evaluation is brief and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are adequate.</p>	4–6
<p>Discussion: some points are evident and may be either positive or negative. Quality and depth of argument (or comment) are adequate. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Rare use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is discernible. Evaluation is very brief and quality of written communication is adequate.</p>	1–3
No or irrelevant answer.	0

Section C

- 10 (a) Using your knowledge of psychology suggest an appropriate interview technique that would give the best chance of detecting whether or not your suspect was telling lies. [8] AO2 = 8**

There are three main interview styles used by the police:

Accusatory, information-gathering and behaviour analysis, and reveal verbal cues to deceit.

Specific to telling lies: Police manuals recommend several approaches to help investigators decide whether they are being told the truth. The main focus is on visual cues such as avoidance of eye contact and body movement (e.g. fidgeting), as well as stuttering, whilst the Baseline Method strategy sees investigators compare a suspect's verbal and non-verbal responses during 'small talk' at the beginning of interview with those in the interview proper. A third, the Behavioural Analysis Interview (BAI) strategy, comprises a list of questions to which it is suggested liars and those telling the truth will give different verbal and non-verbal responses.

It is claimed in recent research that this approach is false.

In fact, Vrij claims that practised liars often behave unnaturally calmly, making fewer gestures and giving a rehearsed and rigid impression to onlookers. They slow down to think about their answers, using fewer gestures and maintaining eye contact as they concentrate on putting together a plausible falsehood.

For candidates dipping into 'explore more', the latest research by Vrij (2007) has found that interviewers paying attention to visual cues proved significantly worse at distinguishing liars from those telling the truth than those looking for speech-related cues. In another experiment, it was found that liars appeared less nervous and more helpful than those telling the truth – contrary to the advice of the BAI strategy. Other similar articles have appeared in 'The Psychologist' in 2007.

	mark
Suggestions are appropriate to the question and based explicitly on psychological knowledge. Description of applied knowledge (theories/studies) is accurate, coherent and detailed. Understanding (such as elaboration, use of example, quality of description) is very good.	7–8
Suggestions are appropriate to the question and based on psychological knowledge. Description of applied knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Understanding (such as elaboration, use of example, quality of description) is good.	5–6
Suggestions are largely appropriate to the question and based largely on psychological knowledge. Description of applied knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Understanding (such as elaboration, use of example, quality of description) is reasonable.	3–4
Suggestion is peripheral to the question and vaguely based on psychological knowledge. Description of applied knowledge (theories/studies) is sometimes accurate, sometimes has coherence and is brief. Understanding (such as elaboration, use of example, quality of description) is sufficient.	1–2
No or irrelevant answer.	0

(b) Explain why your choice of technique might not be effective with every suspect. [6]
AO1 = 6

Any appropriate explanation to receive credit. Most likely:

- No technique will apply to every person as there are individual differences in non-verbal communication such as in use of eye contact.
- Those who are autistic for example avoid eye contact; it does not mean they tell lies.
- Any technique will be a generalisation – it will apply to most people most of the time, but not all the people all the time.
- There can be cultural differences in non-verbal communication: there are differences in preference for personal space for example and there are cultural specific gestures which may or may not be understood by all.
- To assume people from all cultures will behave the same is to be ethnocentric, and psychologists should be fully aware to avoid this.
- People vary in levels of intelligence and how skilled or not they are at (a) understanding how to tell a lie and (b) successfully carrying it off when being interviewed.
- Some people are high self monitors, being fully aware of how they behave in the presence of others, and some people are low self monitors.

	mark
Quality of explanation and depth of argument are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. Understanding (such as elaboration, use of example, quality of description) is very good. The issue is effectively explained in relation to the topic area.	5–6
Quality of explanation and depth of argument are competent. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. Understanding (such as elaboration, use of example, quality of description) is good. The issue is adequately explained in relation to the topic area.	3–4
Quality of explanation and depth of argument are adequate. Description of knowledge (theories/studies) is often accurate, generally coherent and is brief. Use of terms is basic and use of psychological terminology is adequate. Understanding (such as elaboration, use of example, quality of description) is discernible. The relationship between the issue and topic area is identifiable.	1–2
No or irrelevant answer.	0

Psychology and Environment

Section A

11 From the study by North, Shilcock and Hargreaves on musical style and consumer spending:

(a) Identify the dependent variables and how they were measured. [3]

AO1 = 3

Specifically 'The dependent variables investigated were spending on starters, main courses, desserts, coffee, bar drinks, wine, total amount spent on food, total amount spent on drinks, and total overall spend. Each party of diners contributed one data point for each of these variables with the values calculated by dividing spending for each party within each category by the number of people in that party. The restaurant's billing system did not allow investigation of spending on a person-by-person basis. Measures were also taken of the amount of time elapsing between the party being seated and paying their bill, because this represents an obvious confound on customer spending.'

3 marks: detailed answer with accuracy of nearly all of the above details;

2 marks: limited answer with some of the above features identified;

1 mark: one or two features of the above identified, or many but with inaccuracies.

(b) Give one explanation for the findings and suggest a weakness of it. [3]

AO1 = 3

There are at least three possible explanations.

(1) the classical music was synergistic with other aspects of the restaurant atmosphere and this synergy promoted spending. However, this cannot explain why North and Hargreaves (1998) found that classical music increased spending in a student cafeteria (in which, as they noted, classical music was not synergistic with other atmospheric variables such as décor).

(2) classical music was simply preferred by the participants, and some form of transfer effect meant that liking for the music fed through into increased spending. Unfortunately, neither the present research nor that by Areni and Kim (1993) and North and Hargreaves provided data on customers' musical preferences, such that musical preference remains a possible explanation (although it seems implausible that student participants would have preferred classical over pop music).

(3) classical music promotes an upmarket atmosphere, and this primes contextually appropriate, congruent behaviour – namely, increased purchase intentions. North and Hargreaves provided data directly showing that classical music led to their cafeteria being perceived as more upmarket than did other musical styles (including pop), such that this remains an appealing explanation of the present results. Indeed, the two courses that gave rise to significant differences between the conditions – namely, starters and coffee – are optional items at the beginning and end of the meal. It is tempting to speculate that the diners in the classical music condition decided to treat themselves by spending more on these parts of their meal. Indeed, informal comments made by customers to the experimenter in the restaurant indicated further that classical music promoted a more upmarket perception.

3 marks: detailed answer with accuracy of both explanation and weakness;

2 marks: limited answer with either partial explanation and weakness or explanation only;

1 mark: explanation identified, but inaccurately described with partial attempt to explain weakness.

