

AQA A-LEVEL PSYCHOLOGY

PSYCHOLOGY



EXAM QUESTION PACK

UNIT 3 (PSYB3) OLD SPECIFICATION PAPERS

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A-level PSYCHOLOGY (SPECIFICATION B)

Unit 3 Child Development and Applied Options

Wednesday 8 June 2016

Afternoon

Time allowed: 2 hours

Materials

For this paper you must have:

- an AQA 16-page answer book.

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is PSYB3.
- Choose **three** topics only, **one** topic from **Section A**, and **two** topics from **Section B**.
- Answer **all** questions on the topics you choose.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- The 12-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Child Development

There are three topics in this section: Social Development, Cognitive Development and Moral Development.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Social Development

0	1
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A psychologist was investigating age-related changes in friendship. The psychologist interviewed two young children about their 'best friend'. Extracts from each interview are shown below.

Extract 1 – Jed, aged 4 years:

'We sit together at school and we play together at playtime. He lives round the corner from me. When he is off school I play with some other boys.'

Extract 2 – Tom, aged 7 years:

'We both like computer games. We swap games and tell each other how to get to the next level on the game. It's no fun when he's on holiday.'

Explain what these extracts show about age-related changes in friendship.

[4 marks]

0	2
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The psychologist wrote a letter to Jed's and Tom's parents before interviewing the two boys.

Outline **three** issues that the psychologist should have addressed in this letter.

[3 marks]

0	3
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According to Bowlby, attachment is based on a desire for . . .

- A communication with carer.
- B food.
- C proximity to carer.
- D multiple bonds.

Write the correct letter in your answer book.

[1 mark]

0	4
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'Ainsworth's work has greatly influenced our understanding of attachment.'

Discuss this view. Refer to evidence as part of your discussion.

[12 marks]

Topic: Cognitive Development

0 5

A psychologist investigated Siegler's research into problem solving. He showed 4-year-old Amy and 9-year-old Annie a balance scale and asked them which way the scale would tip in different conditions. The psychologist varied the number of weights or varied the position of the weights on the arms of the scale. He found that Amy and Annie answered the problems differently.

Explain how the responses of Amy and Annie might be different. Refer to Siegler's research into problem-solving strategies in your answer.

[4 marks]**0 6**

The psychologist wrote a letter to Amy's and Annie's parents before starting the study with the two girls.

Outline **three** issues that the psychologist should have addressed in this letter.

[3 marks]**0 7**

Which **one** of the following statements about Piaget's class inclusion studies is true? Write the correct letter in your answer book.

When Piaget investigated class inclusion he studied children's understanding of . . .

- A** categories.
- B** appearance.
- C** number.
- D** permanence.

[1 mark]**0 8**

'Cognitive abilities are largely innate.'

Discuss this nativist view of cognitive development. Refer to evidence as part of your discussion.

[12 marks]

Section A continues on the next page

Turn over ►

Topic: Moral Development

0 9 A psychologist read two moral comparison stories to Andrew, aged 4 years, and Alex, aged 8 years. The stories were similar to the ones used by Piaget. He then asked each child a question about the characters in the stories. He found that they answered differently.

Outline what is meant by the 'moral comparison technique' and explain how the answers of Andrew and Alex might have differed.

[4 marks]

1 0 The psychologist wrote a letter to Andrew's and Alex's parents before starting his study with the two children.

Outline **three** issues that the psychologist should have addressed in this letter.

[3 marks]

1 1 Which **one** of the following moral dilemmas is different from the type of moral dilemmas that were used by Kohlberg?

Write the correct letter in your answer book.

Wondering whether or not to . . .

- A** tell a lie to save a friend from getting into trouble with the police
- B** steal money to pay for a friend's medicine
- C** give money to charity or spend it on yourself
- D** break the speed limit to rush a friend to hospital

[1 mark]

1 2 'Males and females have a different understanding of moral issues.'

Discuss this view. Refer to psychological theory and evidence as part of your discussion.

[12 marks]

Section B Applied Options

There are five topics in this section: Cognition and Law, Schizophrenia and Mood Disorders, Stress and Stress Management, Substance Abuse and Forensic Psychology.

Choose **two** topics from this section. Answer **all** questions on the topics you choose.

Each topic carries 20 marks.

Topic: Cognition and Law

- 1 3** Describe the holistic form explanation for face recognition. **[4 marks]**
- 1 4** Briefly discuss **two** methodological problems that might arise when interviewing children as eye-witnesses. **[4 marks]**
- 1 5** Marie is having therapy for panic attacks that happen when she is outdoors. During one of the therapy sessions she vaguely recalls being very frightened by someone who chased her through a garden. She thinks this was when she was about 10 years old. At the next session, the therapist asks Marie to describe the incident in the garden again.
- The therapist thinks this could be a repressed memory, but Marie's friend says it is probably a false memory.
- Discuss evidence related to repression and false memory. Refer to Marie's experience in your answer. **[12 marks]**
-

Topic: Schizophrenia and Mood Disorders

- 1 6** Outline **one** difference between the symptoms of unipolar depression and the symptoms of bipolar depression. **[2 marks]**
- 1 7** Outline **one** biological treatment for bipolar disorder. **[2 marks]**
- 1 8** Briefly discuss **two** limitations of using biological treatments for mood disorders. **[4 marks]**
- 1 9** Jay is 24 years old and still lives with his parents. His father has schizophrenia. Jay describes his mother as difficult, very cold and always fussing. Recently, Jay has been very upset because he has broken up with his girlfriend. Jay is well known to his doctor because he has had mental health problems in the past and the doctor suspects that Jay might have schizophrenia.
- Discuss **two** explanations for schizophrenia. Refer to Jay in your answer. **[12 marks]**

Turn over ►

Topic: Stress and Stress Management

- | | |
|---|---|
| 2 | 0 |
|---|---|

 Describe biofeedback as a way of managing stress. [4 marks]
- | | |
|---|---|
| 2 | 1 |
|---|---|

 Briefly discuss **two** limitations of behavioural approaches to managing stress. [4 marks]
- | | |
|---|---|
| 2 | 2 |
|---|---|

 Imelda has a demanding job that she does not enjoy. She also spends a lot of time looking after her mother. She is a single parent and worries a lot about paying the bills and being able to buy things for her children. Just lately, she has had several colds and has taken time off work. Her manager is not sympathetic.
- Discuss the relationship between stress and illness. Refer to Imelda in your answer. [12 marks]
-

Topic: Substance Abuse

- | | |
|---|---|
| 2 | 3 |
|---|---|

 Briefly discuss the usefulness of identifying risk groups in order to prevent substance abuse. [4 marks]
- | | |
|---|---|
| 2 | 4 |
|---|---|

 Outline what is meant by a 'fear-arousing appeal' and describe how fear-arousal appeals might prevent substance abuse. [4 marks]
- | | |
|---|---|
| 2 | 5 |
|---|---|

 Pip drinks alcohol with a group of older boys from the same area. He tries to impress the others by drinking a lot and getting into trouble. Pip steals from his mum's purse and lies about where he has been. When challenged about his bad behaviour, he just laughs. His mum thinks that Pip is a 'typical lad' but his social worker thinks that he might have a personality disorder.
- Discuss personality characteristics and social factors as explanations for substance abuse. Refer to Pip in your answer. [12 marks]

Topic: Forensic Psychology

- | | |
|---|---|
| 2 | 6 |
|---|---|

 Outline **two** early biological approaches to explaining offending. **[4 marks]**
- | | |
|---|---|
| 2 | 7 |
|---|---|

 Briefly discuss why alternatives to custodial sentencing might be preferable to custodial sentencing. **[4 marks]**
- | | |
|---|---|
| 2 | 8 |
|---|---|

 Thomas and Alan are offender profilers who are working on a series of linked attacks. They adopt different approaches to their work. Thomas focuses mainly on where the attacks took place, whereas Alan focuses mainly on the nature of the offender.
- Describe and evaluate offender profiling. Refer to Thomas and Alan in your answer. **[12 marks]**

END OF QUESTIONS

There are no questions printed on this page

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A-LEVEL

Psychology (Specification B)

PSYB3 Unit 3 Child Development and Applied Options

Mark scheme

2185

June 2016

Version 1.0: Final Mark Scheme

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

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

Further copies of this Mark Scheme are available from aqa.org.uk.

Section A Child Development

Topic: Social Development

01 Explain what these extracts show about age-related changes in friendship.

[4 marks]

AO1 = 2

For **each** extract, award one mark for knowledge of an **age-related change** illustrated.

Younger children show understanding of a friend as

- partner in physical interaction/someone to spend time with; shows friendships are easily formed/dissolved; someone who is nearby

Older children show understanding of a friend as

- someone with mutual interests; responsive to other's needs; involves reciprocity/sharing; loyalty

Credit other age-related change

AO2 = 2

For **each** extract, award one mark for correctly linking AO1 material to the content of the extract.

Credit any relevant application eg.

- Jed sees other boy as best friend because they 'sit /play together' (so are physically proximal)
- Tom sees other boy as best friend because they 'both like computer games' (so have a mutual interest)

02 Outline **three** issues that the psychologist should have addressed in this letter.

[3 marks]

AO3 = 3

Award one mark for each of the following points briefly outlined:

- asking permission/consent from parents
- explaining the aims/purpose of the research to parents/outlining the intended procedure
- reference to **at least one** further relevant ethical issue eg confidentiality/the right to withdraw/protection from harm.

03 According to Bowlby, attachment is based on a desire for....

[1 mark]

AO1 = 1

C

04 'Ainsworth's work has greatly influenced our understanding of attachment.'

Discuss this view. Refer to evidence as part of your discussion.

[12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4

Up to 4 marks for knowledge/description of Ainsworth's work on attachment (research and theory).

Relevant content includes:

- Strange Situation method – controlled observation of infant responses to separation, presence of stranger, reunion with mother, 8 stages.
- Ainsworth's findings; the category system – secure; anxious avoidant; anxious resistant
- Ainsworth's conclusion about role of sensitive responsiveness in influencing quality and type of attachment
- Ainsworth's Baltimore home observation; Uganda study

One mark for description of other relevant evidence eg van Ijzendoorn and Kroonenberg.

Credit other relevant material.

AO2 = 8

Up to 8 marks for discussion of Ainsworth's work, its influence and contribution to our understanding. Relevant discussion points include:

- provided a method to assess children's attachment that was replicable and reliable
- identified different types of attachment in young children
- provided an assessment of attachment so that causes could be investigated
- practical usefulness of the category system – situations when it might be important to be able to determine attachment type
- extent to which the findings are applicable across cultures – supporting and contradictory evidence
- long-term usefulness of attachment types eg implications for adult relationships and possible use in therapy
- contrast with other research into attachment eg sensitive responsiveness theory contrasted with Bowlby's attachment theory
- use of relevant evidence to discuss Ainsworth's influence

Credit evaluation of evidence (eg methodology and/or ethics) only where used to discuss Ainsworth's influence

Maximum 8 marks if no evidence presented.

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to Ainsworth's work. Discussion is thorough and includes thoughtful analysis of how Ainsworth has contributed to the understanding of attachment. Most discussion points are well developed and focused on the quote. Relevant evidence is used effectively. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer is mostly well focused on the question and shows knowledge and understanding in relation to Ainsworth's work. Discussion of how Ainsworth has contributed to the understanding of attachment is evident, with some points developed. At the top of the band relevant evidence is presented. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows limited knowledge and understanding in relation to Ainsworth's work. There must be some discussion of Ainsworth's work for 5/6 marks and points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic: Cognitive Development

- 05** Explain how the responses of Amy and Annie might be different. Refer to Siegler's research into problem-solving strategies in your answer.

[4 marks]

AO1 = 2

Up to two marks for knowledge of Siegler's research into problem solving strategies. Award one mark for a brief point plus one mark for elaboration, or two marks for two brief points. Likely content:

- Children apply different problem solving rules at different ages
- Information processing limitations mean that younger children can only encode/process one factor

Credit reference to other relevant aspects of Siegler's research/theory eg overlapping waves; balance study.

AO2 = 2

One mark each for the following applications:

- Amy considers only the number of weights
- Annie can consider either number of weights or position of weights (credit Annie can consider both number and position)

- 06** Outline **three** issues that the psychologist should have addressed in this letter.

[3 marks]

AO3 = 3

Award one mark for each of the following points briefly outlined:

- asking permission/consent from parents
- explaining the aims/purpose of the research to parents/outlining the intended procedure
- explaining **at least one** further relevant ethical issue eg confidentiality/the right to withdraw/protection from harm.

- 07** Which **one** of the following statements about Piaget's class inclusion studies is true? Write the correct letter in your answer book.

[1 mark]

AO1 = 1

A

08 'Cognitive abilities are largely innate.'

Discuss this nativist view of cognitive development. Refer to evidence as part of your discussion.

[12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4

Up to 4 marks for knowledge/description of nativist theory of cognitive development. Relevant content includes:

- focus on inborn cognitive abilities
- immediate and direct understanding of the world
- examples and description of specific nativist explanations or specific innate cognitive abilities – object permanence (eg Baillargeon); depth perception (eg Bower, Gibson and Walk); cross-modal integration (eg Melzoff); language acquisition device (eg Chomsky)

Up to 2 marks for description of evidence- this can be evidence supporting nativist views as in the above studies or evidence supporting alternative views eg evidence about learning or scaffolding research eg Wood and Middleton.

Credit other relevant material.

AO2 = 8

Up to 8 marks for discussion of nativist theory about cognitive development. Discussion might include reference to:

- narrowness of the nativist view and determinism
- informed comparison with alternatives eg constructivist explanations - Piaget's views about importance of experiential learning and 'action on the world'; social interactionist explanations eg Vygotsky's view of the child 'as apprentice'; Rogoff's guided participation; scaffolding
- discussion of nativist theory may be linked to more general psychological approaches eg. the role of trial and error – links to behavioural explanations; social learning theory – importance of observation and imitation
- use of relevant evidence to discuss the quote

Credit evaluation of evidence only where used to discuss nativist theory

Full credit can be given to answers that focus solely on infant abilities.

Maximum 8 marks if no evidence presented

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to nativist theory of cognitive development. Discussion is thorough and includes thoughtful analysis of nativist theory in relation to cognitive development. Most discussion points are well developed and focused on the quote. Relevant evidence is used effectively. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer is mostly well focused on the question and shows knowledge and understanding in relation to nativist theory of cognitive development. Discussion of nativist theory in relation to cognitive development is evident, with some points developed. At the top of the band relevant evidence is presented. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows limited knowledge and understanding in relation to nativist theory of cognitive development. There must be some discussion of nativist theory in relation to cognitive development for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic: Moral Development

09	Outline what is meant by the 'moral comparison technique' and explain how the answers of Andrew and Alex might have differed.	[4 marks]
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AO1 = 2

Award one mark for knowledge of the moral comparison technique as follows:

- in moral comparisons one character intentionally causes (small) damage whereas the other causes (a lot of) damage accidentally. Accept description through example.
- children are then asked 'Who is the naughtier?'

