



Pearson

# Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCSE  
In Psychology (5PS02)  
Paper 1

edexcel 

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Summer 2017

Publications Code 5PS02\_01\_1706\_MS

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## General Marking Guidance

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

The strands are as follows:

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

OWTTE = Or Words To That Effect

**Topic C: Do TV and video games affect young people's behaviour?**

Question Number	Answer	Mark
<b>1a</b>	One mark for a correct statement of the method used. <ul style="list-style-type: none"><li>• Naturalistic study</li></ul> Accept 'questionnaire' Accept 'observation/s' <b>Look for other reasonable marking points</b>	<b>A03 = 1</b> <b>(1)</b>

Question Number	Answer	Mark
<b>1b</b>	One mark for naming the design used <ul style="list-style-type: none"><li>• Repeated measures</li></ul> Accept 'independent groups' <b>Look for other reasonable marking points</b>	<b>A03 = 1</b> <b>(1)</b>

Question Number	Answer	Mark
<b>1c</b>	<p>One mark for statement of an aggressive behaviour Charlton was looking for.</p> <p>One mark for statement of a non-aggressive behaviour Charlton was looking for.</p> <p>Aggressive</p> <ul style="list-style-type: none"> <li>• Anti-social gestures/verbal.</li> <li>• Anti-social contact.</li> <li>• Kicking</li> <li>• Pushing</li> <li>• Hitting</li> <li>• Damaging/seizing property</li> <li>• Non-compliant holding/forcing</li> </ul> <p>Non-aggressive</p> <ul style="list-style-type: none"> <li>• Pro-social gestures/verbal.</li> <li>• Sharing</li> <li>• Turn-taking</li> <li>• Helping</li> <li>• Displaying affection for others</li> <li>• Consoling others</li> <li>• Affection to others</li> <li>• Holding hands</li> <li>• Arm-in-arm</li> </ul> <p><b>Accept other reasonable ways of expressing the behaviours being looked for.</b></p>	<p><b>AO1 = 2</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>1d</b>	B - does not inevitably influence children's social behaviour	<p><b>AO1=1</b></p> <p><b>(1)</b></p>

Question Number	Answer	Mark
<b>1e</b>	<p>2 marks are available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p>Two marks are available for ONE strength of the study. If more than one strength, mark all and credit best.</p> <p><b>1 mark</b> for a basic response</p> <ul style="list-style-type: none"> <li>• eg The children will have acted normally/eq;</li> <li>• eg Behaviour was judged by independent raters/eq;</li> </ul> <p><b>2 marks</b> for a detailed response</p> <ul style="list-style-type: none"> <li>• eg The study took place in the childrens' school playground so they will have acted normally so the study has ecological validity/eq;</li> <li>• eg The video footage was judged by independent raters which means the findings are objective/unbiased/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A02 = 2</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>1f</b>	<p>2 marks are available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p>Two marks are available for ONE weakness of the study. If more than one weakness, mark all and credit best.</p> <p><b>1 mark</b> for a basic response</p> <ul style="list-style-type: none"> <li>• eg The children may have changed their behaviour in response to the researchers being there/eq;</li> <li>• eg Teachers may have influenced children's behaviour/eq;</li> </ul> <p><b>2 marks</b> for a detailed response</p> <ul style="list-style-type: none"> <li>• eg The children may have changed their behaviour, so were less aggressive than usual/more pro-social than usual which lacks validity/eq;</li> <li>• eg Teachers may have influenced children's behaviour by being more strict to prevent a bad reputation, so the findings lack validity/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A02 = 2</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>2a</b>	<p>2 marks are available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p>One mark per point/elaboration</p> <ul style="list-style-type: none"> <li>• Damage to Vanessa's limbic system /amygdala area can result in problems trying to control aggression/recognise aggression/producing aggression; (1 mark) /eq;</li> <li>• Vanessa may have an abnormally functioning limbic system that responds inappropriately to a trigger (1 mark)/eq;</li> <li>• Damage to Vanessa's limbic system can be caused by tumour or trauma; such as a tumour which could press against the amygdala and cause aggression; (2 marks)/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO2 = 2</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>2b</b>	<p>One mark for correct identification of a appropriate alternative explanation</p> <ul style="list-style-type: none"> <li>• Hormones / testosterone</li> </ul> <p>Accept 'XYY chromosome abnormality'</p> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO1 = 1</b></p> <p><b>(1)</b></p>