(c) Suggest an implication of the findings. [3]**AO2 = 3**

Speculative suggestion required, so any appropriate answer to receive credit.
Most likely: commercial implications – type of music introduced to increase customer spending. Comment could also look at various settings where classical music would be inappropriate and other types of music advantageous.

3 marks: appropriate implication with elaboration and understanding;
2 marks: appropriate implication with some elaboration and/or some understanding;
1 mark: peripherally appropriate implication with little or no elaboration.
Limited understanding.

12 (a) Outline one real-life example of a type of crowd behaviour. [3]**AO1 = 3**

The acquisitive crowd: This type of crowd seeks some economic gain, e.g. shoppers in sales. Anecdotal evidence from Mrs Vaught (1928) at the time of the Great Depression where banks closed and people panicked (people pushed then fought for places nearer to cashiers' windows) to withdraw their money. Although the bank had plenty of money, two cashiers withdrew all their money too. There are many real-life examples of this behaviour: Pushing and injuries at IKEA stores in Saudi Arabia and Edmonton, London.

The apathetic crowd: *Real-life* event of Kitty Genovese, where 38 people heard screams but no-one phoned for police. Behaviour explained by diffusion of responsibility and pluralistic ignorance.

The peaceful crowd: At *real-life* sporting event or at a pop concert there are positive forms of collective consciousness such as excitement. **Benewick & Holton (1987)** interviewed people attending the visit of the Pope to Britain in 1982. 82,000 people attended an open-air mass. For many it was an intensely personal and joyful experience but heightened by feelings of belonging and sharing and with so many others.

The baiting crowd: In 1964 there was the case of a man, standing on the ledge of a building ten storeys high. The crowd below of some 500 people shouted to him to jump off the ledge. When rescued, the crowd jeered. **Mann (1981)** has recorded ten instances of similar *real-life* events of taunting mob behaviour. If a person is more than 12 storeys high, baiting is less. The baiting crowd seems to be culture specific to US – no reports from Europe or the rest of the world.

The escaping crowd: Two *real-life* examples illustrate: In 1903 a fire in a Chicago theatre saw people panicking and stampeding in their desperation to escape. 602 lives were lost. A second example is the tragedy that occurred in a Chinese cinema in 1994. All the exits were blocked and panic developed as the children could not escape. 300 died.

The aggressive crowd: The aggressive crowd has anti-social intent, usually has a target and is often referred to as a mob. There are many examples particularly from football. In one case hundreds of Chinese football fans rioted in Xian after the referee awarded a late penalty to the visiting team.

Any of the above types acceptable and any appropriate illustrative example. NB Example must be real-life, but it does not have to be one of those indicated above.

3 marks: detailed answer with type identified and appropriate real-life illustration of it;
2 marks: limited answer with type identified and appropriate real-life illustration of it;
1 mark: poor answer with type identified but illustration is either missing, inappropriate or largely incorrect.

(b) Comment on why this behaviour may not occur in all cultures. [3]**AO2 = 3**

There is no correct answer for this; it is an invitation for speculation.

3 marks: logical comment with elaboration and understanding;

2 marks: logical comment with some elaboration and/or some understanding;

1 mark: comment with little or no elaboration. Limited understanding.

(c) Contrast one type of crowd behaviour with another type of crowd behaviour. [3]**AO2 = 3**

Two types of crowd must be identified and at least one contrast must be made. Contrast must include both sides, i.e. x is this, but y is that.

Most likely: Intention underlying behaviour; level of emotion or arousal involved; intent to harm or hurt others. Any appropriate contrast to receive credit.

3 marks: two types identified with one detailed, appropriate contrast, or two appropriate contrasts with less detail;

2 marks: two types identified with limited, appropriate contrast, or two appropriate contrasts identified;

1 mark: two types identified with an attempt to contrast.

Section B

13 (a) Describe the key study by Aginsky, Harris, Rensink and Beusmans on learning a route in a driving simulator. [12] **AO1 = 12**

The study challenges the belief that there are three distinct types of spatial knowledge (landmark, route, and survey knowledge), that are acquired sequentially during spatial learning and development. Using a driving simulator, a Nissan 240sx convertible, participants follow a route which includes many features such as landmarks, cross-roads, etc. Participants then have to draw a sketch-map of the route adding as much detail as they can. Results show that participants follow either a visually dominated or a spatially dominated strategy.

	mark
Quality of description and depth of knowledge are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. The theories/studies described are wide-ranging. Understanding (such as elaboration, use of example, quality of description) is very good. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.	10–12
Quality of description and depth of knowledge are very good. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. The theories/studies described cover a reasonable range. Understanding (such as elaboration, use of example, quality of description) is good. The answer has some structure and organisation. Quality of written communication is good.	7–9
Quality of description and depth of knowledge are competent. Description of knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Use of terms is basic and use of psychological terminology is adequate. The theories/studies described cover a limited range. Understanding (such as elaboration, use of example, quality of description) is reasonable. The answer is lacking structure or organisation. Quality of written communication is good.	4–6
Quality of description and depth of knowledge are adequate. Description of knowledge (theories/studies) is sometimes accurate, has some coherence and is brief. Use of terms and use of psychological terminology are weak. The theories/studies described focus on a narrow range. Understanding (such as elaboration, use of example, quality of description) is discernible. The answer has some structure and/or organisation. Quality of written communication is sufficient.	1–3
No or irrelevant answer.	0

(b) Evaluate the key study by Aginsky, Harris, Rensink and Beusmans on learning a route in a driving simulator. [16] **AO2 = 16**

Any appropriate evaluative point to receive credit.

Most likely:

Evaluation of theory:

Internal strengths and weaknesses (e.g. insufficient evidence for the additional stage);
Theoretical issues: relationship to similar research e.g. McGuire;
Supporting/contradicting evidence;
Comparisons and contrasts with alternative theory.

Evaluation of methodology:

Strengths and weaknesses of methods (e.g. sketch map), sample, controls, procedure;
Evaluation of and comparisons and/or contrasts with alternative approaches.