AO2 = 2

One mark each for the following applications:

- Andrew considers consequence (amount of damage)/shows realism (so would say that the person who causes most damage is naughtier)
- Alex considers intention/shows relativism (so would say that the person with bad intent is the naughtier)

10	Outline three issues that the psychologist should have addressed in this letter.	[3 marks]
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AO3 = 3

Award one mark for each of the following points briefly outlined:

- asking permission/consent from parents
- explaining the aims/purpose of the research to parents/outlining the intended procedure
- explaining **at least one** further relevant ethical issue eg confidentiality/the right to withdraw/protection from harm.

11	Which one of the following moral dilemmas is different from the type of moral dilemmas that were used by Kohlberg? Write the correct letter in your answer book.	[1 mark]
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AO1 = 1

C

12 'Males and females have a different understanding of moral issues.'

Discuss this view. Refer to psychological theory and evidence as part of your discussion.

[12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4

Up to 4 marks for knowledge/description of psychological theory and evidence relating to male/female differences in moral understanding. Likely content includes:

- Kohlberg's stage theory – sex differences in the conventional level, males at Stage 4 and females at Stage 3 – characteristics of these stages to illustrate male/female differences
- Gilligan's levels illustrating sex differences in moral orientation eg female focus on care and male focus on justice
- psychodynamic explanations – Freud's view that male identification is stronger and therefore males are more moral

Up to 2 marks for description of evidence - this can be evidence supporting sex differences in moral understanding eg Kohlberg, Gilligan, Attanucci and McGillicuddy-De Lisa or contradictory evidence suggesting no differences eg Walker.

AO2 = 8

Up to 8 marks for discussion of the view that males and females have different moral understanding. Likely content:

- gender differences assumed by Kohlberg may be due to issue of male bias in his research (sampling, content of dilemmas etc.)
- lack of testability of key concepts related to gender differences that form the basis of psychodynamic theory eg Oedipus complex
- role of broader psychological theory eg social learning theory and behaviourist theory leading to different expectation of boys and girls
- similarities and differences between the individual theories eg psychodynamic theory and Gilligan's assumption that identification with same-sex parent leads to sex differences
- use of relevant evidence in discussion eg Hyde and Hyde - meta-analysis shows difference in ethic of care and ethic of justice is very limited; Hoffman - research into rule breaking; Jadack - no sex differences in moral reasoning about sexual attitudes and behaviour

Credit evaluation of evidence only where used to discuss issue of sex differences in morality/moral understanding

Maximum 8 marks if only theory or evidence presented**10 - 12 marks Very good answers**

Answer is clearly focused on the question and shows sound knowledge and understanding of theories and evidence related to sex differences in moral understanding. Discussion is thorough and includes thoughtful analysis of the issue of sex differences. Most discussion points are well developed and focused on the quote. Relevant evidence is used effectively. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer is mostly well focused on the question and shows knowledge and understanding of theories/evidence related to sex differences in moral understanding. Discussion of the issue of sex differences is evident, with some points developed. At the top of the band relevant evidence is presented. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows limited knowledge and understanding of theories/evidence related to sex differences in moral understanding. There must be some discussion for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Section B Applied Options

Topic: Cognition and Law

13 Describe the holistic form explanation for face recognition.

[4 marks]

Question 13

AO1 = 4

Up to four marks for a description of the holistic form explanation. Usually award one mark for each of the following points:

- Faces are analysed as wholes (with configuration as important as features)
- Contextual/semantic information is important
- Driven by previously stored information/template (top down)
- The process is sequential (Bruce and Young) involving stages
- The stages are structural encoding, face recognition unit, personal identify nodes, name generation

Can award full marks for a detailed accurate description of the Bruce and Young stage model.

Can gain up to three marks for a fully labelled diagram (Bruce and Young) but expect reference to progression through the sequence for full marks.

Credit other relevant points

14 Briefly discuss **two** methodological problems that might arise when interviewing children as eye-witnesses.

[4 marks]

AO2 = 4

Up to 2 marks for each of two problems briefly discussed. These must be specific to children as eye-witnesses. In each case, award one mark for a brief relevant point and a second mark for elaboration. Likely problems:

- Reliability – some evidence (but not all) indicates that children are more easily influenced by misleading information and are therefore less reliable than adult witnesses.
- Language – complexity of questions (passives/double negatives etc.) may affect the accuracy of recall more in children than in adults
- Acquiescence bias – children might be more likely than adults to say they recall something even if they don't because they feel pressured to give an answer rather than admit they cannot recall.
- Witness discussion-children may be more likely to suffer distortion after discussing the incident.
- Source monitoring - children may have difficulty in differentiating whether they witnessed something themselves or whether someone told them about it.
- Credit use of evidence to discuss problem.

Credit other relevant problems.

15 Discuss evidence related to repression and false memory. Refer to Marie's experience in your answer.

[12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4

Up to 4 marks for knowledge of evidence related to repression/false memory. Likely studies include:

Williams – recall of abuse and hospital records

Levinger and Clark – failure to recall words with negative emotional associations

Loftus et al – implanting memory of being lost in shopping mall

Lindsay – use of photograph to implant false memory

Malmquist – child witnesses to murder

Pezdek – implanting plausible v implausible memories

Mazzoni et al – dream interpretation and implanted memory

Freud's case studies.

Candidates can gain full marks for brief coverage of several studies or for fewer studies in greater detail.

AO2 = 8

Up to 6 marks for discussion of the evidence (credit methodological issues and/or implication of findings) and 2 marks for application to the stem. Likely content:

- alternative explanation for findings eg in the women in Williams study may have had other reasons for not disclosing the information some of the women were only 10 months old and may have no memory of the abuse."
- general validity issues eg. recall for words is not equivalent to recall for real-life unpleasant events
- Loftus's argument about 'existence proof'
- difficulty carrying out research into real-life memories
- ethical problems with this area of research
- credit reference to findings of BFMS and Frankland and Cohen recommendations
- application – Marie's memory came out of a therapy session – role of therapist in cases of recovered memory
- application to stem – talking about the incident again may help Marie to consolidate the memory – reconstruction/effort after meaning/confabulation

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding of evidence in relation to repression/false memory. Discussion is thorough and includes thoughtful analysis. There is effective application for 11/12 marks. Most discussion points are well developed. Relevant evidence is used effectively. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer is mostly well focused on the question and shows knowledge and understanding of evidence in relation to repression/false memory. Discussion is evident, with some points developed. Any application is appropriate. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows limited knowledge and understanding of evidence in relation to repression/false memory. There must be some discussion/application for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic: Schizophrenia and Mood Disorders

16	Outline one difference between the symptoms of unipolar depression and the symptoms of bipolar depression.	[2 marks]
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Question 16

AO1 = 2

Award one mark for each of the following:

- Unipolar depression involves constant low mood
- Bipolar depression involves alternating bouts of low mood and mania

Credit other relevant differences in symptoms eg behaviour of a person with unipolar depression can appear relatively normal (1) but the behaviour of a person with bipolar can appear bizarre during the manic phase (1)

17	Outline one biological treatment for bipolar disorder.	[2 marks]
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AO1 = 2

Up to 2 marks for any of the following points.

- lithium (carbonate)
- thought to stabilise neurotransmitter activity/neural conductivity
- affects the manic episodes

Credit also SSRIs or MAOIs to treat low mood

Credit other relevant biological treatments.

18	Briefly discuss two limitations of using biological treatments for mood disorders.	[4 marks]
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AO2 = 4

Up to 2 marks for each limitation briefly discussed. In each case, award one mark for a brief limitation eg

- patient is passive recipient rather than active party in the treatment
- side-effect (of medication or ECT) with a relevant example
- psychological dependency - patient believes he/she cannot manage without it
- reductionist approach to treatment – does not address social problems/causes
- use of evidence
- may not treat the cause if the cause is not biological
- relapse occurs if medication stopped

A further mark each for elaboration eg why or how it is a limitation or brief contrast with alternative treatment.

19 Discuss **two** explanations for schizophrenia. Refer to Jay in your answer.

[12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4

Up to 4 marks for knowledge of two explanations for schizophrenia, usually 2 marks for each eg

- Biological explanation – genetics, concordance studies, twin/family studies, dopamine hypothesis, D2 receptor activity, frontal/temporal lobe activity, brain structure abnormalities
- Social/cultural explanations – labelling, self-fulfilling prophecy, family dysfunction, schism and skew, communication and expressed emotion
- Cognitive explanations – information processing abnormalities, perceptual and attentional deficits
- Psychodynamic explanations – ego overwhelmed by id/defects in ego development

Note – students may gain full credit for two explanations from one of the above categories eg two social explanations or two biological explanations

Credit description of relevant evidence – 1 mark

AO2 = 8

Up to 6 marks for discussion of two explanations and 2 marks for application to the stem. Content will depend on the explanations chosen but might include:

- use of supporting/contradictory evidence
- ability to explain different symptoms
- determinism and associated issues eg prevention and treatability
- reductionism and associated issues – implications for treatment, oversimplification
- comparison of different explanations and eclecticism
- evaluation of evidence where used to discuss the explanations
- application to the stem – Jay's family history linked to biological explanations; poor communication/mother's coldness/fussiness linked to social explanations; stress of break-up linked to diathesis-stress hypothesis

Credit evaluation of evidence only where used to discuss explanations

Maximum 7 marks if only one explanation presented

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to two explanations. Discussion is thorough and includes thoughtful analysis. There is effective application for 11/12 marks. Most discussion points are well developed. The answer is well organised and mostly relevant with little, if any, misunderstanding. Balance not required for top band marks.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer is mostly well focused on the question and shows knowledge and understanding in relation to two explanations. Discussion is evident, with some points developed. Any application is appropriate. An otherwise exceptional answer focusing on just one explanation can gain 7 marks. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows limited knowledge and understanding in relation to at least one explanation. There must be some discussion/application for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic: Stress and Stress Management

20 Describe biofeedback as a way of managing stress.

[4 marks]

AO1 = 4

One mark for each of the following points:

- equipment monitors an aspect of autonomic function eg muscle tension, heart rate
- when the measure fluctuates in the desired direction (eg. slight lowering of muscle tension) a reward is given (eg 'smiley face')

Plus two further marks for any two of the following points:

- this acts as positive reinforcer
- this involves instrumental learning
- association formed between desired functioning and reward so patient is operantly conditioned
- patient works towards control of their own autonomic function

21 Briefly discuss **two** limitations of behavioural approaches to managing stress.

[4 marks]

AO2 = 4

Up to 2 marks for each limitation briefly discussed. In each case, award one mark for brief knowledge of a limitation and a further mark for elaboration eg why or how it is a limitation or brief contrast with alternative approach.

Response may focus on behavioural approaches in general or on a specific behavioural technique.

Likely limitations:

- approach only treats outward behavior and so does not address the patient's thinking which might be the cause of the problem
- requires the patient to be committed to treatment as it is time-consuming
- not easily practised outside of the treatment context/at home because of the need for equipment/support

Credit other relevant limitations.

22 Discuss the relationship between stress and illness. Refer to Imelda in your answer.

[12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4

Up to 4 marks for knowledge of the relationship between stress and illness..

Examples of relevant content include:

- physiological mechanisms – role of ANS – sympathetic activity
- sustained activity of the cardio vascular system
- endocrine system - sustained production of corticosteroids
- role of cortisol
- GAS (Selye) stages of resistance and exhaustion
- impaired immune system function
- relevant evidence includes: Kiecolt-Glaser wound healing times; Kav Vedhara et al carers of dementia sufferers; Cohen infectious diseases, Kimvaki high pressure jobs and CHD; Friedman and Rosenman Type A/CHD; Frankenhauser sawmill workers; Kobasa hardiness
- indirect effects through stress-related lifestyle changes.

Credit description of relevant evidence – 1 mark

Credit other relevant points

AO2 = 8

Up to 6 marks for discussion of the relationship and 2 marks for application to the stem.

- role of mediating factors eg social support, personality, locus of control, diet etc
- diathesis stress approach to stress – chronic stress plus acute stress as a trigger for illness
- early work eg GAS based on animal research- generalizability to explain human stress and illness
- stress not causal but interim state between external event and onset of illness
- reductionism
- use of evidence
- evaluation of evidence when used to discuss relationship
- application – lack of control - aspects of Imelda's situation are out of her control eg elderly mother; Imelda appears to have no social support; Imelda's colds/infections as a consequence of lowered immunity brought on by work; build-up of daily hassles etc.

Credit evaluation of evidence only where used to discuss the relationship between stress and illness.

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding of the relationship between stress and illness. Discussion is thorough and includes thoughtful analysis. There is effective application for 11/12 marks. Most discussion points are well developed. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer is mostly well focused on the question and shows knowledge and understanding of the relationship between stress and illness. Discussion is evident, with some points developed. Any application is appropriate. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows limited knowledge and understanding of the relationship between stress and illness. There must be some discussion/application for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer includes very limited knowledge but must contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic: Substance Abuse

23 Briefly discuss the usefulness of identifying risk groups in order to prevent substance abuse.

[4 marks]

AO2 = 4

Possible content:

- limited resources can be targeted in an area where they would have the greatest effectiveness
- presupposes that identification will lead to action on prevention
- at risk groups may not want to change their behaviour which puts them at risk
- focuses on individuals at risk when wider problems are perhaps more to blame eg unemployment, poverty etc.
- use of examples/evidence to illustrate usefulness eg the work of Drug Action Teams
- Identifying risk groups in the first place is better than having to treat them later

Credit other relevant points.

Marks	Description
3-4	Discussion is relevant and clearly focused on usefulness. At least one issue is discussed in detail, or more than one issue is explored in less detail with some explanation. The answer is generally coherent with effective use of terminology.
1-2	Discussion is relevant although there is limited explanation and/or limited focus on usefulness. Specialist terminology is not always used appropriately. Award one mark for answers consisting of a single point briefly stated or muddled.
0	No relevant content.

24 Outline what is meant by a 'fear-arousing appeal' and describe how fear-arousal appeals might prevent substance abuse.

[4 marks]

AO1 = 4

Two marks for outlining what is meant by a 'fear-arousing appeal' as follows, one mark for each point:

- use of some form of media to show the **negative** consequences of substance abuse
- shocking/graphic imagery/content aimed at creating fear/anxiety in the audience

Two marks for outlining how a 'fear-arousing appeal' might prevent substance abuse as follows, one mark for each point:

- fear that is aroused leads to cognitive dissonance/negative drive state – incompatibility between knowing that one might want to use the substance and knowing the harm that it can cause
- cognitive dissonance should lead to attitude change and avoidance of substance

- 25** Discuss personality characteristics and social factors as explanations for substance abuse. Refer to Pip in your answer.