Question Number	Answer	Mark
<b>2c</b>	<p>2 marks are available for one strength; 2 marks are available for one weakness – if more than one given, mark all and credit the best.</p> <p>Do not credit simple statements like ‘...there is evidence from a study.’</p> <p>0 marks No rewardable material</p> <p>1 mark Brief explanation/clear identification of a weakness/strength</p> <p>2 marks Clear Identification and explanation/amplification of weakness/strength</p> <p>e.g. Strength</p> <ul style="list-style-type: none"> <li>• Animal studies have shown increased testosterone leads to aggression/castration leads to lowered aggression (1 mark) which shows a cause and effect relationship between testosterone and aggressive behaviour (2 marks) /eq;</li> <li>• Human blood samples of testosterone levels correlate with self-reported aggression (1 mark) so the higher the testosterone the higher the self-reported aggression supporting a link (2 marks) /eq;</li> <li>• The case of Charles Whitman who had a tumour pressing against his amygdala has been linked to his murders (1 mark) (1 mark) which showed a link between the brain and aggression so is supporting evidence for a biological explanation/eq;</li> <li>• King (1961) reported a documented case of aggression induced by the electrical stimulation of a woman’s brain (1 mark) which shows that the limbic system and amygdala is linked to aggression as stimulation increased aggression (2 marks) /eq;</li> <li>• Biological research into aggression can take physiological/bodily measures as evidence (1 mark) so this is scientific, objective evidence (2 marks)/eq;</li> </ul> <p>e.g. Weakness</p> <ul style="list-style-type: none"> <li>• Social learning theory says that we model the aggression from others (1 mark) such as role models that we identify with which is an alternative nurture explanation of aggression (2 marks) /eq;</li> <li>• The parts of the brain are difficult to study in humans (1 mark) as it would be dangerous or unethical to study them directly as it would involve surgery (2 marks) /eq;</li> <li>• Animal studies suggest a biological explanation for aggression but they are different to humans (1 mark) so the effects will be different as they behave and respond differently / are simpler (2 marks)/eq;</li> </ul>	<p><b>AO2 = 4</b></p> <p><b>(4)</b></p>



	<ul style="list-style-type: none"> <li>• We don't know whether testosterone causes aggression or the other way around (1 mark) so we cannot reliably establish cause and effect which means other factors could be causing the aggression (2 marks) /eq;</li> <li>• The biological approach does not take account of other nurture factors (1 mark)/such as upbringing/peer influence/role models so is not a complete explanation (2 marks); /eq;</li> <li>• The brain can only be studied directly after death in post-mortem (1 mark) which may not show a cause as other factors may have affected the brain before it was studied (2 marks)/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	
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Question Number	Answer	Mark
<b>3a</b>	<p>B – BPS recognised Psychology degree</p> <p>D – Chartered status with the BPS</p>	<p><b>AO1 = 2</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>3b</b>	<p>One point per mark/elaboration. No ID mark.</p> <p>e.g. Advice and support</p> <ul style="list-style-type: none"> <li>• The educational psychologist would work with the school and Jason’s parents to give advice and support/eq;</li> <li>• They would help parents and teachers deal with Jason’s communication issues/eq;</li> <li>• Family therapy could be used to bring them together to help them cope with Jason’s anger at school/eq;</li> </ul> <p>e.g. Assessment</p> <ul style="list-style-type: none"> <li>• They would carry out an assessment of Jason’s needs and behaviour/eq;</li> <li>• The educational psychologist will help Jason identify triggers for her aggressive behaviour/eq;</li> <li>• They may use a standardised test to check Jason’s behaviour/level of ability/eq;</li> </ul> <p>e.g. Multi-agency</p> <ul style="list-style-type: none"> <li>• The educational psychologist may contact other agencies to help support Jason’s school and parents/eq;</li> <li>• The educational psychologist may refer Jason to a child psychiatrist/eq;</li> </ul> <p>e.g. Treatment</p> <ul style="list-style-type: none"> <li>• They would help Jason understand his faulty thinking patterns/eq;</li> <li>• They would help Jason develop coping strategies, such as counting down from 10/eq;</li> <li>• Jason could practise using role play/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A02 = 3</b></p> <p><b>(3)</b></p>