Evaluation of issues and debates: Any relevant debate can be raised, such as objective versus subjective data (sketch maps are subjective), snapshot versus longitudinal studies (study is snapshot), extent of ecological validity (driving simulator is not real life), nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

	mark
Evaluation (balance of positive and negative points) is comprehensive. Quality and depth of argument (or comment) are impressive. Selection and range of arguments are balanced and competently organised into issues/debates, methods or approaches. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are extensive.	13–16
Evaluation (positive and negative points) is very good. Quality and depth of argument (or comment) are clear and well developed. Selection and range of arguments are balanced and logically organised into issues/debates, methods or approaches. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are competent.	10–12
Evaluation (positive and negative points) is good. Quality and depth of argument (or comment) are good. Selection and range of arguments may be imbalanced with some organisation into issues/debates, methods or approaches evident. Limited use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is lacking in detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are good.	7–9

<p>Evaluation (positive and negative points) is adequate. Quality and depth of argument (or comment) show some competency. Selection and range of arguments are occasionally organised into issues/debates, methods or approaches. Occasional use of appropriate supporting examples which are often peripherally related to the question. Analysis (key points and valid generalisations) is occasionally evident. Evaluation is brief and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are adequate.</p>	4–6
<p>Evaluation: some points are evident and may be either positive or negative. Quality and depth of argument (or comment) are adequate. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Rare use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is discernible. Evaluation is very brief and quality of written communication is adequate.</p>	1–3
No or irrelevant answer.	0

14 (a) Describe what psychologists have learned about crowding and density in animals.
[12] **AO1 = 12**

Most likely:

Animal studies by Dubos (1965) on lemmings; Christian (1960) deer and Calhoun (1962) rats. **Dubos** claimed that lemmings would periodically jump off the edge of a cliff; biological pre-programming to reduce numbers and so avoid crowding. Much debate on this as many claim it is not true and based on false evidence created by the Disney film White Wilderness. **Christian** found that sika deer placed on James Island in 1911 lived happily until stress caused by crowding caused over half the herd to die. Both these studies are 'natural'. The study by **Calhoun** is laboratory based. Calhoun created a 'behavioural sink' a 'rat city' in which rats could live comfortably until breeding created crowding and the behaviour of the rats changed drastically.

In addition to the above any other relevant animal study could be used.

	mark
<p>Quality of description and depth of knowledge are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. The theories/studies described are wide-ranging. Understanding (such as elaboration, use of example, quality of description) is very good. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.</p>	10–12
<p>Quality of description and depth of knowledge are very good. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. The theories/studies described cover a reasonable range. Understanding (such as elaboration, use of example, quality of description) is good. The answer has some structure and organisation. Quality of written communication is good.</p>	7–9

<p>Quality of description and depth of knowledge are competent. Description of knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Use of terms is basic and use of psychological terminology is adequate. The theories/studies described cover a limited range. Understanding (such as elaboration, use of example, quality of description) is reasonable. The answer is lacking structure or organisation. Quality of written communication is good.</p>	4–6
<p>Quality of description and depth of knowledge is adequate. Description of knowledge (theories/studies) is sometimes accurate, has some coherence and is brief. Use of terms and use of psychological terminology are weak. The theories/studies described focus on a narrow range. Understanding (such as elaboration, use of example, quality of description) is discernible. The answer has some structure and/or organisation. Quality of written communication is sufficient.</p>	1–3
No or irrelevant answer.	0

(b) Debate the use of animals in psychological research. [16]**AO2 = 16**

Any appropriate evaluative point to receive credit.

Most likely:

Evaluation of methodology used to study animals:

Laboratory versus natural studies;

Capturing animals and problems when research has ended;

Ethics of animal studies.

Evaluation of research:

Usefulness of findings from research;

Generalisations from animals to humans;

Evaluation of and comparisons and/or contrasts with alternative non-animal approaches.

Evaluation of approaches:

Biological/instinctive nature of animal behaviour compared with behaviourist view;

Ethology could also be included.

Evaluation of issues and debates: Any relevant debate can be raised, such as objective versus subjective data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

	mark
<p>Evaluation (balance of positive and negative points) is comprehensive. Quality and depth of argument (or comment) are impressive. Selection and range of arguments are balanced and competently organised into issues/debates, methods or approaches. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are extensive.</p>	13–16

<p>Evaluation (positive and negative points) is very good. Quality and depth of argument (or comment) are clear and well developed. Selection and range of arguments are balanced and logically organised into issues/debates, methods or approaches. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are competent.</p>	10–12
<p>Evaluation (positive and negative points) is good. Quality and depth of argument (or comment) are good. Selection and range of arguments may be imbalanced with some organisation into issues/debates, methods or approaches evident. Limited use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is lacking in detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are good.</p>	7–9
<p>Evaluation (positive and negative points) is adequate. Quality and depth of argument (or comment) show some competency. Selection and range of arguments are occasionally organised into issues/debates, methods or approaches. Occasional use of appropriate supporting examples which are often peripherally related to the question. Analysis (key points and valid generalisations) is occasionally evident. Evaluation is brief and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are adequate.</p>	4–6
<p>Evaluation: some points are evident and may be either positive or negative. Quality and depth of argument (or comment) are adequate. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Rare use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is discernible. Evaluation is very brief and quality of written communication is adequate.</p>	1–3
No or irrelevant answer.	0

Section C

- 15 (a) Using your knowledge of psychology suggest how a psychologist could trial ways to evacuate safely and efficiently large numbers of people from a 5-storey building that is on fire. [8] AO2 = 8**

Several options available:

1. Conduct a laboratory experiment along the lines of that by Mintz (1951) or follow-up studies.
2. Give a questionnaire inviting people to suggest what they would do or how they would behave. Problem here is that there is no emergency situation and people can often not predict how they would actually behave. But, both these approaches are ethical but lack ecological validity.
3. A simulation is possible, conducted in a real-life building. Here the ecological validity is high, but participants must be informed. It is extremely unethical if participants assume the emergency is real.

Trials can be based on evacuation messages, such as those suggested by Loftus (1979), which are designed to evacuate people safely and without any ambiguity in what is said. A sense of urgency needs to be created without any panic. Use of 'hot spot' rather than the word FIRE.