[12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4

Up to 4 marks for knowledge of personality characteristics and social factors as explanations for substance abuse, usually two marks for each. Likely content:

- Antisocial Personality Disorder – high incidence in alcohol abusers
- Characteristics of APD – lack of empathy, lacking regard for rules and truth, aggressive, irritable etc
- Extraversion and low conscientiousness associated with alcohol abuse
- Social learning theory – the influence of role models, identification, modelling, reinforcement
- Peer pressure and adherence to group/social norms/cultural norms

Credit description of relevant evidence – 1 mark

AO2 = 8

Up to 6 marks for discussion and 2 for application to the stem. Likely content:

- Use of evidence to support/counter each explanation eg Garnier and Stein; Morgenstern
- Role models differ depending on the substance eg role of parents v peers
- Actual v vicarious reinforcement
- Personality factors that help avoid abusing substances eg high self-efficacy
- Influence of wider societal factors eg cultures
- Social selection more influential than peer pressure
- Overestimation of peer consumption
- Application – drinking is a group norm; Pip models behaviour of older boys; Pip seeks reinforcement by behaving badly; Pip's mother accepts his behaviour as the social norm; Pip shows APD traits such as lack of regard for rules/truthfulness
- Comparison with biological explanations.

Credit evaluation of evidence only where used to discuss explanations

Maximum 7 marks if only personality characteristics or social factors presented

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to personality and social explanations of substance abuse. Discussion is thorough and includes thoughtful analysis. There is effective application for 11/12 marks. Most discussion points are well developed. The answer is well organised and mostly relevant with little, if any, misunderstanding. Balance not required for top band marks.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer is mostly well focused on the question and shows knowledge and understanding in relation to personality and social explanations of substance abuse. Discussion is evident, with some points developed. Any application is appropriate. There may be some irrelevance and/or misunderstanding. An otherwise exceptional answer dealing with only one aspect may gain 7 marks.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows limited knowledge and understanding in relation to personality/social explanations of substance abuse. There must be some discussion/application for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic: Forensic Psychology

26 Outline **two** early biological approaches to explaining offending.

[4 marks]

AO1 = 4

In each case award one mark for a brief outline, plus a further mark for elaboration/detail.

Likely content:

- Lombroso's atavistic form theory that criminals are a biologically distinct primitive sub-species (genetic throwback/genetically different) (one mark); individuals resort to crime because they are poorly adapted to life in civilised society (one mark)
- Somatotype theory – criminal behaviour is related to the mesomorphic body type (one mark); psychologically aggressive, take risks/adventurous, have little regard for the feelings of others (one mark)

27 Briefly discuss why alternatives to custodial sentencing might be preferable to custodial sentencing.

[4 marks]

AO2 = 4

Likely reasons:

- relative effectiveness in preventing recidivism (reference to recidivism rates)
- use of evidence for effectiveness of custodial sentencing and/or alternative(s)
- less harmful psychologically eg by reference to rates of depression, self-harm etc in custodial sentencing
- less dehumanising than custodial sentencing
- wider benefits to society – restorative justice promoting awareness raising, healing and reconciliation; allowing for maintenance of stability, family ties, employment prospects etc
- credit discussion in favour of custodial sentences.

Answers based on cost/time should be fully reasoned for credit.

Marks	Description
3-4	Discussion is relevant and clearly focused on why alternatives might be preferable. At least one issue is discussed in detail, or more than one issue is explored in less detail with some explanation. The answer is generally coherent with effective use of terminology.
1-2	Discussion is relevant although there is limited explanation and/or limited focus on why alternative might be preferable. Specialist terminology is not always used appropriately. Award one mark for answers consisting of a single point briefly stated or muddled.
0	No relevant content.

28 Describe and evaluate offender profiling. Refer to Thomas and Alan in your answer.

[12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4

Up to 4 marks for knowledge of offender profiling. Likely content:

- analysis of crime scene, victim information, nature of crime,
- leading to prediction of personality and behavioural traits/characteristics
- typology approach - categorisation of offender as either organised or disorganised
- geographical approach – analysis of spatial information to create a mental map
- aim of narrowing down the field of potential suspects

Credit other relevant information.

Credit description of relevant evidence – 1 mark

AO2 = 8

Up to 6 marks for evaluation and 2 marks for application to stem.

Likely points include:

- use of evidence for the effectiveness of profiling eg Pinizotto
- reference to specific cases as examples eg Nickel case
- use of evidence to criticise aspects of profiling eg Canter's evidence that there is no 'disorganised' type
- addition of further categories eg 'mixed' offender
- comparison of the different approaches
- lack of interpersonal coherence eg the person x situation effect
- Alison et al 2003 value of the dialogue over the actual details of the profile
- consideration of the scientific status of profiling eg type/typology approach is based on a limited number of cases
- evaluation in relation to police attitude
- Thomas is using geographical profiling (so might be able to predict the location of future attacks)
- Alan is using the type/typology approach (so might be able to offer information about the personality characteristics of the offender)

Credit evaluation of evidence only where used to discuss offender profiling

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding of offender profiling. Evaluation is thorough and includes thoughtful analysis. There is effective application for 11/12 marks. Most evaluation points are well developed. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer is mostly well focused on the question and shows knowledge and understanding of offender profiling. Evaluation is evident, with some points developed. Any application is appropriate. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows limited knowledge and understanding of offender profiling. There must be some evaluation/application for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Assessment Objectives

Topic/Question	AO1	AO2	AO3	Total
Social Development				
1	2	2		
2			3	
3	1			
4	4	8		20
Cognitive Development				
5	2	2		
6			3	
7	1			
8	4	8		20
Moral Development				
9	2	2		
10			3	
11	1			
12	4	8		20
Cognition and Law				
13	4			
14		4		
15	4	8		20
Schizophrenia & Mood Disorders				
16	2			
17	2			
18		4		
19	4	8		20
Stress and Stress Management				
20	4			
21		4		
22	4	8		20
Substance Abuse				
23		4		
24	4			
25	4	8		20
Forensic Psychology				
26	4			
27		4		
28	4	8		20



General Certificate of Education
Advanced Level Examination
June 2015

Psychology (Specification B)

PSYB3

Unit 3 Child Development and Applied Options

Tuesday 9 June 2015 1.30 pm to 3.30 pm

For this paper you must have:

- an AQA 16-page answer book.

Time allowed

- 2 hours

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is PSYB3.
- Choose **three** topics only, **one** topic from **Section A**, and **two** topics from **Section B**.
- Answer **all** questions on the topics you choose.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- The 12-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Child Development

There are three topics in this section: Social Development, Cognitive Development and Moral Development.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Social Development

Two psychologists decided to observe attachment behaviour in rhesus monkeys. One of the behaviours the psychologists decided to record was 'clinging behaviour'.

- 0 1** It would be important for the psychologists to agree on what is meant by 'clinging behaviour' before they started the observation. Briefly explain why. **[1 mark]**
- 0 2** Explain how the psychologists could agree on what is meant by 'clinging behaviour' before starting their observation. **[2 marks]**
- 0 3** In the context of attachment, briefly outline what is meant by 'privation' and 'deprivation'. **[2 marks]**
- 0 4** Bowlby has been accused of confusing privation and deprivation.
Explain how Bowlby confused privation and deprivation. **[2 marks]**
- 0 5** Which **one** of the following statements about the Romanian orphan studies is **true**?
Write **A**, **B**, **C**, or **D** in your answer book. **[1 mark]**
- A** The researchers arranged for the orphans to be adopted in the UK.
B Many of the orphans were returned to Romania at the end of the study.
C The orphans' progress was monitored for only 2 years.
D Some of the orphans were less than 6 months old when they arrived in the UK.
- 0 6** Discuss what psychologists have told us about the development of children's friendships. **[12 marks]**

Topic: Cognitive Development

Two psychologists decided to carry out an observation of scaffolding in parent–child pairs during play activities. One of the behaviours the psychologists decided to record was ‘practical assistance’.

0 7 It would be important for the psychologists to agree on what is meant by ‘practical assistance’ before starting the observation. Briefly explain why. [1 mark]

0 8 Explain how the psychologists could agree on what is meant by ‘practical assistance’ before starting their observation. [2 marks]

0 9 Briefly explain what Piaget meant by ‘class inclusion’. [2 marks]

1 0 Oscar, who is 6 years old, understands a lot about baking because he often helps in the kitchen. One day he is helping to make a cake. He is disappointed when the cake comes out of the oven because it has not risen. It looks flat and solid instead of springy and light. Oscar’s mother says they must have used the wrong sort of flour. Oscar is surprised because he thought that there was only one kind of flour.

Referring to Piaget’s theory of adaptation, explain how Oscar’s knowledge of the world will change as a result of his experience.

[2 marks]

1 1 Which **one** of the following statements about Piaget’s three mountains experiment is **false**? Write **A**, **B**, **C**, or **D** in your answer book. [1 mark]

- A** Children were asked to hide a doll out of sight.
- B** Children had to look at a display of model mountains.
- C** Children had to choose from a set of pictures.
- D** Children saw a doll in different positions.

1 2 Outline and evaluate the work of Baillargeon **and** Siegler. [12 marks]

Section A continues on the next page

Turn over ►

Topic: Moral Development

Two psychologists decided to carry out an observation of distributive justice behaviour. One of the behaviours the psychologists decided to record was 'sharing'.

- 1 3** It would be important for the psychologists to agree on what is meant by 'sharing' before starting the observation. Briefly explain why. [1 mark]
- 1 4** Explain how the psychologists could agree on what is meant by 'sharing' before starting their observation. [2 marks]
- 1 5** Piaget proposed a stage of moral development which he called moral relativism. Which **one** of the following statements about moral relativism is **false**? Write **A**, **B**, **C**, or **D** in your answer book. [1 mark]
- A** Moral relativism involves autonomous thought.
B Moral relativism involves belief in external authority.
C Moral relativism involves the ability to see from another person's point of view.
D Moral relativism involves judging by intention.
- 1 6** Briefly outline **one** difference between male and female moral reasoning identified by Gilligan. [2 marks]
- 1 7** A researcher studying Gilligan's levels of moral development decided to interview women about their relationship with their partner.
- Woman A said: 'I don't worry about how he feels. I just do what I like really and what I think is best for myself.'
- Woman B said: 'I could never feel happy if he wasn't happy. I'd much rather do what he wants because my feelings are not important.'
- Explain how the comments of Woman A **and** Woman B relate to Gilligan's levels of moral development. [2 marks]
- 1 8** Describe and evaluate Eisenberg's work on moral development. As part of your evaluation you should refer to the work of Kohlberg. [12 marks]

Section B Applied Options

There are five topics in this section: Cognition and Law, Schizophrenia and Mood Disorders, Stress and Stress Management, Substance Abuse and Forensic Psychology.

Choose **two** topics from this section. Answer **all** questions on the topics you choose.

Each topic carries 20 marks.

Topic: Cognition and Law

1	9
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Which **two** of **A, B, C, D** and **E** correctly describe the effects of using a sequential line-up procedure on person identification? Write the **two** correct letters in your answer book.

[2 marks]

A sequential line-up...

- A** increases the chance of relative judgment.
- B** decreases the chance of an absolute judgment.
- C** increases the chance of an absolute judgment.
- D** increases the chance of false identification.
- E** decreases the chance of false identification.

2	0
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Outline the way **one** composite system might be used to construct a likeness of a face.

[2 marks]

2	1
---	---

Explain **two** limitations of composite systems.

[4 marks]

2	2
---	---

Discuss influences of post-event contamination on eye-witness accounts. Refer to evidence in your answer.

[12 marks]

Section B continues on the next page

Turn over ►

Topic: Schizophrenia and Mood Disorders

Sub-types of schizophrenia have been associated with specific symptoms.

When he was first diagnosed Ben was behaving very oddly. As he has got older, his symptoms have become less obviously strange. His current symptoms are avoidance of social interaction and communication, and reduced emotional response.

Charlie's speech is jumbled and confused. His behaviour is described as 'crazy' and inappropriate. He shows no emotional response to situations that other people would find happy or sad.

- | | |
|---|---|
| 2 | 3 |
|---|---|

 Identify the sub-type of schizophrenia experienced by Ben. [1 mark]
- | | |
|---|---|
| 2 | 4 |
|---|---|

 Identify the sub-type of schizophrenia experienced by Charlie. [1 mark]
- | | |
|---|---|
| 2 | 5 |
|---|---|

 Briefly explain **one** problem that might arise when using symptoms to classify schizophrenia. [2 marks]
- | | |
|---|---|
| 2 | 6 |
|---|---|

 Briefly outline **one** study in which the diagnosis of schizophrenia was investigated. In your answer, you should refer to how the study was conducted and the results obtained. [2 marks]
- | | |
|---|---|
| 2 | 7 |
|---|---|

 Which **two** of the following statements about community care, **A**, **B**, **C**, **D** and **E**, are **false**? In your answer book, write the **two** letters that match the **false** statements. [2 marks]
- A person in community care...
- A** always lives with his or her family at home.
 - B** has psychotherapy instead of drug treatment.
 - C** has care professionals who are responsible for him or her.
 - D** has some say in his or her own daily life.
 - E** often lives with a small group of similar people.
- | | |
|---|---|
| 2 | 8 |
|---|---|

 Discuss cognitive explanations **and** cognitive treatments for mood disorders. [12 marks]

Topic: Stress and Stress Management

2 9 Statements **A, B, C, D** and **E** below describe the activity of the endocrine system in a stressful situation. Which **two** of the statements are **false**?

In your answer book, write the **two** letters that match the **false** statements.

[2 marks]

- A** The hypothalamus produces corticotropin-releasing factor.
- B** The adrenal cortex produces cortisol.
- C** The adrenal medulla produces cortisol.
- D** The adrenal medulla produces adrenaline.
- E** The pituitary gland produces corticotropin-releasing factor.

3 0 Outline **one** self-report technique that has been used to measure stress.

[2 marks]

Two people are talking about how they deal with stress. Quotes from their conversation are shown in **A** and **B** below:

A 'I try not to think about it. I suppose I pretend it's not there and then it will go away.'

B 'I just curl up and cry when it really gets to me. I tuck myself under a blanket and sob.'

3 1 Identify and explain the defence mechanism being used by the person in quote **A**.

[2 marks]

3 2 Identify and explain the defence mechanism being used by the person in quote **B**.

[2 marks]

3 3 Describe and evaluate **two or more** behavioural approaches to stress management.

[12 marks]

Section B continues on the next page

Turn over ►

Topic: Substance Abuse

3 4 Read the following statements about Lucy's drug addiction.

Lucy believes that she cannot manage without taking the drug.
Lucy experiences unpleasant effects when she stops taking the drug.
After a while Lucy needs more of the drug to get the same effect.
Lucy's body has adjusted and she needs the drug to feel normal.

Which **one** of **A**, **B**, **C**, or **D**, reflects the sequence of the statements about Lucy?

- A** Psychological dependence, withdrawal, tolerance, physical dependence
- B** Psychological dependence, withdrawal, physical dependence, tolerance
- C** Tolerance, withdrawal, physical dependence, psychological dependence
- D** Psychological dependence, tolerance, withdrawal, physical dependence

Write **A**, **B**, **C**, or **D** in your answer book.