Question Number	Answer	Mark
<b>4a</b>	<p>One mark per point/elaboration</p> <p>Please note no credit for repetition of stem in question 4a.</p> <ul style="list-style-type: none"> <li>• Shane would need to decide the categories of aggressive behaviour, such as hitting / insults / threats / killing / punching / kicking/eq;</li> <li>• He will then have to tally each time he saw this particular behaviour occurring in the game/eq;</li> <li>• He would then total his tallies and compare different parts of the game/eq;</li> <li>• Shane could check his analysis by repeating his tallies at a later date/ with different levels of the game / having someone else check it/eq;</li> <li>• Shane could analyse his results using averages/a graph to establish the type(s) of aggression in the video game/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A03 = 4</b></p> <p><b>(4)</b></p>

Question Number	Answer	Mark
<b>4b</b>	<p>One mark per point/elaboration</p> <ul style="list-style-type: none"> <li>• Shane could ask someone different to also rate the video game using the same categories (1 mark); this would allow him to see if they get the same results and establishes inter-rater reliability (2 marks) /eq;</li> <li>• Shane could do the content analysis again on a different part of the video game/at a later date (1 mark); which would enable him to see if he agrees with the initial analyses if so there is test-retest reliability (2 marks) /eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A03 = 2</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>4c</b>	D - subjectivity	<p><b>A03 = 1</b></p> <p><b>(1)</b></p>

Question Number	Answer	Mark
<b>4d</b>	<p>One mark per point/elaboration</p> <ul style="list-style-type: none"> <li>• Shane could ask his parent to gain consent (1 mark); as the parent would be responsible for his younger brother and can decide if the game is suitable (2 marks) /eq;</li> <li>• Shane could play the game himself first to see if the game is too aggressive (1 mark); and if he judges it too aggressive then he could give it to someone over the age certified on the game (2 marks) /eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A03 = 2</b></p> <p><b>(2)</b></p>

## Topic D: Why do we have phobias?

Question Number	Answer	Mark
<b>5a</b>	A – Unconditioned stimulus  E – Neutral stimulus	<b>AO1 = 2</b>  <b>(2)</b>

Question Number	Answer	Mark
<b>5b</b>	B - The process of transferring a fear from one object to other similar objects	<b>AO1 = 1</b>  <b>(1)</b>

Question Number	Answer	Mark
<b>6a</b>	<p>One mark per point/ elaboration.  Max 2 marks for ethical issues  Max 2 marks for practical issues</p> <p>Practical issues</p> <ul style="list-style-type: none"> <li>• There are qualitative differences between humans and animals so findings may not be generalisable/eq;</li> <li>• Humans live in complex social systems that are not reflected with animals so findings may not apply/eq;</li> <li>• Genetic differences between humans and animals may mean any findings are not useful/eq;</li> <li>• Drugs such as thalidomide did not negatively affect animals but this was not the case in humans so findings are not applicable/eq;</li> </ul> <p>Ethical issues</p> <ul style="list-style-type: none"> <li>• Animals can be used in deprivation/isolation studies where it is not acceptable to expose humans to such experiences/eq;</li> <li>• There is a pro species argument that we as humans should use animals if it benefits us/eq;</li> <li>• There is an argument that humans should not use power to the detriment of other species/eq;</li> <li>• Learning experiments often involve isolation which should be kept to a minimum to avoid distress/eq;</li> <li>• Distress by adverse conditions, such as fear stimuli, should be kept to a minimum/eq;</li> <li>• Mineka (1989) showed monkeys snakes that they were fearful of, but this was kept to a minimum/eq;</li> <li>• The number of animals used in an experiment should be kept to a minimum to avoid undue distress to many animals/eq;</li> <li>• Researchers should choose animals carefully so that a particular species does not suffer distress/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A03 = 4</b></p> <p><b>(4)</b></p>

Question Number	Answer	Mark
<b>6bi</b>	<p>One mark for a definition</p> <ul style="list-style-type: none"> <li>• A question which allows the respondent to answer freely/eq;</li> <li>• A question which does not give specific responses so the participant can answer how they want/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A03 = 1</b></p> <p><b>(1)</b></p>

Question Number	Answer	Mark
<b>6bii</b>	<p>One mark for a definition</p> <ul style="list-style-type: none"> <li>• A question which forces the respondent to answer in a specific way/eq;</li> <li>• A question which only allows fixed / restricted responses from the participant/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A03 = 1</b></p> <p><b>(1)</b></p>