Trials can be based on the scripts of 'normal' behaviour; or they can be based on the work of Kugihara (2001).

	mark
Suggestions are appropriate to the question and based explicitly on psychological knowledge. Description of applied knowledge (theories/studies) is accurate, coherent and detailed. Understanding (such as elaboration, use of example, quality of description) is very good.	7–8
Suggestions are appropriate to the question and based on psychological knowledge. Description of applied knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Understanding (such as elaboration, use of example, quality of description) is good.	5–6
Suggestions are largely appropriate to the question and based largely on psychological knowledge. Description of applied knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Understanding (such as elaboration, use of example, quality of description) is reasonable.	3–4
Suggestion is peripheral to the question and vaguely based on psychological knowledge. Description of applied knowledge (theories/studies) is sometimes accurate, sometimes has coherence and is brief. Understanding (such as elaboration, use of example, quality of description) is sufficient.	1–2
No or irrelevant answer.	0

(b) Explain the ethical issues that would be raised from your suggestions. [6] AO1 = 6

Research into emergency behaviour is complex. Recreating emergency situations is not possible because people may die (research into stampede and LeBon) and many real life examples. Laboratory experiments can be done which would be ethical but lack ecological validity. Simulations are best but if participants give informed consent their behaviour may be artificial. Should they be deceived so they remain naïve? Clearly studies should not cause either psychological or physical harm. The issue of confidentiality may be mentioned also.

	mark
Quality of explanation and depth of argument are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. Understanding (such as elaboration, use of example, quality of description) is very good. The issue is effectively explained in relation to the topic area.	5–6
Quality of explanation and depth of argument are competent. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. Understanding (such as elaboration, use of example, quality of description) is good. The issue is adequately explained in relation to the topic area.	3–4
Quality of explanation and depth of argument are adequate. Description of knowledge (theories/studies) is often accurate, generally coherent, and is brief. Use of terms is basic and use of psychological terminology is adequate. Understanding (such as elaboration, use of example, quality of description) is discernible. The relationship between the issue and topic area is identifiable.	1–2
No or irrelevant answer.	0

Psychology and Health

Section A

16 From the study by McVey and Stapleton on anti-smoking:

(a) Explain the objective of the study. [3]

AO1 = 3

Precisely it is: 'To evaluate the effectiveness of the Health Education Authority for England's anti-smoking television advertising campaign in motivating smokers to give up and preventing relapse in those who had already given up.'

3 marks: detailed answer with understanding;

2 marks: limited answer with some understanding of main objective;

1 mark: objective of study identified with no elaboration.

(b) Outline the experimental design and independent variable of the study. [3]

AO1 = 3

The design was independent groups as participants could not be in two regions at the same time. There were four conditions of the IV: One tv region received no intervention (controls), two tv regions received TV anti-smoking advertising (TV media), and one region received TV anti-smoking advertising plus locally organised anti-tobacco campaigning (TV media + LTCN).

3 marks for correct identification of design and description of all four conditions of the IV;

2 marks for partially correct identification of **both** design and IV;

1 mark for partial identification of either design **or** IV.

(c) Suggest one advantage of how the effectiveness of this campaign was measured. [3]

AO2 = 3

Effectiveness is 'how good' something is. If a measure is taken immediately after the event and people say they have given up smoking it is often concluded that the intervention is effective. But for how long does the effect last? To be effective there should be a measure after a period of time. In this study a follow-up was done after 18 months and it was found that 9.8% had stopped smoking.

3 marks for accurate description and expansion of the measure of effectiveness (self report) and an advantage of this i.e. done 18 months later;

2 marks for partial description;

1 mark for basic identification.

17 (a) Outline one study that has measured stress using a questionnaire. [3]

AO1 = 3

Most likely:

Holmes & Rahe (1967) suggest that life events cause people stress. Events, such as divorce, or death in the family cause stress; but Holmes and Rahe believe that more minor life events also cause stress, such as starting school. They also believe that positive events can be stressful, such as getting married, Christmas or going on holiday. They believe that people experiencing many life events (who achieve a high score on their Social Readjustment Rating Scale) are more susceptible to physical (e.g. sudden death and non-fatal heart attacks) and mental illnesses.

Friedman & Rosenman (1974) suggest that those with a Type A personality are also more likely to suffer physical and mental illnesses. It is suggested that there are two different personality types: either a Type A personality or a Type B personality. Individuals who exhibit the Type A behaviour pattern react differently to stressors than do those with the Type B pattern. The Type A behaviour pattern consists of three characteristics: Competitive achievement orientation; Time urgency; Anger/hostility.

Lazarus et al. (1981) Lazarus et al. have argued that lesser events can also be stressful (e.g. bus being late, looking for lost keys). These are called daily hassles. Lazarus et al. devised the Hassles and Uplifts checklist to measure daily hassles. Any appropriate questionnaire to receive credit.

3 marks: detailed answer, accurate description of questionnaire with understanding;

2 marks: limited answer mainly accurate description with some understanding;

1 mark: poor answer with some accuracy but with errors and limited understanding.

(b) Give three limitations of this study. [3]

AO2 = 3

Any limitation is appropriate; 1 mark for each limitation.

Possible answers for Holmes and Rahe:

Questions are out-of date e.g. mortgage under \$10,000

Questions heavily biased to 'middle-aged people'

Questions are based on US society \$/dollars

There is no opportunity for individual differences: divorce scores 73 points for every person without exception.

No account of variations e.g. mortgage over \$10,000 which could be of \$11,000 or \$200,000.

Limitations could be of questionnaires: social desirability in answers; issues concerning reliability and validity. Applicability to real life.

1 mark for each limitation.

(c) Comment on how the reliability of stress questionnaires can be tested. [3]

AO2 = 3

Reliability concerns the consistency and the reliability of any questionnaire can be tested by test-re-test, split half, or alternate forms. Candidates can consider how stress questionnaires address these issues:

3 marks: description of two (or more) tests of reliability related to stress questionnaires;

2 marks: partial description of two (or more) tests related to stress questionnaires OR one full description related to stress questionnaires;

1 mark: description of one test partially related to stress questionnaire.

Section B

18 (a) Describe ways in which adherence to medical requests has been measured. [12]**AO1 = 12**

1. Subjective [a] ask practitioner to estimate: Pitts et al. (1991) 'it has been shown to be particularly pointless to use doctors' estimates of compliance'. [b] ask patient to estimate (self report).
2. Objective [a] quantity accounting (pill count) where number of pills remaining is measured. Norell (1979) studied glaucoma patients and developed an automatic eyedropper allowing continuous measurement of when and how many times the dropper was used. Cramer et al. (1989) devised microprocessor in pill cap. Records not only number of pills but time of day. Chung and Naya (2000) developed TrackCap for oral asthma medication. [b] Biochemical tests: it is possible to use blood tests or urine tests to measure how adherent a patient has been with their medication e.g. it is possible to estimate adherence with diet in renal patients by measuring the levels of potassium in their blood when they report for their next session of dialysis. A study by Roth (1987) is relevant here. [c] Better is recording number of repeat prescriptions from a pharmacy e.g. Sherman et al., (2000). [d] Best is recording number of appointments kept. This is 100% accurate. It is reliable and valid. It is not time-consuming and does not involve the patient in any direct assessment.