[1 mark]

3 5 Outline **one** study in which the effect of social factors on substance abuse has been investigated. Refer to what the researchers did and what they found.

[2 marks]

3 6 Briefly outline the action **and** effect of stimulants.

[1 mark]

3 7 Explain **two** limitations of hereditary factors as an explanation for substance abuse.

[4 marks]

3 8 Discuss self-management as a way of treating substance abuse. As part of your discussion, you should refer to the Prochaska model of behaviour change.

[12 marks]

Topic: Forensic Psychology

Read the statements **A**, **B**, **C** and **D** below about treatments for offending behaviour.

- A** The programme can only be carried out in a custodial or institutional setting.
B The programme involves a three-stage process.
C The programme focuses on reflecting on one's own behaviour.
D The programme assumes a direct link between action and consequence.

3	9
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 Which **two** statements above apply to anger management? Write the correct combination of letters in your answer book.

[1 mark]

- A** and **B**
B and **C**
B and **D**
A and **C**

4	0
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 Which **two** statements above apply to behaviour modification? Write the correct combination of letters in your answer book.

[1 mark]

- A** and **B**
B and **D**
C and **A**
A and **D**

4	1
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 Briefly outline how atavistic form might relate to offending behaviour.

[2 marks]

4	2
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 Choose **one** alternative to custodial sentencing and explain **two** limitations of the alternative to custodial sentencing that you have chosen.

[4 marks]

4	3
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 Outline and evaluate psychodynamic **and** learning theory explanations of offending.

[12 marks]

END OF QUESTIONS

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A-LEVEL

Psychology Specification B

PSYB3/Unit 3 Child Development and Applied Options

Mark scheme

2180

June 2015

Version 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this mark scheme are available from aqa.org.uk

Section A Child Development

Topic: Social Development

- 01** It would be important for the psychologists to agree on what is meant by 'clinging behaviour' before they started the observation. Briefly explain why.

[1 mark]

[AO3 = 1]

1 mark: It is important for reliability (inter-rater or observer reliability) so that behaviours are recorded/coded consistently.

Accept: to avoid observer/researcher bias; to avoid subjectivity; to be more objective; to avoid ambiguity; to be standardised; for operationalisation

'Reliability' on its own not sufficient, must be some clarification, e.g. type of reliability or reference to consistency

- 02** Explain how the psychologists could agree on what is meant by 'clinging behaviour' before starting their observation.

[2 marks]

[AO3 = 2]

2 marks for a clear, coherent explanation of process and outcome

1 mark for an explanation that is muddled/vague/lacks detail

- One mark for a way of defining behaviour as follows: two psychologists would discuss beforehand/canvas opinion/consult previous research/carry out a mini/pilot observation to guide them.
- One mark for reference to the outcome of the discussion as follows: they could establish categories: they would draw up a list/tally chart of observable behaviours that they would categorise as the target behaviour (and exclude other).

Credit also explanation through example

- 03** In the context of attachment, briefly outline what is meant by 'privation' and 'deprivation'.

[2 marks]

[AO1 = 2]

1 mark: Privation – never having had an attachment relationship/secure relationship/bond

1 mark: Deprivation – having had an attachment relationship/secure relationship/bond then having lost it

04	Bowlby has been accused of confusing privation and deprivation. Explain how Bowlby confused privation and deprivation.	[2 marks]
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[AO2 = 2]

2 marks for a clear, coherent explanation related to Bowlby's theory.

1 mark for an explanation that is muddled/vague/lacks detail

Possible explanations:

- he did not differentiate between privation and deprivation – later researchers made this distinction
- in Bowlby's 44 thieves study many had experienced privation rather than deprivation
- his use of inappropriate evidence eg Goldfarb 1943, Spitz and Wolf 1946. These studies involved privation yet Bowlby used them as evidence for the effects of maternal deprivation.

05	Which one of the following statements about the Romanian orphan studies is true ? Write A, B, C, or D in your answer book.	[1 mark]
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[AO1 = 1]

D

06	Discuss what psychologists have told us about the development of children's friendships.	[12 marks]
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[AO1 = 4, AO2 = 8]

AO1

Up to four marks for knowledge of research and theory into the development of children's friendships. Likely content:

- Age-related change in friendship – Selman's 5 stages showing shift from focus on physical interaction to autonomous interdependence
- Sex differences in friendship – boys' extensive, larger groups, shared activities – girls' intensive, dyads, shared intimacies.
- Sex differences in jealousy and sensitivity to friendship breakdown

- Descriptions of relevant evidence eg Bigelow and La Gaipa essay research; Halle choice of same-sex friends; Damon's interviews re stages; Benenson's sex differences; Lever's observations of sex differences
- Explanations for popularity and rejection – attractiveness, status, social skills
- Causal and incidental models of popularity (Parker and Asher)
- Research into popularity and rejection eg Dodge's playground observation, longitudinal research into the consequences of rejection (Kupersmidt & Coie)

AO2

Up to eight marks for discussion of research and theory. Likely discussion points:

- Analysis of reasons for age-related change eg levels of cognitive development, lessening egocentrism, shared perspective-taking
- Analysis of origins of sex differences eg socialisation, role expectation, social learning, operant conditioning, evolutionary determinants e.g. competition, dominance hierarchy, nurturance
- Issues with research where linked to children's friendships- reliability and validity of the measures used in various types of friendship research e.g. use of hypothetical dilemmas (Selman), content analysis of essays (Bigelow and La Gaipa), interviews and demand characteristics.
- Implications of findings eg for future relationships
- Problems inferring cause and effect, eg is poor social skill a cause or consequence of rejection?
- Individual differences – not all males and females show stereotypical sex differences in friendships

Note: ethical criticisms of studies are not credit worthy, as they do not relate to the question.

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to psychological theory and/or research into children's friendship(s). Discussion is full and includes thoughtful analysis. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding in relation to psychological theory and/or research into children's friendship(s). Discussion is evident. The answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding in relation to psychological theory and/or research into children's friendship(s). There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic: Cognitive Development

07	It would be important for the psychologists to agree on what is meant by 'practical assistance' before starting the observation. Briefly explain why.	[1 mark]
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[AO3 = 1]

1 mark: It is important for reliability (inter-rater or observer reliability) so that behaviours are recorded/coded consistently.

Accept: to avoid observer/researcher bias; to avoid subjectivity; to be more objective; to avoid ambiguity; to be standardised; for operationalisation

'Reliability' on its own not sufficient, must be some clarification, e.g. type of reliability or reference to consistency

08	Explain how the psychologists could agree on what is meant by 'practical assistance' before starting their observation.	[2 marks]
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[AO3 = 2]

2 marks for a clear, coherent explanation of process and outcome

1 mark for an explanation that is muddled/vague/lacks detail

- One mark for a way of defining behaviour as follows: two psychologists would discuss beforehand/canvas opinion/consult previous research/carry out a mini/pilot observation to guide them.
- One mark for reference to the outcome of the discussion as follows: they could establish categories: they would draw up a list/tally chart of observable behaviours that they would categorise as the target behaviour (and exclude other).

Credit also explanation through example

09	Briefly explain what Piaget meant by 'class inclusion'.	[2 marks]
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[AO1 = 2]

2 marks for a clear and coherent explanation.

1 mark for a partial answer that shows relevant knowledge but lacks clarity.

Likely content: the ability to understand the difference between superordinate and subordinate categories (or similar), that an object can be a member of an overall/big group (eg fruit) and also be a member of a sub-group/smaller group within the overall/big group (eg citrus fruit)

10 Referring to Piaget's theory of adaptation, explain how Oscar's knowledge of the world will change as a result of his experience.

[2 marks]

[AO2 = 2]

2 marks for a clear, coherent application using appropriate terminology

1 mark for answers that show some knowledge of adaptation but lack clarity and use of appropriate terminology

Possible routes to application:

- Oscar's existing schema for flour (white, powdery, used in baking, only one type) needs to change (knowledge is **accommodated**) because he has discovered that there is more than one type
- The new knowledge about different types of flour is added to (**assimilated** into) Oscar's existing flour schema
- The new information conflicts with what Oscar already knows causing **disequilibrium** ('disappointment', 'surprise') and therefore his flour schema has to change to restore **equilibrium**, or any combination of these.

Full credit can be given for answers focusing on **either** accommodation **or** assimilation **or** equilibration.

11 Which **one** of the following statements about Piaget's three mountains experiment is **false**? Write **A, B, C, or D** in your answer book.

[1 mark]

[AO1 = 1]

A

12 Outline and evaluate the work of Baillargeon **and** Siegler.

[12 marks]

[AO1 = 4, AO2 = 8]

AO1

Up to four marks for outlines of the work of Baillargeon and Siegler, usually 2 marks for each. Likely content:

Baillargeon

- Nativist theory – that certain aspects of knowledge of the physical world are inborn
- Views on object permanence as illustrated through violation of expectation research using impossible events
- Knowledge of the studies – the tall and short carrot, the block and screen, the truck and block

Seigler

- Information processing theory
- Acquisition of rules and development of strategies for problem solving
- Overlapping waves model
- Knowledge of research eg the balance scale problem and the min strategy for counting

AO2

Up to eight marks for evaluation of the work of the two researchers, usually four marks for each. Likely points:

Baillargeon

- Comparisons with social constructivist theories
- Comparisons with Piaget's views about the age of development of object permanence
- Evaluation of research eg the validity of the interpretation of looking at time as a reaction to impossible events
- Restricted focus on just one aspect of cognitive development
- Use of evidence as part of evaluation

Seigler

- Strengths of the information processing approach eg provides information about sequence of stages and processes in problem solving; enables links between information processing and findings in neuroscience
- Usefulness of findings in relation to education
- Problems of the computer analogy
- Use of evidence as part of evaluation

Maximum 7 marks if one researcher only

Does not require perfect balance for marks in the top band

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to each researcher. Evaluation of each researcher includes reference to a number of issues and shows thoughtful analysis. Most evaluative points are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding in relation to each researcher. Evaluation of each researcher is evident and some points are developed. There may be some irrelevance and/or misunderstanding. An otherwise very good answer covering only one researcher can get a maximum of 7 marks.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding in relation to each researcher although there is greater focus on one than the other OR one is well done. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic: Moral Development

- 13** It would be important for the psychologists to agree on what is meant by 'sharing' before starting the observation. Briefly explain why.

[1 mark]**[AO3 = 1]**

1 mark: It is important for reliability (inter-rater or observer reliability) so that behaviours are recorded/coded consistently.

Accept: to avoid observer/researcher bias; to avoid subjectivity; to be more objective; to avoid ambiguity; to be standardised; for operationalisation

'Reliability' on its own not sufficient, must be some clarification, e.g. type of reliability or reference to consistency

- 14** Explain how the psychologists could agree on what is meant by 'sharing' before starting their observation.

[2 marks]**[AO3 = 2]**

2 marks for a clear, coherent explanation of process and outcome

1 mark for an explanation that is muddled/vague/lacks detail

- One mark for a way of defining behaviour as follows: two psychologists would discuss beforehand/canvas opinion/consult previous research/carry out a mini/pilot observation to guide them.
- One mark for reference to the outcome of the discussion as follows: they could establish categories: they would draw up a list/tally chart of observable behaviours that they would categorise as the target behaviour (and exclude other).

Credit also explanation through example

- 15** Piaget proposed a stage of moral development which he called moral relativism. Which **one** of the following statements about moral relativism is **false**? Write **A, B, C,** or **D** in your answer book.

[1 mark]**[AO1 = 1]**

B

- 16** Briefly outline **one** difference between male and female moral reasoning identified by Gilligan.

[2 marks]

[AO1 = 2]

2 marks for a clear and coherent answer using appropriate terminology

1 mark for a partial answer that shows relevant knowledge but lacks clarity and use of appropriate terminology or merely states a difference as below.

Possible differences:

- Male emphasis on justice v female emphasis on care
- Male emphasis on rights v female emphasis on responsibilities

For 2 mark answer, must be some elaboration of either male or female perspective.

17	Explain how the comments of Woman A and Woman B relate to Gilligan's levels of moral development.
----	--

[2 marks]

[AO2 = 2]

One mark for each explanation as follows:

- Woman A's comments reflect Gilligan's self-interest level because she is thinking just about herself/own individual needs
- Woman B's comments reflect Gilligan's self-sacrifice level because she is not thinking about herself at all/more concerned with others/partner

Can credit 1 mark for correctly linking **both** comments to the appropriate level without explanation.

A 2 mark answer should refer to both levels by name and give explanation.

18	Describe and evaluate Eisenberg's work on moral development. As part of your evaluation you should refer to the work of Kohlberg.
----	---

[12 marks]

[AO1 = 4, AO2 = 8]

AO1

Up to four marks for knowledge of Eisenberg's (work) theory and research into moral development. Likely content:

- Focus on prosocial moral reasoning
- Focus on empathy and feelings
- The birthday party dilemma research
- 5 levels of prosocial reasoning – hedonistic, needs-oriented, approval, empathic/reflective, internalised

Up to 2 marks for description of evidence.

AO2

Up to eight marks for evaluation of Eisenberg's theory and research and for use of Kohlberg in evaluation. Likely points:

- Focus on opportunities for doing good (more realistic and more likely in real life) than Kohlberg who focused on wrongdoing – more relevant to children's experience
- Prosocial reasoning is not mediated by law as is reasoning about wrongdoing
- Shows prosocial reasoning more advanced than reasoning about wrongdoing
- Greater emphasis on role of culture than Kohlberg who proposed universality
- Validity indicated through parallels with Kohlberg's levels
- Comparisons with Kohlberg re different levels/stages eg approval = good-boy, good-girl stage
- Underestimated the age at which empathy develops. Eisenberg stated 12 yrs whilst evidence suggests earlier
- Evaluation of research – more realistic than other hypothetical dilemmas eg Heinz
- Use of evidence eg birthday dilemma responses to evaluate theory

Maximum 8 marks if no use of Kohlberg in evaluation

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to Eisenberg's work. Evaluation is thorough and includes thoughtful analysis. Most evaluation points are well developed. Use of Kohlberg in evaluation is effective. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding in relation to Eisenberg's work. Evaluation is evident with some points developed and some appropriate use of Kohlberg at the top of the band, although there may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding in relation to Eisenberg's work. There must be some evaluation for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Section B Applied Options

Topic: Cognition and Law

19 Which **two** of **A, B, C, D** and **E** correctly describe the effects of using a sequential line-up procedure on person identification? Write the **two** correct letters in your answer book.

[2 marks]

[AO1 = 2]

C and E

20 Outline the way **one** composite system might be used to construct a likeness of a face.

[2 marks]

[AO1 = 2]

2 marks for a clear and coherent outline using appropriate terminology

1 mark for a partial outline that shows relevant knowledge but lacks clarity and use of appropriate terminology

- Using Photofit: witness sees a template and is asked about each feature in turn; they choose from a bank of jigsaw-like pieces (855 pieces); slot them into a template; after each piece is added the witness is asked 'is this more or less like the suspect?'
- Using E-fit: similar above but computerised version; bank contains many more features; insertion of 'average' features to fill in blanks; final face can be adjusted by witness
- Using Evo-fit: witness selects 6 faces similar to suspect from a computer bank of faces; computer uses features of these parent faces used to generate offspring faces; offspring faces bred together to produce likenesses for witness to assess

Not all detail (above) necessary for full marks.