Question Number	Answer	Mark
<b>6c</b>	B – Quantitative data	<p><b>A03 = 1</b></p> <p><b>(1)</b></p>

Question Number	Answer	Mark
<b>6d</b>	<p>One mark for a suitable aim            If more than one aim given, mark all and credit the best            Ignore procedure, findings, conclusion(s)</p> <ul style="list-style-type: none"> <li>• Aimed to see which animals we think are quick/scary/different/sudden/more afraid of/would not want to be near to/eq;</li> <li>• To see what characteristics of animals humans are prepared to fear/eq;</li> <li>• To test whether we are prepared to learn phobias of animals based on evolutionary theory/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO1 = 1</b></p> <p><b>(1)</b></p>

Question Number	Answer	Mark
<b>6e</b>	<p>One mark for a suitable finding            If more than one finding given, mark all and credit the best            Ignore aim(s), procedure, conclusion(s)</p> <ul style="list-style-type: none"> <li>• Rat/spider were among the animals rated as most feared/eq;</li> <li>• Lamb/robin rated as least feared/eq;</li> <li>• Spider and cockroach rated as most ugly/eq;</li> <li>• Slugs were rated as most slimy and ugly/eq;</li> <li>• Rats were rated as most speedy and sudden/eq;</li> <li>• Men and women did not respond differently in terms of features of an animal but women were less likely to approach certain animals than men/eq;</li> <li>• Animals rated high for sliminess, ugliness and suddenness were less likely to be approached/eq;</li> <li>• Animals rated high for sliminess, ugliness and suddenness were more feared/eq;</li> <li>• Ugliness of an animal was related to how different the animal was judged to be from a human/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO1 = 1</b></p> <p><b>(1)</b></p>



Question Number	Answer	Mark
<b>6f</b>	<p>One mark per point/elaboration. The following examples of answers are not an exhaustive list and often combinations of different points can be equally credited.</p> <p><b>Max 2 marks for an answer that does not refer to investigating phobias at least once in the answer (generic evaluation)</b></p> <p>0 marks for just 'quick and easy' without elaboration or an example</p> <p>Strengths</p> <ul style="list-style-type: none"> <li>• Questionnaires are standardised so all participants get the same questions, unlike an unstructured interview (1 mark)/eq; this means that all participants are being asked the same questions on phobias and the findings can be directly compared (2 marks)/eq;</li> <li>• They do not have the ethical concerns of an experiment because (informed) consent needs to be gained (1 mark); This is important as the subject is phobias which people might find distressing (2 marks)/eq;</li> <li>• An experiment would not be appropriate in cases with a phobia as it may cause a fear response, so a questionnaire is more ethical/eq;</li> <li>• Questionnaires can ask direct questions about attitudes and opinions about phobias, which cannot be gained by an observation (1 mark); It would be difficult and unethical to experiment on phobias as it can cause distress (2 marks)/eq;</li> </ul> <p>Weaknesses</p> <ul style="list-style-type: none"> <li>• Participants may lie/because of social desirability (1 mark)/eq; because they do not want to say/feel embarrassed they are phobic which means they lack validity (2 marks)/eq;</li> <li>• They can have a low response rate; so the findings will not be representative of all phobics/eq;</li> <li>• Closed questions are restrictive so phobias cannot be explored in depth/eq;</li> <li>• Open ended answers are difficult to analyse because it is qualitative data; making phobias difficult to compare/eq;</li> <li>• People may have a lack of insight so not be able to answer correctly; (1 mark) they may not understand how phobic they are when simply asked which means they can lack validity (2 marks)/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>A03 = 4</b></p> <p><b>(4)</b></p>

Question Number	Answer	Mark
<b>7a</b>	<p>One mark per point/elaboration.</p> <p>Any terminology should be fully explained. <b>No credit for repetition of stem.</b></p> <ul style="list-style-type: none"> <li>• Javinder's role model could be his father as he looks up to him / is the same gender / wants to be like him/eq;</li> <li>• Javinder will pay attention to his father's reaction to the spider/eq;</li> <li>• During retention he will remember his father's reaction/ being scared/eq;</li> <li>• (Motor) Reproduction is where Javinder is able to reproduce his father's scared reaction to the spider if there is a spider present/eq;</li> <li>• Javinder will be motivated to continue being scared due to attention he will receive from his father/eq;</li> <li>• Javinder will feel less scared when he runs away from spiders so this will self-reinforce his fear response/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A02 = 4</b></p> <p><b>(4)</b></p>