	mark
Quality of description and depth of knowledge are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. The theories/studies described are wide-ranging. Understanding (such as elaboration, use of example, quality of description) is very good. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.	10–12
Quality of description and depth of knowledge are very good. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. The theories/studies described cover a reasonable range. Understanding (such as elaboration, use of example, quality of description) is good. The answer has some structure and organisation. Quality of written communication is good.	7–9
Quality of description and depth of knowledge are competent. Description of knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Use of terms is basic and use of psychological terminology is adequate. The theories/studies described cover a limited range. Understanding (such as elaboration, use of example, quality of description) is reasonable. The answer is lacking structure or organisation. Quality of written communication is good.	4–6
Quality of description and depth of knowledge are adequate. Description of knowledge (theories/studies) is sometimes accurate, has some coherence and is brief. Use of terms and use of psychological terminology are weak. The theories/studies described focus on a narrow range. Understanding (such as elaboration, use of example, quality of description) is discernible. The answer has some structure and/or organisation. Quality of written communication is sufficient.	1–3
No or irrelevant answer.	0

(b) Compare and contrast methods used to measure adherence to medical requests. [16]
AO2 = 16

Any appropriate evaluative point to receive credit.

Most likely:

Comparisons and contrasts:

Subjective versus objective data;
 Methods used to gather data e.g. self report and repeat prescription;
 Supporting/contradicting evidence;
 Effectiveness of method.

Evaluation of research:

Strengths and weaknesses of methods, sample, controls, procedure;
 Evaluation and comparisons and contrasts in relation to reliability, validity.

Evaluation of issues and debates: Any relevant debate can be raised, such as objective versus subjective data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

	mark
Evaluation (balance of positive and negative points) is comprehensive. Quality and depth of argument (or comment) are impressive. Selection and range of arguments are balanced and competently organised into issues/debates, methods or approaches. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are extensive.	13–16
Evaluation (positive and negative points) is very good. Quality and depth of argument (or comment) are clear and well developed. Selection and range of arguments are balanced and logically organised into issues/debates, methods or approaches. Good use of appropriate supporting examples and are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are competent.	10–12
Evaluation (positive and negative points) is good. Quality and depth of argument (or comment) are good. Selection and range of arguments may be imbalanced with some organisation into issues/debates, methods or approaches evident. Limited use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is lacking in detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are good.	7–9

<p>Evaluation (positive and negative points) is adequate. Quality and depth of argument (or comment) show some competency. Selection and range of arguments are occasionally organised into issues/debates, methods or approaches. Occasional use of appropriate supporting examples which are often peripherally related to the question. Analysis (key points and valid generalisations) is occasionally evident. Evaluation is brief and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are adequate.</p>	4–6
<p>Evaluation: some points are evident and may be positive or negative. Quality and depth of argument (or comment) are adequate. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Rare use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is discernible. Evaluation is very brief and quality of written communication is adequate.</p>	1–3
No or irrelevant answer	0

19 (a) Explain why doctor patient interactions are not always successful. [12]

AO1 = 12

Most likely this area will be organised as follows:

Confusion relating to non-verbal communication: Argyle outlines the functions of NVC and McKinstry and Wang's (1991) 'doctor dress study' supports this. They had ten photographs of the male doctor ranging in appearance from traditional (white coat, white shirt, tie and suit) to casual (no white coat, denim jeans, open-neck casual shirt). Patients preferred the traditional dress.

Verbal communication: Many studies carried out by Ley (1988, 1989) focus on the importance of what is said by both doctor and patient. Aspects such as retention of information is also a factor. MacKinlay (1975) looked at jargon words used by practitioners on a labour ward: breech, mucus and purgative for example, and found that many patients did not know what they meant and did not ask either.

Patient-practitioner style: Beckham and Frankel (1975) suggest that a doctor is either patient-centred or doctor-centred. Although most patients prefer a patient-centred style, Savage and Armstrong (1990) found that some patients preferred the doctor-centred approach.

Doctor diagnosis could also be mentioned as could how a doctor informs patients of bad news. Marteau (1990) found that patients would rather hear that they have a 10% chance of survival rather than a 90% chance of failure.

Disclosure of symptoms could also be included and the study by Robinson and West (1992) found that personal symptoms would be given to a 'computer doctor' but much less so to a real doctor.

	mark
Quality of description and depth of knowledge are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. The theories/studies described are wide-ranging. Understanding (such as elaboration, use of example, quality of description) is very good. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.	10–12
Quality of description and depth of knowledge are very good. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. The theories/studies described cover a reasonable range. Understanding (such as elaboration, use of example, quality of description) is good. The answer has some structure and organisation. Quality of written communication is good.	7–9
Quality of description and depth of knowledge are competent. Description of knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Use of terms is basic and use of psychological terminology is adequate. The theories/studies described cover a limited range. Understanding (such as elaboration, use of example, quality of description) is reasonable. The answer is lacking structure or organisation. Quality of written communication is good.	4–6
Quality of description and depth of knowledge are adequate. Description of knowledge (theories/studies) is sometimes accurate, has some coherence and is brief. Use of terms and use of psychological terminology are weak. The theories/studies described focus on a narrow range. Understanding (such as elaboration, use of example, quality of description) is discernible. The answer has some structure and/or organisation. Quality of written communication is sufficient.	1–3
No or irrelevant answer.	0

(b) Evaluate research which has investigated the doctor patient relationship. [16]

AO2 = 16

Any appropriate evaluative point to receive credit.

Most likely:

Evaluation of research:

Strengths and weaknesses of methods, sample, controls, procedure;

Evaluation of and comparisons and/or contrasts with alternative approaches.