21 Explain **two** limitations of composite systems.

[4 marks]

[AO2 = 4]

For each limitation;

2 marks for a clear and fully explained limitation

1 mark for a partially explained limitation that lacks clarity

Note for the second mark the expansion must be specific to the limitation – not enough to simply state ‘affects accuracy/reliability/identification’

(limitations may relate to any composite system [or the general idea] not only the one used in answer to Q20).

Likely limitations:

- Chance of operator contamination – confounding effect whereby behaviour/language of the operator affects the witness's responses – affects the reliability of the witnesses recall
- Images produced are usually 2D and static whereas real faces are 3D and have movement and expression – lack realism
- Limited effectiveness of some systems – use of evidence to support this eg system helps in only 23% cases (Kapardis)
- Early systems – likenesses were marred by demarcation lines between features – unrealistic
- Early systems – based on feature analysis and have lower success rate than systems based on holistic face recognition
- Generally based on research using faces of strangers – to be properly useful the systems should be underpinned by research using real witnesses to real events

22 Discuss influences of post-event contamination on eye-witness accounts. Refer to evidence in your answer.

[12 marks]

[AO1 = 4, AO2 = 8]

AO1

Up to 4 marks for knowledge of influences of post-event contamination:

- Leading questions as a source of post-event contamination - contaminate recall by suggesting course of events so that memory is reconstructed to fit the Q
- Post-event discussion as a source of post-event contamination - contaminates recall by suggesting course of events so that memory is reconstructed to fit other people's accounts
- Knowledge of theoretical basis eg role of schema – reconstruction, confabulation, effort after meaning

- Research examples eg Loftus and Palmer's car accident research; Wright et al effect of pair discussions on recall of story; Candel Coca-Cola discussion pairs; Poole and Lindsay Mr Science experiment.

Up to 2 marks for description of evidence

AO2

Up to 8 marks for discussion

Possible points:

- Use of evidence to support or refute effects
- Analysis of the effects eg deletion v insertion
- Analysis of implications/consequences
- Analysis of the theoretical basis eg role of schema
- Comparisons/interactions with other factors affecting eye-witness account e g emotion
- Analysis of effects of mediating variables: age – children generally found to be more susceptible but Candel showed older children are more susceptible than younger; crucial v peripheral information; plausibility; timing of contamination

Ethical criticisms of studies are not creditworthy unless explained as to how affect the influence of post-event contamination

Maximum 8 marks if no evidence presented

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to the effects of post-event contamination. Discussion is thorough and includes thoughtful analysis. Most points are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding in relation to the effects of post-event contamination. Discussion is evident with some points developed. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding in relation to the effects of post-event contamination. There must be some discussion for 5/6 marks. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic: Schizophrenia and Mood Disorders

23	Identify the sub-type of schizophrenia experienced by Ben.	[1 mark]
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[AO2 = 1]

Residual (also accept Type 2/negative)

24	Identify the sub-type of schizophrenia experienced by Charlie.	[1 mark]
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[AO2 = 1]

Disorganised/Hebephrenic (also accept Type 1/positive)

25	Briefly explain one problem that might arise when using symptoms to classify schizophrenia.	[2 marks]
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[AO2 = 2]

2 marks for a clear and fully explained problem using appropriate terminology

1 mark for a partially explained problem that lacks clarity.

Note the answer must focus on the issue of using the symptoms for classification but need not focus specifically on differentiation of subtypes.

Likely problems:

- Need to consider factors other than just the presenting symptoms - such as age of onset, response to medication and duration of symptoms
- Co-morbidity – disorder often exists alongside other conditions, potential to confuse symptoms of one disorder with another.
- Drugs may be masking outward symptoms – schizophrenia is often co-morbid with other conditions for which the person may be taking medication
- Symptoms are subjective/self-reported/no outward signs
- Symptom overlap – the sub-categories do not have exclusive symptoms so that the same symptom could be an indicator of more than one type

26	Briefly outline one study in which the diagnosis of schizophrenia was investigated. In your answer, you should refer to how the study was conducted and the results obtained.	[2 marks]
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[AO1 = 2]

Most answers will focus on the Rosenhan study but other relevant studies are creditworthy.

2 marks for a brief coherent and organised outline which includes an accurate account of method/procedure and findings

1 mark for brief outline with some account of both method/procedure and findings but some inaccuracy (or an accurate account of either method/procedure or findings)

0 marks for an answer that is very muddled/inaccurate/incomplete

27 Which **two** of the following statements about community care, **A, B, C, D** and **E**, are **false**?
In your answer book, write the **two** letters that match the **false** statements. **[2 marks]**

[AO1 = 2]

A and B

28 Discuss cognitive explanations **and** cognitive treatments for mood disorders. **[12 marks]**

[AO1 = 4, AO2 = 8]

AO1

Up to four marks for knowledge of cognitive explanations and cognitive treatments for mood disorders. Not all of the following is required for full credit

- **Explanations:** negative schema cause depression; ABC model; negative cognitive triad – negative thoughts about self, world and future; elements for negative scheme – overgeneralization, magnification, selective perception, absolutist thinking; negative attributional style and the attribution helplessness model - depressed people show internal, stable, global attributions for negative events (only credit learned helplessness where linked to cognition).
- **Treatments:** outline may be generic or focus on one specific treatment: patient as scientist – setting up hypotheses to test to challenge irrational thought; CBT – identifying and challenging negative automatic thoughts plus reinforcement; SIT – self-instructional training – positive self-statement to counter automatic negative thoughts; RET – use of confrontation and argument to contest irrational beliefs.

One mark for description of relevant evidence

AO2

Up to eight marks for discussion and comment on cognitive explanations and cognitive treatments for mood disorders. Likely discussion points:

- Sensible to focus on thought rather than just outward behaviour
- Cognitive explanations are not so useful in explaining manic depression

- Issue of cause and effect – is negative thinking the cause of mood disorders or a consequence?
- Use of evidence in discussion of both explanation and treatment eg Damasio showed that emotions may be controlling cognition and not the other way round; Alloy found that depression was linked to thinking style identified 2 ½ years earlier; Elkin – comparison of different treatment types showed effectiveness of cognitive therapy.
- Cognitive treatments engage/involve the patient, unlike medication
- Cognitive treatments are best combined with medication, especially at the start
- Cognitive treatment suits articulate, intelligent, well-motivated clients better
- Cognitive treatment useful in preventing mild depression turning into more severe depression
- Comparison with other explanations and treatments

Maximum 7 marks if only explanation or treatment presented

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to both explanation and treatment. Discussion of both explanation and treatment includes reference to a number of issues and shows thoughtful analysis. Most evaluative points are well developed. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding in relation to both explanation and treatment. Discussion of both explanation and treatment is evident and some points are developed. There is minor irrelevance and/or misunderstanding. An otherwise very good answer focusing on just one aspect (explanation or treatment) can get a maximum of 7 marks.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding in relation to explanation and treatment although there is greater focus on one than the other OR one aspect only is well done. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The

answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic: Stress and Stress Management

- 29** Statements **A, B, C, D** and **E** below describe the activity of the endocrine system in a stressful situation. Which **two** of the statements are **false**?
In your answer book, write the **two** letters that match the **false** statements. **[2 marks]**

[AO1 = 2]

C and E

- 30** Outline **one** self-report technique that has been used to measure stress. **[2 marks]**

[AO1 = 2]

Up to two marks for an outline. Most students will refer to the SRRS (Holmes and Rahe). Others are acceptable eg the Hassles and Uplifts Scale (Kanner); Perceived Stress Scale (Cohen); Stress Appraisal Measure (Peacock and Wong)

SRRS – Qs about critical life events in the last year with a score for each event (1) tally of scores to indicate overall level of stress with high score = greater stress (1)

For full marks the answer should include some detail of type of question and some detail of how final score/measure indicates stress.

- 31** Identify and explain the defence mechanism being used by the person in quote **A**. **[2 marks]**

[AO2 = 2]**1 mark** for denial

plus

1 mark for psychological explanation (not simple repetition of stem): person copes emotionally with stressor by refusing to accept that there is a problem

- 32** Identify and explain the defence mechanism being used by the person in quote **B**. **[2 marks]**

[AO2 = 2]**1 mark** for regression

plus

1 mark for psychological explanation (not simple repetition of stem): person copes emotionally with stressor by reverting to excessively emotional childlike behaviour/reacting in a similar way to a child.

33	Describe and evaluate two or more behavioural approaches to stress management. [12 marks]
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[AO1 = 4, AO2 = 8]

AO1

Up to 4 marks for description of two or more behavioural approaches to stress management.
Likely content:

- Behavioural concepts relevant to stress management eg associative learning, repeated pairings, conditioning (operant and classical), reinforcement
- Systematic desensitization: relaxation training, hierarchy construction, gradual exposure
- Biofeedback: operant conditioning of autonomic responses associated with stress eg muscle tension, use of positive reinforcement

One mark for description of relevant evidence

AO2

Up to 8 marks for evaluation. Likely issues:

- Use of evidence as part of evaluation
- Effectiveness – long-term and short-term
- Generalisation outside training
- Ethical issues and constraints
- Role of relaxation – sufficient on its own?
- Appropriateness for different types of stress and different stressors
- Reductionist rather than holistic – breaks the process down into behavioural elements losing sight of person's experience as a whole
- Comparison with other approaches eg limited focus on outward behaviour whereas cognitive approach addresses underlying thinking
- Validity of behavioural concepts

Maximum 7 marks if only one approach presented

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to two or more behavioural approaches to managing stress. Evaluation is thorough and includes thoughtful analysis. Most evaluation points are well developed. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding in relation to behavioural approaches to managing stress. Evaluation is evident with some points developed at the top of the band.

There may be some irrelevance and/or misunderstanding. An otherwise top band answer dealing with only one approach may gain 7 marks.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding in relation to behavioural approach(es) to managing stress. There must be some evaluation for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic: Substance Abuse

34 Which one of A, B, C, or D, reflects the sequence of the statements about Lucy? [1 mark]

[AO1 = 1]

A

35 Outline one study in which the effect of social factors on substance abuse has been investigated. Refer to what the researchers did and what they found. [2 marks]

[AO1 = 2]

2 marks for a brief coherent and organised outline which includes an accurate account of method/procedure and findings

1 mark for brief outline with some account of both method/procedure and findings but some inaccuracy (or an accurate account of either method/procedure or findings)

0 marks for an answer that is very muddled/inaccurate/incomplete

Most students will refer to Garnier and Stein, Bricker et al and Brook. Other relevant studies should be credited.

36 Briefly outline the action and effect of stimulants. [1 mark]
--

[AO1 = 1]

Increased CNS/NS/sympathetic/neuronal activity (action) leading to elevated mood/heightened sensation/increased energy (effect) (Accept also relevant physiological effects e.g. increased heart rate, increased breathing, pupil dilation etc.)

Accept answers based on a named stimulant e.g. caffeine

37 Explain two limitations of hereditary factors as an explanation for substance abuse. [4 marks]

[AO2 = 4]

In each case:

2 marks for a clear and fully explained limitation

1 mark for a partially explained limitation that lacks clarity

Likely limitations:

- Reductionist – explains a complex behaviour eg alcohol addiction in terms of its most basic components eg specific genes or a combination of genes; oversimplifies and does not allow for an overall understanding of the way in which many factors combine to result in addiction.
- Deterministic – leads to an assumption that anyone who inherits a specific gene or combination of genes for addiction is likely to develop the behaviour; a negative and pessimistic view which might result in self-fulfilling behaviour.
- Importance of interactionism; a person may inherit a predisposition but not develop the addiction because circumstances do not trigger the behaviour.
- Genes may act in a less direct way than some assume eg as an absence of brakes rather than as a direct determinant (Plomin)
- Issues related to evidence eg problems with twin studies which could support an environmental explanation as much as a genetic explanation eg MZs have a more shared environment than DZs
- Alternative explanations or use of counter-evidence

Credit other relevant limitations

38 Discuss self-management as a way of treating substance abuse. As part of your discussion, you should refer to the Prochaska model of behaviour change.

[12 marks]

[AO1 = 4, AO2 = 8]

AO1

Up to 4 marks for knowledge of self-management of substance abuse. Likely content:

- Motivation through self-help group of people, perhaps with an assigned 'buddy' and/or professional guidance
- Control of intake – self-regulated
- Monitoring of own intake eg written record/diary
- Providing insight into reasons for abusing – through group discussion
- Awareness raising re consequences for others eg family – through group discussion
- A form of talking therapy
- Specific examples eg AA

One mark for description of relevant evidence

One mark for knowledge of the Prochaska model

AO2

Up to 8 marks for discussion and for analysis of the process of self-management. Likely issues:

- Difficult to assess effectiveness – confidential nature, voluntary sector, limited record-keeping
- Group is a powerful source of emotional support – peer pressure from within the group – role of reinforcement from a 'buddy'
- Comparison with other treatments/techniques eg better success when elements like monitoring intake are combined with more direct therapy eg cognitive behaviour therapy

- Relapse is frequent – contacts outside the group can exert peer pressure to continue to abuse – better self-management programmes include refusal training to help with peer pressure
- Links to Prochaska model eg attending a group = decision/preparation stage; keeping diary and restricting own intake = action stage; reverting to abusing behaviour/previous levels of intake = relapse.
- Use of evidence as part of evaluation

Maximum 8 marks if no reference to Prochaska.

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows some knowledge and understanding of self-management. Discussion is thorough and includes thoughtful analysis. Most discussion points are well developed. Use of Prochaska in discussion is effective. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of self-management. Discussion is evident with some points developed. Must be some reference to Prochaska for 9 marks. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of self-management. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic: Forensic Psychology

39 Which **two** statements above apply to anger management? Write the correct combination of letters in your answer book. **[1 mark]**

[AO1 = 1]

B and C

40 Which **two** statements above apply to behaviour modification? Write the correct combination of letters in your answer book. **[1 mark]**

[AO1 = 1]

A and D

41 Briefly outline how atavistic form might relate to offending behaviour. **[2 marks]**

[AO1 = 2]

2 marks for a clear and coherent answer using appropriate terminology and clear explanation of how atavistic form would lead to offending

1 mark for a vague answer that shows relevant knowledge but lacks clarity and use of appropriate terminology or is only implicitly linked to offending

Content: Genetic/evolutionary sub-species/throwback with primitive characteristics/behaviour not modified by expectations/rules of developed society, has lower moral standards, engages in offending behaviour to satisfy own immediate needs; self-fulfilling prophecy explanation, possessing physical characteristics that lead person to be treated in a certain way, leading to offending behaviour.

42 Choose one alternative to custodial sentencing and explain **two** limitations of the alternative to custodial sentencing that you have chosen.