Question Number	Answer	Mark
<b>7b</b>	<p>One mark for nurture choice and a further mark for reason or evidence.</p> <p>Reject answers that just state '...because it is learnt' or 'because it is the environment/surroundings' – answer must be qualified (see examples below).</p> <ul style="list-style-type: none"> <li>• Social learning is nurture/eq;</li> <li>• Observing and imitating a role model is environmental/eq;</li> <li>• Studies (e.g. Bandura et al., 1963) have shown that children are likely to copy adult role model behaviour so may copy a response to a phobic stimulus/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A02 = 2</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>7c</b>	<p>One mark per point; elaboration</p> <ul style="list-style-type: none"> <li>• A hierarchy of the fear will be drawn up with the most scary at the top and least at the bottom/eq;</li> <li>• Gradual exposure/imagined exposure to each level of the hierarchy to decondition the fear/eq;</li> <li>• The UCS is the relaxation techniques, UCR/CR relaxation, the NS/CS is the fear/phobic stimuli/eq;</li> <li>• Relaxation techniques; such as counting or breathing slowly; are paired with the fear to ensure client is relaxed at each level of the hierarchy/eq; (2 marks)</li> <li>• Movement to the next level is determined by level of anxiety/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>AO1 = 4</b></p> <p><b>(4)</b></p>

Question Number	Answer	Mark
<b>7di</b>	<p>One mark for alternative therapy</p> <ul style="list-style-type: none"> <li>• Flooding</li> </ul> <p><b>Accept other reasonable ways of expressing the relevant alternative therapy</b></p>	<p><b>AO1 = 1</b></p> <p><b>(1)</b></p>

Question Number	Answer	Mark
<b>7dii</b>	<p>One mark per point/elaboration.</p> <p>No marks for evaluation</p> <p>Answer must refer to Javinder/spider phobia or max 1 mark overall.</p> <ul style="list-style-type: none"> <li>• Javinder should be explained the therapy and told the nature of it before it starts/eq;</li> <li>• Javinder would be exposed to his fear / the spider(s)/eq;</li> <li>• This could be by putting him in a room with lots of spiders/eq;</li> <li>• Javinder would be forced to stay with the spiders/eq;</li> <li>• His anxiety would be initially very high and eventually his fear would subside/eq;</li> <li>• He cannot be calm and scared at the same time/reciprocal inhibition so would ultimately calm down/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>AO2 = 3</b></p> <p><b>(3)</b></p>

**Topic E: Are criminals born or made?**

Question Number	Answer	Mark
<b>8a</b>	<p>One mark per point/elaboration.                      No ID mark                      Do not credit 'criminal gene' as this is a tautological statement.</p> <ul style="list-style-type: none"> <li>• The warrior gene is being implicated in the cause of aggression/eq;</li> <li>• The MAOA gene has been identified as a possible indicator of aggression/eq;</li> <li>• Low functioning MAOA and childhood difficulties may predict later adult aggression/eq;</li> <li>• Genetics have shown that there is a degree of relatedness in certain specific criminal types/eq;</li> <li>• Concordance indicates that genetic relatedness corresponds with criminality/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>A01 = 2</b>  <b>(2)</b></p>

Question Number	Answer	Mark
<b>8b</b>	<p>One mark per point/elaboration.</p> <p>One mark for brief comparison</p> <ul style="list-style-type: none"> <li>• The biological explanation is nature whereas the social explanation is nurture/eq;</li> <li>• The biological explanation suggests criminality is largely determined whereas the social suggests it is preventable/eq;</li> </ul> <p>Two marks for detailed comparison</p> <ul style="list-style-type: none"> <li>• The biological explanation focuses on internal factors such as genetics for criminality whereas the social explanation focuses on external factors such as labelling/eq;</li> <li>• The biological explanation suggests criminality is largely determined as a criminal gene may not be avoided whereas the social suggests it is preventable through a less difficult environment/lifestyle/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>A02 = 3</b>  <b>(3)</b></p>