Evaluation of issues and debates: Any relevant debate can be raised, such as objective versus subjective data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

	mark
<p>Evaluation (balance of positive and negative points) is comprehensive. Quality and depth of argument (or comment) are impressive. Selection and range of arguments are balanced and competently organised into issues/debates, methods or approaches. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are extensive.</p>	13–16
<p>Evaluation (positive and negative points) is very good. Quality and depth of argument (or comment) are clear and well developed. Selection and range of arguments are balanced and logically organised into issues/debates, methods or approaches. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are very good.</p>	10–12
<p>Evaluation (positive and negative points) is good. Quality and depth of argument (or comment) are good. Selection and range of arguments may be imbalanced with some organisation into issues/debates, methods or approaches evident. Limited use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is lacking in detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are good.</p>	7–9
<p>Evaluation (positive and negative points) is adequate. Quality and depth of argument (or comment) show some competency. Selection and range of arguments are occasionally organised into issues/debates, methods or approaches. Occasional use of appropriate supporting examples which are often peripherally related to the question. Analysis (key points and valid generalisations) is occasionally evident. Evaluation is brief and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are adequate.</p>	4–6
<p>Evaluation: some points are evident and may be either positive or negative. Quality and depth of argument (or comment) are adequate. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Rare use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is discernible. Evaluation is very brief and quality of written communication is adequate. Understanding and usage of psychological concepts, issues and approaches are discernible.</p>	1–3
No or irrelevant answer.	0

Section C

- 20 (a) Using your knowledge of psychology suggest a suitable technique to encourage the girl to wear the knee-extension splints. [8] AO2 = 8**

Most likely technique: operant conditioning. If the girl is rewarded for wearing the splints she is less likely to cry; if the pain behaviour she exhibits is ignored, it is likely to extinguish. The problem is the nurse, who rewarded the pain behaviour by taking off the splints originally.

Less likely is to give the girl pain-killers: medication in children should be avoided if at all possible.

Less likely is counselling or psychodynamic therapy which would involve reasoning with the girl, but this is difficult with a three-year-old.

	mark
Suggestion is appropriate to the question and based explicitly on psychological knowledge. Description of applied knowledge (theories/studies) is accurate, coherent and detailed. Understanding (such as elaboration, use of example, quality of description) is very good.	7–8
Suggestion is appropriate to the question and based on psychological knowledge. Description of applied knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Understanding (such as elaboration, use of example, quality of description) is good.	5–6
Suggestion is largely appropriate to the question and based largely on psychological knowledge. Description of applied knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Understanding (such as elaboration, use of example, quality of description) is reasonable.	3–4
Suggestion is peripheral to the question and vaguely based on psychological knowledge. Description of applied knowledge (theories/studies) is sometimes accurate, sometimes has coherence and is brief. Understanding (such as elaboration, use of example, quality of description) is sufficient.	1–2
No or irrelevant answer.	0

- (b) Explain how your suggested technique is based on a psychological approach or perspective. [6] AO1 = 6**

Operant conditioning is part of the behaviourist approach, originally outlined by Skinner. Additional aspects can be mentioned such as the law of effect: behaviours that are rewarded are likely to be repeated etc., and there is much terminology that can be explained in addition to a number of assumptions of this perspective.

If drugs are administered then the medical/biological approach is applicable and this can be related in the way pain-killers work (i.e. peripherally acting rather than centrally acting analgesics).

The psychodynamic approach and or humanistic approach could be mentioned, but candidates may well struggle to explain this for a three-year-old.

	mark
Quality of explanation and depth of argument are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. Understanding (such as elaboration, use of example, quality of description) is very good. The issue is effectively explained in relation to the topic area.	5–6
Quality of explanation and depth of argument are competent. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. Understanding (such as elaboration, use of example, quality of description) is good. The issue is adequately explained in relation to the topic area.	3–4
Quality of explanation and depth of argument are adequate. Description of knowledge (theories/studies) is often accurate, generally coherent and is brief. Use of terms is basic and use of psychological terminology is adequate. Understanding (such as elaboration, use of example, quality of description) is discernible. The relationship between the issue and topic area is identifiable.	1–2
No or irrelevant answer.	0

Psychology and Sport**Section A****21 From the study by Moore, Shepherd, Eden and Sivarajasingam on spectator aggression:****(a) Outline the sample of participants that was used in this study. [3] AO1 = 3**

Specifically: 'Two hundred and two male sports fans (mean age = 39.97 years, SD = 15.08) volunteered to participate, 115 before matches and 87 after matches. Potential participants were approached at random at the main entrance to the Millennium Stadium complex in Cardiff, Wales, the venue for many international rugby football matches, where all five matches were played.'

3 marks: detailed answer with accuracy and elaboration;

2 marks: limited answer with some features of sample identified;

1 mark: one or two features identified with some accuracy, or many with inaccuracies.

(b) Give one weakness of the procedure used to gather data in this study. [3] AO2 = 3

Most likely (but any appropriate answer receives credit):

Only those entering by main entrance were sampled (those drunk may use a back entrance);

Only volunteers were included, the views of those who did not volunteer are not known and may change the outcome;

The questionnaires were done in the presence of many other people and there could be too much noise;

The questionnaires were done in the presence of friends and this may have led to socially desirable answers or to answers of bravado to give the appearance of 'tough men'.

3 marks: appropriate weakness identified, explained and related to this study;

2 marks: appropriate weakness identified, partial explanation and related to this study;

1 mark: peripherally appropriate weakness identified with no explanation;

1 mark for any answer that is not related to this study.

(c) Suggest why generalisation from this sample may be problematic. [3] AO2 = 3

Generalisation is whether something applies to most people most of the time.

It may be a problem in this study because:

All participants were male;

All participants volunteered, the views of those who did not volunteer and are not known may change the outcome;

The chosen sport is rugby union and those spectating at other sports may behave differently;

The sample may all be Welsh; there is no detail about this in the study. However, there could be a multinational sample, with participants from Wales, England, Scotland, Ireland and France.

3 marks: appropriate suggestion identified, explained and related to this study;

2 marks: appropriate suggestion identified, partial explanation and related to this study;

1 mark: peripherally appropriate suggestion identified with no explanation;

1 mark for any answer that is not related to this study.

22 (a) Briefly outline Eysenck's theory of personality. [3]

AO1 = 3

Eysenck outlined a theory of personality not specific to sport. He believed there were two basic dimensions, with the opposites of extravert and introvert and stability and neuroticism. He devised the EPQ/EPI which would place an individual somewhere along either dimension. Eysenck's theory is a trait theory where stable across a variety of situations.

3 marks: detailed answer with accuracy and elaboration;

2 marks: limited answer with some features identified;

1 mark: one or two features identified with some accuracy, or a number with inaccuracies.

(b) Describe the personality traits of high-risk sports athletes. [3]

AO1 = 3

According to Kajtna et al. (2004) high-risk sports athletes possess four stable personality characteristics compared to non-high-risk sports athletes. These are emotional stability (ability to control emotions; absence of negative emotional states), conscientiousness (reliability, orderliness, persistence), extraversion and they score highly on acceptability (e.g. understand the need to help others).

3 marks: three (or more) traits identified with elaboration;

2 marks: two traits identified with elaboration;

1 mark: one trait with elaboration or several traits identified with no elaboration.