[4 marks]

[AO2 = 4]

For each limitation:

2 marks for a clear and coherent explanation.

1 mark for a vague/brief/muddled explanation or a limitation briefly stated.

Likely points:

- Tagging – unlikely to lead to reform – can still maintain criminal contacts; little deterrent – not seen as severe enough; badge of honour
- Restorative justice – offender may not be truly remorseful; just using RJ as a ploy for early parole; victim may be reluctant/intimidated/afraid to participate; requires trained mediator to be effective
- Community sentencing – leads to resentment; socially divisive and stigmatising; not seen as sufficiently punitive by general public
- Fines – rarely lead to reform but only if penalty is very severe; little stigma attached and therefore re-offending is not deterred; more damaging for lower socio-economic groups than for middle/higher socio-economic groups

Credit limitations of other alternatives.

43 Outline and evaluate psychodynamic **and** learning theory explanations of offending.

[12 marks]

[AO1 = 4, AO2 = 8]

AO1

Up to 4 marks for outlines of psychodynamic and learning theory explanations. Likely content:

- Psychodynamic: role of the superego; Blackburn's offending types of superego – deviant, weak, over-harsh; affectionless psychopathy theory (Bowlby); role of defence mechanisms eg sublimation
- Learning theory: differential association theory – influence of role models; role of societal norms, values and expectations; peers/family as reinforcers of offending behaviour; general learning theory concepts as they relate to offending eg conditioning, associative learning, reinforcement, vicarious reinforcement; modeling

One mark for description of relevant evidence

AO2

Up to 8 marks for evaluation of psychodynamic and learning theory explanations. Likely points:

Psychodynamic

- Problems of testability – theory based on unconscious mechanisms
- Deterministic approach – psychic determinism eg Bowlby early damage cannot be overcome; consequences for attempting reform
- Use of evidence eg against Freud's theory of superego development – females are less likely to offend than males; most people without a same-sex parent with whom to identify do not offend
- Difficulty establishing cause and effect – does personality determine offending or does offending affect personality?

Learning theory

- Deterministic approach – environmental determinism eg influence of environment cannot be avoided; consequences for attempting reform
- Use of evidence eg Bandura's research into imitation of aggression and Farrington's Cambridge Delinquent Development research
- Difficulty establishing cause and effect – role of confounding variables such as level of education and intelligence

Credit also comparisons between explanations

Maximum 7 marks if one explanation only

Does not require perfect balance for top band

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to each explanation. Evaluation of each explanation includes reference to a number of issues and shows thoughtful analysis. Most evaluative points are well developed. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding in relation to each explanation. Evaluation of each explanation is evident and some points are developed. There is minor irrelevance and/or misunderstanding.

An otherwise very good answer covering only one explanation can get a maximum of 7 marks.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs.

Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding in relation to each explanation although there is greater focus on one than the other OR one is well done. There must be some evaluation for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

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1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Assessment Objectives

Social Dev	AO1	AO2	AO3	Total for topic
01			1	
02			2	
03	2			
04		2		
05	1			
06	4	8		
Total	7	10	3	20 marks
Cog Dev				
07			1	
08			2	
09	2			
10		2		
11	1			
12	4	8		
Total	7	10	3	20 marks
Moral Dev				
13			1	
14			2	
15	1			
16	2			
17		2		
18	4	8		
Total	7	10	3	20 marks
Cog and Law				
19	2			
20	2			
21		4		
22	4	8		
Total	8	12		20 marks
Schiz/Mood				
23		1		
24		1		
25		2		
26	2			
27	2			
28	4	8		
Total	8	12		20 marks
Stress				
29	2			
30	2			
31		2		
32		2		
33	4	8		
Total	8	12		20 marks

Substance Ab	AO1	AO2	AO3	Total
34	1			
35	2			
36	1			
37		4		
38	4	8		
Total	8	12		20 marks
Forensic				
39	1			
40	1			
41	2			
42		4		
43	4	8		
Total	8	12		20 marks



General Certificate of Education
Advanced Level Examination
June 2014

Psychology (Specification B)

PSYB3

Unit 3 Child Development and Applied Options

Tuesday 3 June 2014 1.30 pm to 3.30 pm

For this paper you must have:

- an AQA 16-page answer book.

Time allowed

- 2 hours

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is PSYB3.
- Choose **three** topics only, **one** topic from **Section A**, and **two** topics from **Section B**.
- Answer **all** questions on the topics you choose.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- The 12-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Child Development

There are three topics in this section: Social Development, Cognitive Development and Moral Development.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Social Development

0	1
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In the Romanian orphan studies, the same group of children was studied on more than one occasion over a number of years. This is an example of longitudinal research.

Explain **at least one** strength of studying the same children on more than one occasion over time to investigate social development.

[3 marks]

0	2
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Another approach to investigating social development is to study animals. Briefly describe **one** animal study of attachment. In your answer, you should describe the method used, and state what was concluded on the basis of the findings.

[3 marks]

0	3
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The work of Bowlby and Schaffer is important in the study of attachment. Explain **one** difference between Bowlby's and Schaffer's views on attachment.

[2 marks]

0	4
---	---

Discuss causes **and** consequences of childhood popularity and/or rejection. Refer to evidence in your answer.

[12 marks]

Topic: Cognitive Development

0	5
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In a study of guided participation, a researcher investigated ways in which socio-cultural practices were passed down from older members of a community to younger members. She used a combination of research methods, including observation, interviews and historical research.

Explain **at least one** strength of using a combination of research methods to investigate guided participation.

[3 marks]

0	6
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Outline what Vygotsky meant by 'the zone of proximal development'. Using an example, describe how guided participation might support a child through the zone of proximal development.

[3 marks]

0	7
---	---

What is meant by 'nativist explanations' in relation to cognitive development?
Outline **one** example of a nativist explanation in your answer.

[2 marks]

0	8
---	---

Outline Piaget's pre-operational stage of cognitive development. Evaluate Piaget's work (theory **and** research) in relation to this stage.

[12 marks]

Topic: Moral Development

0	9
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Annie is six years old and does not always do as she is told. When her mum tells her not to use her make-up, Annie does not always obey. According to Kohlberg, Annie is at the pre-conventional level of moral reasoning.

Outline Kohlberg's pre-conventional level, and suggest **one** way in which it might explain Annie's behaviour.

[3 marks]

1	0
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In a study of moral reasoning, Kohlberg used a moral dilemma technique to show how a person's understanding about moral issues changes with age.

Explain **at least one** strength of using the moral dilemma technique to investigate moral reasoning.

[3 marks]

1	1
---	---

Other researchers have also used the moral dilemma technique, but they have investigated different aspects of moral reasoning.

Using an example, explain how the dilemmas used by **one other** researcher differed from the dilemmas used by Kohlberg.

[2 marks]

1	2
---	---

Discuss a psychodynamic explanation for moral development. In your discussion, there should be comparison with Piaget's explanation for moral development.

[12 marks]

Turn over for the next section

Turn over ►

Section B Applied Options

There are five topics in this section: Cognition and Law, Schizophrenia and Mood Disorders, Stress and Stress Management, Substance Abuse and Forensic Psychology.

Choose **two** topics from this section. Answer **all** questions on the topics you choose.

Each topic carries 20 marks.

Topic: Cognition and Law

1	3
---	---

Outline **one** study in which a factor affecting the reliability of eye-witness accounts was investigated. Your outline should refer to the method used and the results/conclusion of the study.

[2 marks]

1	4
---	---

Briefly discuss **one** limitation of the study you have described in your answer to question

1	3
---	---

.

[2 marks]

1	5
---	---

Outline what is meant by 'repressed memory' and briefly discuss the concept of repressed memory.

[4 marks]

1	6
---	---

George has very good eye-sight, but it sometimes takes him a while to recognise his friends in the dimly lit college dining area.

Parveen thinks that the woman with very long blonde hair across the street is someone she met once at a party until she gets closer and sees that it is someone else.

Adam often finds he recognises people and knows lots about them, even though he cannot remember their names.

Discuss **two** theories of face recognition. Use your knowledge of theories of face recognition to explain the experiences of George, Parveen and Adam.

[12 marks]

Topic: Schizophrenia and Mood Disorders

1 | 7

Researchers investigating schizophrenia often use concordance rates in their research. The concordance rate is the percentage likelihood that, if one person in a pair has a disorder, then the other member of that pair also has the same disorder.

In 2001, researchers reported concordance rates for schizophrenia of 48% in monozygotic (identical) twins and 17% in dizygotic (non-identical) twins. They also reported a schizophrenia concordance rate of 9% for ordinary siblings (brothers and sisters who were not twins).

Discuss what these findings suggest about explanations of schizophrenia.

[4 marks]**1 | 8**

'Community care is not always suitable for people with schizophrenia because of the symptoms associated with the disorder'.

Explain what is meant by 'community care'. Referring to **at least one** symptom of schizophrenia, briefly explain why community care might not always be suitable for people with schizophrenia.

[4 marks]**1 | 9**

Discuss **one** biological treatment **and one** cognitive treatment for mood disorders.

[12 marks]

Topic: Stress and Stress Management

2 | 0

What do psychologists mean by 'Type A behaviour'? Outline how a person with Type A behaviour might respond to a stressful situation.

[2 marks]**2 | 1**

What do psychologists mean by 'hardiness'? Outline how hardiness might affect a person's response to a stressful situation.

[2 marks]**2 | 2**

Stress can be measured using physiological, behavioural and self-report techniques. Choose **one** of these ways of measuring stress. Briefly discuss **one** strength and **one** limitation of the way that you have chosen.

[4 marks]**2 | 3**

Discuss how **at least two** types of social support might help in coping with stress. Refer to evidence in your answer.

[12 marks]**Turn over ►**

Topic: Substance Abuse

- 2 | 4** Outline **one** example of how health promotion/education has been used to treat or prevent substance abuse. **[2 marks]**
- 2 | 5** Briefly discuss **two** reasons why health promotion/education interventions might not be successful. **[4 marks]**
- 2 | 6** Aversion therapy has been used to treat substance abuse. Which **one** of the following statements is true of aversion therapy? Write **A, B, C** or **D** in your answer book.
- A** The aim of aversion therapy is to establish an unconditioned response to a conditioned stimulus.
 - B** The aim of aversion therapy is to establish a conditioned response to a previously neutral stimulus.
 - C** Aversion therapy involves establishing an association between a voluntary response and a voluntary consequence.
 - D** Aversion therapy is based on the theory of operant conditioning.
- [1 mark]**
- 2 | 7** Social inoculation has been used to prevent substance abuse. Which **one** of the following statements is **not** true of social inoculation? Write **A, B, C** or **D** in your answer book.
- A** Making a public commitment not to abuse substances is a key part of social inoculation.
 - B** Social inoculation involves giving information about negative effects of substance abuse.
 - C** Social inoculation involves admitting to a group that you abuse substances.
 - D** The aim of social inoculation is to enable resistance to peer pressure.
- [1 mark]**
- 2 | 8** Discuss hereditary factors in substance abuse. Refer to evidence in your answer. **[12 marks]**

Topic: Forensic Psychology

- | | |
|---|---|
| 2 | 9 |
|---|---|

 Briefly discuss **two** limitations of official crime statistics as a way of measuring crime.
[4 marks]
- | | |
|---|---|
| 3 | 0 |
|---|---|

 Explain what is meant by 'offender profiling'.
[2 marks]
- | | |
|---|---|
| 3 | 1 |
|---|---|

 Outline **one** study which was designed to assess the usefulness of offender profiling.
Your outline should refer to the method used and the results/conclusion of the study.
[2 marks]
- | | |
|---|---|
| 3 | 2 |
|---|---|

 Outline and compare behaviour modification and anger management as treatments for offending.
[12 marks]

END OF QUESTIONS

There are no questions printed on this page

A-LEVEL PSYCHOLOGY B

PSYB3: Child Development and Applied Options
Mark scheme

2185
June 2014

Version: 1.0 Final

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

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

Further copies of this Mark Scheme are available from aqa.org.uk

Section A Child Development

Social Development

Question 01

In the Romanian orphan studies, the same group of children was studied on more than one occasion over a number of years. This is an example of longitudinal research.

Explain at least one strength of studying the same children on more than one occasion over time to investigate social development. [3 marks]

AO3 = 3 marks

Up to three marks for explanation of at least one strength of studying the same children on more than one occasion to investigate social development. For full marks candidates may briefly explain three separate strengths, or explain two with one elaborated, or explain one in detail. Must be application to investigation of social development for 3rd mark.

Likely strengths include: eliminates individual differences so it can be assumed that changes in social development over time are either maturational or due to changes in social/environmental conditions; enables researchers to study patterns of development over time; allows for insight/in depth analysis of individual cases; allows for the establishment of rapport so that more detailed information about early experiences can be forthcoming; allows for the study of long-term effects of early experiences.

Just stating “more valid”, “more reliable” not sufficient as no explanation.

Question 02

Another approach to investigating social development is to study animals. Briefly describe one animal study of attachment. In your answer, you should describe the method used, and state what was concluded on the basis of the findings. [3 marks]

AO1 = 3 marks

Up to three marks for knowledge of one study of animal attachment. Award one mark for method, one mark for conclusion based on findings and third mark for either elaboration of method, or for further relating findings to conclusion (not just results).

To award both method marks for Harlow, there must be some reference to time as the DV.

Credit should be awarded for any valid study of attachment (including imprinting research) in animals. Likely studies include: Harlow (1958, 1959); Lorenz (1935); Sluckin (1961); Bateson (1964); Suomi and Harlow (1972).

Question 03

The work of Bowlby and Schaffer is important in the study of attachment. Explain one difference between Bowlby's and Schaffer's views on attachment. [2 marks]

AO2 = 2 marks

Up to two marks for explanation of a relevant difference between the views of Bowlby and Schaffer. Award one mark for a brief explanation, plus a further mark for some elaboration of the difference. Most candidates will focus on Bowlby's monotropy theory, as contrasted with Schaffer's suggestion that most young children are capable of, and indeed benefit from, multiple attachments/role of father – differing views on.

An appropriate elaboration might involve some comment on how multiple attachments with different people might serve different functions for the child.

Credit other relevant differences.

Question 04

Discuss causes and consequences of childhood popularity and/or rejection. Refer to evidence in your answer. [12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4 marks

Up to four marks for knowledge/description of psychological causes and consequences of popularity and/or rejection. Candidates who focus solely on causes or solely on consequences can only gain two of the four marks for AO1.

Causes are likely to include: level of social skill; possession of an internal working model of relationships (Bowlby); level of attractiveness; perceived similarity; level of aggression. Consequences are most usually expected to be negative consequences since most research is in the area of rejection: mental health eg depression; social problems eg truancy, delinquency, criminality etc.

Credit description of relevant evidence up to 2 marks eg Dodge (1983) joining in; Xie et al (2006) factors affecting popularity; Kuperschmidt & Coie (1990) longitudinal study of negative life outcomes; Laursen (2007) Finnish study of friendship and social isolation; Cowen (1973) longitudinal study – effects of psychological well-being; Bagwell (1998) longitudinal study – differences between rejection and friendlessness.