Question Number	Answer	Mark
<b>8c</b>	<p>The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p>If more than one strength, mark all and credit best.</p> <p>1 mark for a basic response</p> <ul style="list-style-type: none"> <li>• eg An independent researcher interviewed the participants/eq;</li> <li>• eg Theilgaard used a variety of tests so there was detailed analysis/eq;</li> </ul> <p>2 marks for a detailed response</p> <ul style="list-style-type: none"> <li>• eg An independent researcher interviewed the participants so the study will be more objective as Theilgaard could not be have influenced participant responses/eq;</li> <li>• eg Theilgaard used blood samples, personality test, interviews so there was detailed, valid analysis of the different participants/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>A02 =</b> <b>2</b> <b>(2)</b></p>

Question Number	Answer	Mark
<b>9a</b>	<p>One mark per point/elaboration.</p> <p>Ignore practical or methodological issues/ reasons for using criminals/offenders.</p> <p>If more than one ethical issue mark all and credit the best.</p> <ul style="list-style-type: none"> <li>• If someone is labelled as a 'criminal' it may become true due to self-fulfilling prophecy (1 mark); which is unethical as they may not have become a criminal without the label (2 marks)/eq;</li> <li>• The findings of research may have issues, such as parent/individual blaming (1 mark); which could have negative implications for the individual or family such as victimisation of prison inmates or their families (2 marks)/eq;</li> <li>• Prisoners may feel pressured to take part in research (1 mark); This is because they are in a vulnerable situation and do not want to appear negative (2 marks)/eq;</li> <li>• They may fear reprisal if they do not co-operate/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>A03 = 2</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>9b</b>	C - gives limited detail	<p><b>A03 = 1</b></p> <p><b>(1)</b></p>

Question Number	Answer	Mark
<b>9c</b>	A - It was ethical to test drinking behaviour using a questionnaire	<p><b>A02 = 1</b></p> <p><b>(1)</b></p>

Question Number	Answer	Mark
<b>10a</b>	<p>One mark per point/elaboration. Accept any treatment conceivable that could be used/has been used to treat offenders except drug therapy (Forensic psychologists do not prescribe).</p> <p>If more than one treatment described, mark all and credit the best, but CBT/counselling are similar – consider overlap of treatments.</p> <p>Examples of treatments include token economy, psychotherapy, anger management, Personal Construct Therapy, hypnotherapy, counselling. There may be others.</p> <p>Eg. Token economy (ID mark);</p> <ul style="list-style-type: none"> <li>• Assess the behaviour possible and rewards that would be effective for the offender/eq;</li> <li>• A forensic psychologist would clearly establish desirable behaviours they would want the offenders to display/eq;</li> <li>• Desirable behaviour would include cooperation/being polite to others/being helpful/avoiding conflict/eq;</li> <li>• A forensic psychologist would identify typical reinforcements for the offender population/eq;</li> <li>• A token would be given by staff each time the good behaviour was displayed/eq;</li> <li>• The tokens can be collected by inmates and exchanged for a reinforcer/eq;</li> <li>• The tokens are a secondary reinforcer that can be exchanged for a primary reinforcer/something they want/eq;</li> <li>• Primary reinforcements could include phone cards/time / extra time with family / better food/eq;</li> </ul> <p>Eg Anger management (ID mark);</p> <ul style="list-style-type: none"> <li>• Assess them for underlying issues using this to direct treatment/plan therapy/eq;</li> <li>• A forensic psychologist would try and identify triggers for prisoners aggression/eq;</li> <li>• A forensic psychologist would teach them to recognise the triggers / signs of anger/eq;</li> <li>• A forensic psychologist would teach them relaxation/avoidance techniques/eq;</li> <li>• A forensic psychologist would try and practise these triggers in role play/eq;</li> <li>• Teach them to rationalise that it is an inappropriate response to become angry/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>AO1=4</b></p> <p><b>(4)</b></p>