(c) Briefly discuss one strength of psychometric measures of personality. [3]

AO2 = 3

Most likely:

Allow comparison of large numbers of individuals; test is standardised; valid and reliable; allows placement of individual on standard scale; test is reliable and is easily replicated. Can be applied to relatively large numbers quickly and easily.

3 marks: strength discussed with elaboration (e.g. clarification, definition of terms, use of example);

2 marks: strength identified with some elaboration;

1 mark: strength identified with little or no elaboration.

Section B

23 (a) Outline applications to motivation in sport such as attributions, self confidence and learned helplessness. [12] **AO1 = 12**

Attributions are the perceived causes of events and behaviours. Weiner (1974) proposed that the difference between high and low sports achievers is a difference in attributional pattern. Weiner outlines four categories: ability, effort, task difficulty and attributions to the task itself. In addition Weiner (1979) also outlines locus of causality, stability and controllability as pertinent features of an attribution.

Many authors have worked on self confidence. Bandura (1977) focuses on self efficacy; Harter (1978) outlines competence motivation theory and Vealey (1986) proposes a 'sport specific model of sport confidence'.

Learned helplessness is the acquired belief that one has no control over negative events or that failure is inevitable. Dweck (1978) distinguishes between learned helpless individuals and mastery-oriented individuals.

	mark
Quality of description and depth of knowledge are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. The theories/studies described are wide-ranging. Understanding (such as elaboration, use of example, quality of description) is very good. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.	10–12
Quality of description and depth of knowledge are very good. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. The theories/studies described cover a reasonable range. Understanding (such as elaboration, use of example, quality of description) is good. The answer has some structure and organisation. Quality of written communication is good.	7–9
Quality of description and depth of knowledge are competent. Description of knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Use of terms is basic and use of psychological terminology is adequate. The theories/studies described cover a limited range. Understanding (such as elaboration, use of example, quality of description) is reasonable. The answer is lacking structure or organisation. Quality of written communication is good.	4–6
Quality of description and depth of knowledge are adequate. Description of knowledge (theories/studies) is sometimes accurate, has some coherence and is brief. Use of terms and use of psychological terminology are weak. The theories/studies described focus on a narrow range. Understanding (such as elaboration, use of example, quality of description) is discernible. The answer has some structure and/or organisation. Quality of written communication is sufficient.	1–3
No or irrelevant answer.	0

(b) Evaluate the contribution of these applications to motivation and sport. [16] AO2 = 16

Any appropriate evaluative point to receive credit.

Most likely:

Evaluation of models/theory:

Internal strengths and weaknesses;

Theoretical issues: reductionism, determinism, ethnocentrism;

Supporting/contradicting evidence;

Comparisons and contrasts with alternative theory.

Evaluation of research supporting models:

Strengths and weaknesses of methods, sample, controls, procedure;

Evaluation of and comparisons and/or contrasts with alternative approaches.

Evaluation of issues and debates: Any relevant debate can be raised, such as objective versus subjective data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

	mark
Evaluation (balance of positive and negative points) is comprehensive. Quality and depth of argument (or comment) are impressive. Selection and range of arguments are balanced and competently organised into issues/debates, methods or approaches. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are extensive.	13-16
Evaluation (positive and negative points) is very good. Quality and depth of argument (or comment) are clear and well developed. Selection and range of arguments are balanced and logically organised into issues/debates, methods or approaches. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are competent.	10-12
Evaluation (positive and negative points) is good. Quality and depth of argument (or comment) are good. Selection and range of arguments may be imbalanced with some organisation into issues/debates, methods or approaches evident. Limited use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is lacking in detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are good.	7-9

<p>Evaluation (positive and negative points) is limited. Quality and depth of argument (or comment) are poor. Selection and range of arguments are often imbalanced with little or no organisation into issues/debates, methods or approaches evident. Sparse use of appropriate supporting examples which are often peripherally related to the question. Analysis (key points and valid generalisations) is sparse. Evaluation is lacking in detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are poor.</p>	4-6
<p>Evaluation: some points are evident and may be either positive or negative. Quality and depth of argument (or comment) are adequate. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Rare use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is discernible. Evaluation is very brief and quality of written communication is adequate.</p>	1-3
No or irrelevant answer.	0

24 (a) Describe theories of anxiety and sport performance. [12]

AO1 = 12

Candidates may describe drive theory and inverted U theory, but hopefully they will progress to more up-to-date theories. Drive theory (Hull, 1951) states that as arousal increases, so does performance. If skill is well learned, arousal leads one to perform better; if skill is low then arousal leads one to perform worse. Inverted U theory (Martens & Landers, 1970 (after Yerkes-Dodson)): arousal causes increase in performance up to a point when, as arousal continues to increase, performance deteriorates. These models are very general and do not apply specifically to sport.

More specifically (and on the specification) are:

Catastrophe theory (Fazey & Hardy, 1988): performance does not always gradually deteriorate as arousal increases. Sometimes there is a rapid decline (a catastrophe). Key is levels of somatic and cognitive state anxiety. Linked is Hanin's (1980) zone of optimal functioning where level of anxiety is optimal. Finally Apter (1982) proposed the reversal theory whereby individuals switch back and forth between being telic (goal directed orientation) and paratelic ('fun-loving here-and-now').

Candidates could focus on research:

Most likely candidates will look either at studies which support the above theories or look at ways in which anxiety can be measured. Most common is Martens CSAI-2 (Martens et al., 1990) an updated version of the SCAT (Sport Competition Anxiety Test).

	mark
<p>Quality of description and depth of knowledge are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. The theories/studies described are wide-ranging. Understanding (such as elaboration, use of example, quality of description) is very good. The answer is competently structured and organised (global structure introduced at start and followed throughout). Quality of written communication is very good.</p>	10–12

<p>Quality of description and depth of knowledge are very good. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. The theories/studies described cover a reasonable range. Understanding (such as elaboration, use of example, quality of description) is good. The answer has some structure and organisation. Quality of written communication is good.</p>	7–9
<p>Quality of description and depth of knowledge are competent. Description of knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Use of terms is basic and use of psychological terminology is adequate. The theories/studies described cover a limited range. Understanding (such as elaboration, use of example, quality of description) is reasonable. The answer is lacking structure or organisation. Quality of written communication is good.</p>	4–6
<p>Quality of description and depth of knowledge are adequate. Description of knowledge (theories/studies) is sometimes accurate, has some coherence and is brief. Use of terms and use of psychological terminology are weak. The theories/studies described focus on a narrow range. Understanding (such as elaboration, use of example, quality of description) is discernible. The answer has some structure and/or organisation. Quality of written communication is sufficient.</p>	1–3
No or irrelevant answer.	0

(b) Evaluate theories of anxiety and sport performance. [16]

AO2 = 16

Any appropriate evaluative point to receive credit.