AO2 = 8 marks

Up to eight marks for discussion of causes and consequences of childhood popularity and/or rejection. Possible content includes: long-term v short-term consequences; inability to establish cause and effect because other variables cannot be controlled; inferences made on the basis of research eg difficulties associated with longitudinal research/interview methods; the validity of the conclusions; implications of the findings eg identification of children who have problems making friends and possible intervention; avoiding long-term negative outcomes; role of education/therapy; discussion of single versus multiple causes; links with broader theory and/or debates eg nature v nurture; biological/environmental determinism; behaviourism and social learning - the role of parents/siblings/teachers. Credit evaluation of evidence where used to discuss cause/consequences.

Credit use of relevant evidence to discuss causes and consequences.

Maximum 7 marks if only causes or consequences presented.

Maximum 8 marks if no evidence presented.

Mark Bands

10 - 12 marks **Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of causes and consequences of childhood popularity and/or rejection. Discussion is full and includes thoughtful analysis. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks **Good answers**

Answer shows knowledge and understanding of causes and consequences of childhood popularity and/or rejection. Discussion is evident. The answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding. An otherwise very good answer focusing on just one aspect (causes **or** consequences) may gain 7 marks.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 – 6 marks **Average to weak answers**

Answer shows some knowledge and understanding of causes and/or consequences of childhood popularity and/or rejection. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks **Poor answers**

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks **No relevant content**

Total AO1: 7; Total AO2: 10; Total AO3: 3

Cognitive Development

Question 05

In a study of guided participation, a researcher investigated ways in which socio-cultural practices were passed down from older members of a community to younger members. She used a combination of research methods, including observation, interviews and historical research.

Explain at least one strength of using a combination of research methods to investigate guided participation. [3 marks]

AO3 = 3 marks

Up to three marks for explanation of at least one strength of using a combination of research methods to investigate guided participation. For full marks candidates may briefly explain three separate strengths, or explain two with one elaborated, or explain one in detail. Must be application to guided participation for third mark.

Likely strengths include: opportunity to correlate findings across different methods leading to greater confidence in findings (reliability of effect); ability to assess for concurrent validity; access to different types of data about the same behaviour eg quantitative and qualitative and the benefits of each; contrast with weaknesses of using singular methods.

Just stating “more valid”, “more reliable” not sufficient as no explanation.

Question 06

Outline what Vygotsky meant by the ‘zone of proximal development’. Using an example, describe how guided participation might support a child through the zone of proximal development. [3 marks]

AO1 = 1 mark

One mark for knowledge of the meaning of zone of proximal development: That which a child cannot accomplish alone but which he or she can accomplish with help from another person. Credit any valid alternative definition ie ones which refer to the child’s ability with assistance or the difference between actual and potential ability.

AO2 = 2 marks

Up to two marks for application of the concept of zone of proximal development to an example of guided participation. One mark for limited explanation of the link using a valid example. Two marks for a full and coherent explanation of the link.

Valid examples of guided participation can be from research or can be everyday examples but they must refer to a child being guided in a **socio-cultural** or **cognitive** activity eg the girl-guide cookie sale preparation (Rogoff et al, 1995); preparation for a family celebration, eg Wood and Middleton.

Question 07

What is meant by ‘nativist explanations’ in relation to cognitive development? Outline one example of a nativist explanation in your answer. [2 marks]

AO1 = 2 marks

One mark for a general outline of what is meant by nativist explanations in relation to cognitive development. Likely answer: nativist explanations of cognitive development are those which suggest that babies are born with innate cognitive structures which pre-determine their cognitive abilities.

One mark for outlining a specific **cognitive** example of a nativist explanation. Likely answers include: Baillargeon’s work on object permanence; Meltzoff and Borton’s cross-modal integration studies; Gibson’s work on innate perception; Bower’s work on depth perception; Chomsky’s theory of the innate language acquisition device. For this mark to be credited there must be some brief outline – naming a researcher is not sufficient.

Question 08

Outline Piaget’s pre-operational stage of cognitive development. Evaluate Piaget’s work (theory and research) in relation to this stage. [12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4 marks

Up to four marks for knowledge/description of Piaget’s pre-operational stage of cognitive development. Credit for knowledge of Piagetian features of that stage including:

Key concepts: egocentrism and inability to conserve.

Additional concepts: centration; inability to perform class inclusion tasks; animism; inability to perform reversible operations.

Credit knowledge of evidence relevant to the stage – up to 2 marks.

AO2 = 8 marks

Up to eight marks for evaluation of Piaget’s work (theory and research) in relation to the pre-operational stage. Candidates are most likely to evaluate the stage by considering Piaget’s evidence and alternative findings. For example, candidates might consider alternative theory and findings in relation to conservation – problems with Piaget’s method of asking the same question twice and Rose and Blank’s alternative approach – asking only a post-transformation question. The stage may also be evaluated by consideration of alternative theory. Credit may also be given for more general theoretical evaluation where it is applied to the stage in question eg Piaget’s view on discovery learning.

Credit evaluation of evidence where used in discussion/comparison.

Credit use of relevant evidence to evaluate Piaget’s work.

Maximum 7 marks if only one aspect (theory or research) is presented

Mark Bands**10 - 12 marks Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of Piaget's pre-operational stage of cognitive development (including reference to egocentrism and inability to conserve) and his research in relation to this stage. Evaluation is full and includes thoughtful analysis. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of Piaget's pre-operational stage of cognitive development (including reference to egocentrism and inability to conserve) and his research in relation to this stage. Evaluation is evident. The answer is mostly focused on the question although there may be some irrelevance and/or misunderstanding. An otherwise very good answer focusing on just one aspect (theory or research) may gain 7 marks.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 – 6 marks Average to weak answers

Answer shows some knowledge and understanding of Piaget's pre-operational stage of cognitive development and/or his research in relation to this stage. There must be some evaluation for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Total AO1: 7; Total AO2: 10; Total AO3: 3

Moral Development

Question 09

Annie is six years old and does not always do as she is told. When her mum tells her not to use her make-up, Annie does not always obey. According to Kohlberg, Annie is at the pre-conventional level of moral reasoning.

Outline Kohlberg's pre-conventional level, and suggest one way in which it might explain Annie's behaviour. [3 marks]

AO1 = 2 marks

Up to two marks for an outline of Kohlberg's pre-conventional level of moral reasoning. Award one mark each for a brief outline of each stage within the pre-conventional level: First stage is the punishment/heteronomous stage where child judges right and wrong according to whether or not an act would be punished; Second stage is the reward/instrumental gain stage where a child judges right and wrong according to whether or not an act meets their interests/needs/own gain. The stages do not need to be named but there does need to be an outline of each for full marks.

If two stages are just named, 1 mark.

AO2 = 1 mark

One mark for linking at least one characteristic of the pre-conventional level to the example of Annie. Likely answers: Annie disobeys because she thinks she can get away with it and not be punished OR Annie disobeys because she wants the make-up and she believes her need is the most important thing.

Question 10

In a study of moral reasoning, Kohlberg used a moral dilemma technique to show how a person's understanding about moral issues changes with age.

Explain at least one strength of using the moral dilemma technique to investigate moral reasoning. [3 marks]

AO3 = 3 marks

Up to three marks for an explanation of at least one strength of using the moral dilemma technique to investigate moral development. For full marks candidates may briefly explain three separate strengths, or explain two with one elaborated, or explain one in detail. Must be application to investigation of moral reasoning for 3rd mark.

Likely strengths include: use of open-ended questioning (Q. Why?) gives the opportunity to gather data that is more likely to be valid ie reflects each participant's reasoning; structured interviews can be repeated at time intervals (method is replicable) to show pattern of development of moral thinking over time; coding system for responses has shown a high degree of inter-rater/coder/researcher reliability suggesting that it is possible for different researchers to assess responses consistently.

Just stating "more valid", "more reliable" not sufficient as no explanation.

Question 11

Other researchers have also used the moral dilemma technique, but they have investigated different aspects of moral reasoning.

Using an example, explain how dilemmas used by one other researcher differed from the dilemmas used by Kohlberg. [2 marks]

AO1 = 1 mark

One mark for knowledge of an example of a dilemma used by a researcher other than Kohlberg. Likely answers: Eisenberg's pro-social dilemma about whether or not to help a person in distress and thereby miss out on a treat (Mary and the birthday party); Gilligan's real-life dilemma of whether or not to terminate a pregnancy and how consideration might be shown to the different parties involved.

Valid dilemmas will be ones where children are told a story where a choice has to be made about a course of action (this would include Damon's dilemma about how to distribute proceeds).

AO2 = 1 mark

One mark for briefly explaining a difference between the alternative dilemma and those used by Kohlberg. Likely answers: Eisenberg's dilemmas involved the opportunity to do good whereas in Kohlberg's dilemmas, either course of action involved wrong-doing; the choices faced in Eisenberg's dilemmas were not governed by laws whereas in Kohlberg's case legal constraints might affect moral reasoning; Eisenberg's dilemmas were more within the grasp of a child's experience and therefore more likely to yield valid responses than those used by Kohlberg; Gilligan's dilemma was a real-life choice and therefore a valid measure of moral reasoning as opposed to Kohlberg's purely hypothetical dilemma which has less validity.

Question 12

Discuss a psychodynamic explanation for moral development. In your discussion, there should be comparison with Piaget's explanation for moral development. [12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4 marks

Up to four marks for knowledge of a psychodynamic explanation of moral development. Candidates are most likely to use the Freudian explanation and should be awarded credit for the following: moral development takes place during the Phallic stage; via resolution of the Oedipus/Electra complex; arises through process of identification with same-sex parent; involves internalisation of parent's moral code in the form of the superego. Credit alternative psychodynamic explanations eg Bowlby's view that maternal deprivation might lead to affectionless psychopathy and how consequent lack of empathy would affect morality. Credit description of relevant evidence – one mark.

AO2 = 8 marks

Up to eight marks for discussion of psychodynamic explanations for moral development and for comparison with Piaget. Note that general discussion points and comparisons may overlap. Relevant points might include: lack of evidence for concepts relating to morality such as the superego or for processes involved eg Oedipus complex (contrast with Piaget's evidence gathering via use of moral comparison); inability to explain moral development in a child who does not live in a traditional two-parent household (contrast with Piaget's ability to explain moral reasoning in case of all children); Freud's view of female identification and therefore female morality as less strong than males (compare with Piaget's views of sex differences in moral reasoning as dependent on differing opportunity for equal status contact); age constraints ie proposal that morality is suddenly acquired in the Phallic stage is incompatible with observations of moral understanding before the age of 5/6 and increasing moral sophistication after the age of 5/6 (contrast with Piaget who found changes with age from pre-moral to moral realism to moral relativism); Freudian theory at odds with evidence that punitive parenting leads to children experiencing less guilt and being less moral; Freud's focus on unconscious feelings (guilt) versus Piaget's focus on conscious reasoning rather than unconscious feeling.

Credit use of relevant evidence for discussion/comparison.

Credit evaluation of evidence where used in discussion/comparison.

Maximum 8 marks if no comparison with Piaget

Mark Bands

10 - 12 marks **Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of a psychodynamic explanation of moral development. Discussion is full and includes thoughtful analysis. Comparison with Piaget is effective, well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks **Good answers**

Answer shows knowledge and understanding of a psychodynamic explanation of moral development. Discussion is evident and at the top of the band (9 marks) there is some sensible comparison with Piaget. The answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 – 6 marks **Average to weak answers**

Answer shows some knowledge and understanding of a psychodynamic explanation of moral development. There must be some discussion/comparison for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks **Poor answers**

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks **No relevant content**

Total AO1: 7; Total AO2: 10; Total AO3: 3

Section B: Applied Options**Cognition and Law****Question 13**

Outline one study in which a factor affecting the reliability of eye-witness accounts was investigated. Your outline should refer to the method used and the results/conclusion of the study. [2 marks]

AO1 = 2 marks

Up to two marks for an outline of any study in which a factor affecting the reliability of eye-witness accounts or eye-witness identification was investigated.

Award one mark for detail of method/procedure and one mark for detail of results/conclusion

Relevant factors include: post-event contamination from leading questions (eg Loftus & Palmer 1974; Loftus 1975); post-event contamination from post-event discussion (eg Wright et al 2000)]; context (eg Malpass and Devine 1981); emotion/stress (eg Yuille and Cutshall 1986); expectation/stereotypes (eg Howitt 1991); weapon focus (eg Loftus et al 1987)

Question 14

Briefly discuss one limitation of the study you have described in your answer to question 13. [2 marks]

AO2 = 2 marks

Up to two marks for a brief discussion of a relevant limitation of the study outlined in answer to question 13. Content will vary according to study outlined, but relevant issues might include: sampling limitations and effects on generalisability; artificiality and low ecological validity eg in use of video; demand characteristics eg participants knowing they are in a study will probably pay greater attention to events than they would do in everyday life and therefore remember better.

Award one mark for a briefly explained limitation, with a further mark for some elaborated discussion eg implications for recall.

Generic methodological limitations that are not overtly linked to the context of the study in Q13 should receive no credit.

Question 15

Outline what is meant by ‘repressed memory’ and briefly discuss the concept of repressed memory. [4 marks]

AO1 = 2 marks

Up to two marks for knowledge of repressed memory. Likely content: repression is a Freudian defence mechanism which operates at an unconscious level to shield the conscious awareness from unpleasant memories/events/thoughts; a repressed memory is a memory which is not part of conscious awareness; a repressed memory, whilst unconscious, might still affect some aspect of conscious experience/behaviour eg manifest itself as a neurotic/anxiety disorder.

Award marks for each relevant point, but for full AO1 marks the candidate must refer to the ‘unconscious’ aspect.

Maximum one mark if repression is described as a deliberate or purposeful activity.

AO2 = 2 marks

Up to two marks for brief relevant discussion of the concept. Content may vary, but relevant discussion points include: difficulty of testing whether or not repression exists/lack of falsifiability; implications for the false memory debate ie controversy over whether or not a newly recalled memory is one which has hitherto been repressed (or false); evidence to support or contradict the concept; influence of therapists in this area eg are the ‘repressed’ and then ‘recovered’ memories ones which may have been implanted by suggestion; discussion of the hypothesised role of repressed memories in anxiety disorders. Award one mark for a brief relevant discussion point, with a further mark for some elaborated discussion.

Question 16

George has very good eye-sight, but it sometimes takes him a while to recognise his friends in the dimly lit college dining area.

Parveen thinks that the woman with very long blonde hair across the street is someone she met once at a party until she gets closer and sees that it is someone else.

Adam often finds he recognises people and knows lots about them, even though he cannot remember their names.