Question Number	Answer	Mark
<b>10b</b>	<p>One mark per point/elaboration.</p> <p>Ignore ethical issues with researching convicted offenders.</p> <ul style="list-style-type: none"> <li>• There may be a small sample of criminals required (e.g. murderers) so there is a lack of generalisability/eq;</li> <li>• Offenders may lie about their criminal past/eq;</li> <li>• Criminals may underplay their crimes for early release/to make you feel sorry for them/to look good/to prevent others getting in to trouble/eq;</li> <li>• Their memories of retrospective crimes might be unreliable/eq;</li> <li>• They may glorify their crimes to make themselves look more criminal than they were/to show off/to gain prison respect/eq;</li> </ul> <p>2 marks for a more detailed response</p> <ul style="list-style-type: none"> <li>• Offenders may lie by making their crime seem more severe than it was which means the information provided is not accurate (2 marks)/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>A03 = 2</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>11</b>	<p>One mark per point/elaboration.</p> <p>Ignore evaluation of offender profiling.</p> <p>Max 1 mark if no reference to Sharon/burglary.</p> <ul style="list-style-type: none"> <li>• Sharon would use profiling to narrow the burglary suspects based on certain characteristics/eq;</li> <li>• The burglar(s) could leave behind behavioural features that Sharon can use to establish what they are normally like/eq;</li> <li>• The profile Sharon builds would involve analysing the crime and evidence to build up a list of possible features of the burglar(s)/eq;</li> <li>• Sharon could give information from the profile to the Police including age, sex, occupation, marital status (list of two of more features for this mark)/eq;</li> <li>• Sharon's profile may help suggest interview techniques the Police could use/souvenirs they can find on the burglar(s)/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>A02 = 3</b></p> <p><b>(3)</b></p>

Question Number	Indicative content	
12	<p>Refer to the levels at the end of the indicative content.</p> <p>Appropriate answers may include the following indicative content, but the list is not exhaustive so look for other reasonable points.</p> <p><b>Description</b></p> <p>Attractiveness</p> <ul style="list-style-type: none"> <li>• Jurors see attractiveness as intelligence, honesty and friendliness, so not characteristics of a criminal</li> <li>• Attractive people are less likely to be found guilty/considered less likely to commit a crime</li> <li>• They use the stereotype of attractiveness to base their decision</li> </ul> <p>Race</p> <ul style="list-style-type: none"> <li>• If the jurors have stereotypes about a certain race this could affect their decision</li> <li>• If the stereotype of that race is linked to criminal behaviour then they are less likely to find that person innocent</li> </ul> <p>Accent</p> <ul style="list-style-type: none"> <li>• Jurors hear accents and judge people based on stereotypes of the accent</li> <li>• Posh accents are not associated with violent crime so are seen as less guilty</li> <li>• Some regional accents are seen as associated with violent crime so are judged more harshly</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Sigall and Ostrove (1975) found that beautiful people receive less harsh sentences for certain crimes (burglary)</li> <li>• They also found that if the crime is fraud where attractiveness might 'help' people get tougher sentences</li> <li>• Sigall et al. (1975) was highly controlled as it used the same story throughout so can be tested for reliability.</li> <li>• However, it was not what a juror would normally experience as they would see a real defendant so there was a lack of validity.</li> <li>• Mahoney and Dixon (1997) found that Brummie accents were associated with armed robbery</li> <li>• Dane and Wrightsman (1982) found that white defendants were more likely to receive lighter sentences than black defendants.</li> </ul>	<p><b>AO1 = 5,</b> <b>AO2 = 5</b></p> <p><b>(10)</b></p>

Level	Mark	Descriptor
<b>0</b>	0	No rewardable material
<b>Level 1</b>	1-2	<p>Very limited description of the characteristics that could affect jury decision making. AND Very limited or no evaluation.</p> <p>Writing communicates ideas using everyday language, but the response lacks clarity and organisation. The candidate spells and punctuates and uses the rules of grammar with limited accuracy.</p>
<b>Level 2</b>	3-4	<p>Basic description of the characteristics that could affect jury decision making AND limited attempt at evaluation OR Good description of the characteristics that could affect jury decision making AND very limited or no attempt at evaluation</p> <p>Writing communicates ideas using a limited range of psychological terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the ideas of grammar with general accuracy.</p>
<b>Level 3</b>	5-6	<p>Basic description of the characteristics that could affect jury decision making AND basic evaluation. OR Very good description of the characteristics that could affect jury decision making AND limited or no evaluation.</p> <p>Writing communicates ideas using psychological terms accurately and showing some direction and control in the organisation of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<b>Level 4</b>	7-8	<p>Good description of the characteristics that could affect jury decision making AND good evaluation (breadth or depth)</p> <p>Writing communicates ideas using psychological terminology accurately and showing some direction and control in the organisation of material. The candidate uses some of the rules of grammar and spells and punctuates with considerable accuracy, with few spelling errors.</p>
<b>Level 5</b>	9-10	<p>Very good description of the characteristics that could affect jury decision making AND clearly explained evaluation using a range (breadth and depth) of evaluation points.</p> <p>Writing communicates ideas effectively, using a range of precisely selected psychological terminology and organising material clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy.</p>