Most likely:

Evaluation of theory:

Internal strengths and weaknesses;

Theoretical issues: reductionism, determinism, ethnocentrism;

Supporting/contradicting evidence;

Comparisons and contrasts with alternative theory.

Evaluation of research:

Strengths and weaknesses of methods, sample, controls, procedure;

Evaluation of and comparisons and/or contrasts with alternative approaches.

Evaluation of issues and debates: Any relevant debate can be raised, such as objective versus subjective data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

	mark
<p>Evaluation (balance of positive and negative points) is comprehensive. Quality and depth of argument (or comment) are impressive. Selection and range of arguments are balanced and competently organised into issues/debates, methods or approaches. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are extensive.</p>	13–16
<p>Evaluation (positive and negative points) is very good. Quality and depth of argument (or comment) are clear and well developed. Selection and range of arguments are balanced and logically organised into issues/debates, methods or approaches. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation is quite detailed and quality of written communication is very good. Understanding and usage of psychological concepts, issues and approaches are competent.</p>	10–12
<p>Evaluation (positive and negative points) is good. Quality and depth of argument (or comment) are good. Selection and range of arguments may be imbalanced with some organisation into issues/debates, methods or approaches evident. Limited use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is sometimes evident. Evaluation is lacking in detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are good.</p>	7–9
<p>Evaluation (positive and negative points) is limited. Quality and depth of argument (or comment) are poor. Selection and range of arguments are often imbalanced with little or no organisation into issues/debates, methods or approaches evident. Sparse use of appropriate supporting examples which are often peripherally related to the question. Analysis (key points and valid generalisations) is sparse. Evaluation is lacking in detail and quality of written communication is good. Understanding and usage of psychological concepts, issues and approaches are poor.</p>	4–6
<p>Evaluation: some points are evident and may be either positive or negative. Quality and depth of argument (or comment) are adequate. Selection of points may be peripherally relevant to the assessment request and psychological knowledge is occasionally evident. Rare use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is discernible. Evaluation is very brief and quality of written communication is adequate.</p>	1–3
No or irrelevant answer.	0

Section C

- 25 (a) Using your knowledge of psychology suggest what the Wigan coach can do to ensure they win away from home. [8] AO2 = 8

Research attempting to identify the factors that contribute to the home advantage has largely focused on four areas: crowd factors, travel factors, familiarity factors and rule factors.

The **crowd** factor has been examined based on the assumption that conditions associated with the audience, including its size, density, intensity, supportiveness and proximity, motivate the home team and lead to enhanced performance. Some studies have found evidence to support the crowd factor e.g. Agnew & Carron (1994). The coach could therefore encourage large numbers of supporters to travel to the 'away' ground. He could encourage them to make a lot of noise, etc.

The **travel factor** is based on the assumption that travel is not only fatiguing but also disrupts familiar routines and habits. Although the coach could not counter this totally, the team could book a hotel close to the away ground for a few days prior to the match.

Studies have looked at **familiarity factors** such as size and nature of the playing surface (Pollard, 1986) and familiarity with the venue (Moore & Brylinsky, 1993). The coach could ask for his team to train on the match pitch to familiarise the players.

Research has also observed rules that may favour the home team (Courneya & Carson, 1992) and that referee bias might contribute to the home advantage. Studies have highlighted that officials make more subjective decisions against visiting teams – or in favour of home teams (e.g. Glamser, 1990). Not a lot the coach could do about this, but awareness that rugby league has a 'video referee' ensures fairness and removes possible bias.

	mark
Suggestions are appropriate to the question and based explicitly on psychological knowledge. Description of applied knowledge (theories/studies) is accurate, coherent and detailed. Understanding (such as elaboration, use of example, quality of description) is very good.	7–8
Suggestions are appropriate to the question and based on psychological knowledge. Description of applied knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Understanding (such as elaboration, use of example, quality of description) is good.	5–6
Suggestions are largely appropriate to the question and based largely on psychological knowledge. Description of applied knowledge (theories/studies) is often accurate, generally coherent but lacks detail. Understanding (such as elaboration, use of example, quality of description) is reasonable.	3–4
Suggestions are mainly inappropriate to the question and vaguely based on psychological knowledge. Description of applied knowledge (theories/studies) is mainly inaccurate, lacks coherence and lacks detail. Understanding (such as elaboration, use of example, quality of description) is poor.	1–2
No or irrelevant answer.	0

(b) Explain your suggestions in relation to theory on 'home advantage'. [6]**AO1 = 6**

The suggestions above need to be explained in relation to theory.

One possible option is to focus on explanations specific to 'home advantage', the four main factors of which were outlined above: crowd, travel, familiarity and referee bias.

Another option is to focus on effects of an audience: the crowd leading to social facilitation or social inhibition.

Also relevant would be coaching strategies to focus the attention of the players and use other coaching/motivating strategies to maintain an optimal level of arousal.

Raised in the study by Waters and Lovell (2002) is the idea that there is more pressure from home supporters when playing at home and this raises performance.

	mark
Quality of explanation and depth of argument are impressive. Description of knowledge (theories/studies) is accurate, coherent and detailed. Use of terms is accurate and use of psychological terminology is comprehensive. Understanding (such as elaboration, use of example, quality of description) is very good. The issue is effectively explained in relation to the topic area.	5–6
Quality of explanation and depth of argument are competent. Description of knowledge (theories/studies) is mainly accurate, coherent and reasonably detailed. Use of terms is mainly accurate and use of psychological terminology is competent. Understanding (such as elaboration, use of example, quality of description) is good. The issue is adequately explained in relation to the topic area.	3–4
Quality of explanation and depth of argument are adequate. Description of knowledge (theories/studies) is often accurate, generally coherent and is brief. Use of terms is basic and use of psychological terminology is adequate. Understanding (such as elaboration, use of example, quality of description) is discernible. The relationship between the issue and topic area is identifiable.	1–2
No or irrelevant answer.	0

BLANK PAGE

University of Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 1223 553554 Fax: +44 1223 553558
Email: international@cie.org.uk Website: www.cie.org.uk

© University of Cambridge International Examinations 2007