Discuss two theories of face recognition. Use your knowledge of theories of face recognition to explain the experiences of George, Parveen and Adam. [12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4 marks

Up to four marks for knowledge of two theories of face recognition, usually two marks for each theory. Candidates are most likely to refer to feature theory and holistic theory. Credit relevant description: feature theory assumes that recognition is driven by immediately available data (data-driven/bottom up) ie the features we see; facial features can be internal eg nose, mouth etc., or external eg hair, jawline etc.; researchers suggest that internal features matter more for recognition of familiar faces, whereas external features are more important for recognition of less familiar people; holistic theory assumes face recognition is concept-driven ie mostly dependent on already stored information; the stored top-down information is in the form of templates (for every previously encountered face); incoming data (features) are matched against templates of the whole face, thus recognition is holistic; recognition is a sequential process (Bruce & Young) of structural encoding, FRU trigger, PIN trigger and name generation.

Credit variations of Bruce & Young's original model eg Burton et al. (1990)

Credit description of relevant evidence – 1 mark

AO2 = 8 marks

Up to eight marks for discussion of the two theories (including up to three for application to the stem). Likely content: use of experimental, clinical and other evidence to support/counter the theory; oversimplicity of the assumption that face recognition can be explained using a single theory; how a combination of both features and templates might be a better explanation; links to computer models of face recognition and face recognition systems used by the police eg Evofit; comparison of the two theories and links with general theories of perception; links with computer modelling. Credit use of relevant evidence as part of the discussion.

Credit evaluation of evidence where used in discussion.

Three marks are to be reserved for application to the cases in the stem. Likely applications: George: has to rely on top-down information (holistic templates) in the dimly lit dining area because the incoming data is sparse.

Parveen: thinks she recognizes the woman because according to feature theory she relies on obvious external features like hair (she does not know the woman well) but closer analysis of the incoming data confirms she has made a mistake OR top-down information suggests this is the woman from the party but bottom up information ie the features confirm her mistake.

Adam: these experiences confirm the sequential nature of the Bruce and Young model whereby name generation occurs at the end of the recognition process.

Maximum 7 marks if only one theory presented

Mark Bands

10 - 12 marks Very good answers

The answer is clearly focused on the question and shows sound knowledge and understanding of two theories of face recognition. Discussion is full and includes thoughtful analysis. Application is appropriate with clearly explained links between theory/theories and the cases in the stem. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of two theories of face recognition.

Discussion/application is evident. There may be some appropriate application although the links with theory/theories may lack clarity. The answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of two theories of face recognition. There must be some discussion/application for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Total AO1: 8; Total AO2: 12

Schizophrenia and Mood Disorders

Question 17

Researchers investigating schizophrenia often use concordance rates in their research. The concordance rate is the percentage likelihood that, if one person in a pair has a disorder, then the other member of that pair also has the same disorder.

In 2001, researchers reported concordance rates for schizophrenia of 48% in monozygotic (identical) twins and 17% in dizygotic (non-identical) twins. They also reported a schizophrenia concordance rate of 9% for ordinary siblings (brothers and sisters who were not twins).

Discuss what these findings suggest about explanations of schizophrenia. [4 marks]

Up to four marks for discussion/analysis of these results in relation to explanations/ causes of schizophrenia. Award up to two marks for each set of results. Likely answers:

AO1 = 1 mark, AO2 = 1 mark

(MZ v DZ results) Credit any of the following three points: the difference between MZ and DZ rates suggests that schizophrenia is inherited/has a genetic component; because MZ twins share more of their genes than DZ twins (100% v 50%); the difference could also support influence of the environment because MZs are treated more similarly/ have more shared environment than DZs.

AO1 = 1 mark, AO2 = 1 mark

(DZ v ordinary siblings results) the difference between DZ rates and ordinary sibling rates suggests that schizophrenia is environmental; although the degree of genetic similarity is the same (50%), the environments of ordinary siblings are more different than the environments of DZ twins (or vice versa).

Alternative creditworthy discussion points include: comparison of given results with concordance rate for unrelated pairs (ie normal incidence rate of 1%); commentary re lack of 100% concordance in MZs suggesting environmental influence.

Question 18

‘Community care is not always suitable for people with schizophrenia because of the symptoms associated with the disorder’.

Explain what is meant by community care. Referring to at least one symptom of schizophrenia, briefly explain why community care might not always be suitable for people with schizophrenia. [4 marks]

AO1 = 2 marks

Up to two marks for knowledge of community care. Likely content; non-institutional supported living arrangements eg in shared house/ sheltered housing; support varies but might include daily/regular visits from medical services re monitoring of medication, might involve on-going psychotherapy, occupational therapy, skills training etc.

AO2 = 2 marks

Up to two marks for brief explanation with reference to at least one symptom of schizophrenia. Here students are expected to make the link between at least one valid symptom and the argument against community care. Eg social withdrawal - there is a danger that the person may become more isolated; delusions – a person in community care may become paranoid that local people are out to get them; hallucinations – a person in community care may behave strangely and therefore disturb local people; disorganised behaviour – leading to the inability to organise everyday tasks like shopping, cooking, cleaning etc.

Award one mark for each briefly explained link or two marks for one link explained in some detail.

Accept answers based on more broad symptoms eg positive, negative.

Maximum of 1 AO2 mark for selection and outline of a relevant symptom.

Question 19

Discuss one biological treatment and one cognitive treatment for mood disorders. [12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4 marks

Up to four marks for knowledge of biological and cognitive treatments for mood disorders, usually two marks for each. Likely content: biological treatments include drugs to alter neurochemical levels eg serotonin reuptake inhibitors which increase activity of serotonin at synapse (other drugs include tricyclics and MAOIs) and ECT (use of electrodes and low-voltage electric current to deliver shock direct to the temple to elicit neuronal activity); cognitive treatments include CBT, RET, SIT all of which increase positive thought and reduce irrational, self-defeating thoughts through challenge, confrontation, rational dispute, evidence gathering and analysis, counterstatement.

Credit description of relevant evidence – 1 mark

AO2 = 8 marks

Up to eight marks for discussion of the two treatments. Likely discussion points include: effectiveness; ethical issues; patient's role as either passive (eg with medication) or active (eg as scientist in CBT); consequences eg expectations about outcome, broader life enhancement of cognitive treatment eg control, self-esteem etc; short-term v long-term effects; investment of time and effort; reductionism; differences in availability eg need for trained cognitive therapists; dependency either physical or psychological; comparison of the two treatments; comparison with other available treatments.

Credit evaluation of evidence where used in discussion.

Credit use of relevant evidence in discussion.

Maximum 7 marks if only one treatment presented

Mark Bands

10 - 12 marks Very good answers

The answer is clearly focused on the question and shows sound knowledge and understanding of **one** biological **and one** cognitive treatment for mood disorders. Discussion is full and includes thoughtful analysis. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of **one** biological **and one** cognitive treatment for mood disorders. Discussion is evident. The answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of **one** biological **and one** cognitive treatment for mood disorders or one treatment is done very well. There must be some discussion for 5/6 marks, although this may be largely implicit. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Total AO1: 8; Total AO2: 12

Stress and Stress Management

Question 20

What do psychologists mean by ‘Type A behaviour’? Outline how a person with Type A behaviour might respond to a stressful situation. [2 marks]

AO1 = 2 marks

One mark for knowledge of Type A behaviour: A behaviour/personality type that is time-driven, competitive, self-critical, focused on achievement and targets, angry/hostile (not all of these traits are necessary).

One mark for an outline of how Type A behaviour might affect response to stressful situation (the eg can be behavioural, physiological, cognitive or emotional): someone with Type A behaviour experiences a stronger physiological response to stress; more likely to suffer from stress-related illnesses such as high blood pressure and CHD than other behaviour types; will demonstrate behaviours linked to traits of Type A.

Do not double credit same material, eg ‘Type A people are angry so would get angry’.

Question 21

What do psychologists mean by ‘hardiness’? Outline how hardiness might affect a person’s response to a stressful situation. [2 marks]

AO1 = 2 marks

One mark for knowledge of Kobasa’s hardiness: the possession of a combination of three traits ie commitment (to family, community, work etc.), control (over events in one’s life), challenge (seeing obstacles as opportunities). All three Cs must be present for this mark.

One mark for an outline of how (at least one element of) hardiness might affect response to stress (the eg can be behavioural, physiological, cognitive or emotional). Likely answer: someone who shows a high level of commitment (eg to family, society etc), a high level of control over events in own life and high challenge is less likely to suffer from stress because they have active purpose in their life.

Do not double credit same material, eg ‘it involves control, challenge and commitment so they would show C, C and C’.

Question 22

Stress can be measured using physiological, behavioural and self-report techniques. Choose one of these ways of measuring stress. Briefly discuss one strength and one limitation of the way that you have chosen. [4 marks]

AO2 = 4 marks

Up to two marks for discussion of a valid strength and two marks for discussion of a valid limitation of the chosen way of measuring stress.

Relevant strengths and limitations will depend on the method chosen but could include: practical issues eg availability of specialist equipment; measurement of stress versus measurement of physiological arousal per se; need to rely on self-report and problems of subjectivity; objectivity of physiological measures.

In each case, award one mark for a brief discussion point in relation to the strength/ limitation, with a second mark for further elaborated discussion.

eg physiological measures are easily measurable therefore objective (1), as where heart rate can be quantified and displayed on a heart rate monitor (1).

Question 23

Discuss how at least two types of social support might help in coping with stress. Refer to evidence in your answer. [12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4 marks

Up to four marks for knowledge of at least two types of social support. Expect reference to the general principle ie that other people have a role in providing support in times of stress and/or for specific forms of social support including instrumental support (support directed at practical help in alleviating stress); emotional support (empathic support directed at assuaging the emotional response to stress); esteem support (for enhancing self-esteem, self-worth); appraisal support (support directed at enabling a person to understanding their experience of stress); informational support (support in the form of advice re how to cope with stressful situation). Likely studies include: La Rocco (1980); Fleming et al (1982); Berkman & Syme (1979); Sosa et al (1980). Credit description of relevant evidence – up to 2 marks.

AO2 = 8 marks

Up to eight marks for discussion of how social support is involved in coping with stress. Possible content: mechanisms involved eg direct v indirect effects – the buffering hypothesis; effectiveness of social support in relation to evidence; effects of social support on the supporter eg demands on time/obligation to others/emotional drain/need for reciprocity; can act to exacerbate rather than alleviate stress; implications for specific groups eg isolated individuals eg elderly people less likely to have access to social support; cultural differences; societal norms; social support and the development of dependency; motives of the supporter; the role of institutions in provision of social support and issue of individual versus institutional responsibility; moral responsibility and prosocial behaviour; comparison of effectiveness of types.

Credit use of relevant evidence in discussion.

Credit evaluation of evidence where used in discussion.

Maximum 8 marks if no evidence presented.

Maximum 7 marks if only one type of social support discussed

Mark Bands

10 - 12 marks **Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of at least two types of social support in stress. Discussion is full, includes thoughtful analysis and there is some discussion explicitly linked to the chosen types. References to research are appropriate and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks **Good answers**

Answer shows knowledge and understanding of at least two types of social support in stress. Discussion is evident but may be wholly generic. References to research are appropriate. The answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding. An otherwise very good answer dealing with just one type may gain 7 marks.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks **Average to weak answers**

Answer shows some knowledge and understanding of social support in stress. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks **Poor answers**

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks **No relevant content**

Total AO1: 8; Total AO2: 12

Substance Abuse

Question 24

Outline one example of how health promotion/education has been used to treat or prevent substance abuse. [2 marks]

AO1 = 2 marks

Up to two marks for an outline of how a health promotion/education intervention has been used to either treat or prevent substance abuse. This may be either a general programme/project (eg DARE or CHARLIE) or an example of a specific research study (eg Moher, 2005). The focus of the answer should be on **how** the intervention was used so some detail of the procedure involved should be clear for full marks (eg leaflets, use of media/internet, youth worker, school visits etc).

Credit examples of social inoculation and fear arousal.

Award one mark for brief detail of procedure and two marks for elaborated detail.

Question 25

Briefly discuss two reasons why health promotion/education interventions might not be successful. [4 marks]

AO2 = 4 marks

Up to four marks for brief discussion of two reasons why health promotion/education interventions might or might not be successful in treating or preventing (usually two marks for each reason). A wide variety of reasons should be expected here. Look for reasoned argument. Possible reasons include: no endorsement from teachers; inconsistency with values and ethos eg of a school, workplace or community; lack of integration into the curriculum; local substance abuse issues eg norms etc; role of information giving; poor motivation; negative social influences eg family/friends; focus on whole workforce rather than on individual.

For each reason - award one mark for a briefly explained reason, two marks for a reason with some discussion/commentary.

Question 26

Aversion therapy has been used to treat substance abuse. Which one of the following statements is true of aversion therapy? Write A, B, C or D in your answer book

- A The aim of aversion therapy is to establish an unconditioned response to a conditioned stimulus.
- B The aim of aversion therapy is to establish a conditioned response to a previously neutral stimulus.
- C Aversion therapy involves establishing an association between a voluntary response and a voluntary consequence.
- D Aversion therapy is based on the theory of operant conditioning.

[1 mark]

AO1 = 1 mark

Answer – B. Credit first answer only.

Question 27

Social inoculation has been used to prevent substance abuse. Which one of the following statements is not true of social inoculation? Write A, B, C or D in your answer book.

- A Making a public commitment not to abuse substances is a key part of social inoculation.
- B Social inoculation involves giving information about negative effects of substance abuse.
- C Social inoculation involves admitting to a group that you abuse substances.
- D The aim of social inoculation is to enable resistance to peer pressure.

[1 mark]

AO1 = 1 mark

Answer – C. credit first answer only.

Question 28

Discuss hereditary factors in substance abuse. Refer to evidence in your answer.
[12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4 marks

Up to four marks for knowledge of hereditary factors in substance abuse. Likely content: knowledge of genetic factors and/or specific genes eg D2 receptors; evidence from twin/adoption studies; evidence from selective breeding experiments. Credit also knowledge of related biological factors eg genes affecting neurochemical factors in substance abuse/addiction eg role of dopamine; genes affecting neuroanatomical mechanisms eg limbic system; links to metabolism. Likely evidence: Cloninger (1987); Kaij (1960); McGue (1992); Schuckit (1985); Melo (1996). Credit description of relevant evidence up to 2 marks.

AO2 = 8 marks

Up to eight marks for discussion of hereditary factors in substance abuse. Likely points: use of evidence to support the role of inheritance; use of evidence against the role of inheritance; direct v indirect effects eg Plomin's absence of brakes hypothesis; implications for treatment; implications for personal responsibility ie biological determinism as it conflicts with moral responsibility; reductionism; inability to establish cause and effect; dependence on correlational evidence; cultural differences; inter-relatedness of biological and other factors eg personality traits; comparison with alternative explanations eg the role of social factors; interactionism.

Credit use of relevant evidence in discussion.

Credit evaluation of evidence where used in discussion.

Maximum 8 marks if no evidence presented.

Mark Bands

10 - 12 marks **Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of hereditary factors in substance abuse. Discussion is full and includes thoughtful analysis.

References to research are appropriate and presented in the context of the discussion as a whole.

The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks **Good answers**

Answer shows knowledge and understanding of hereditary factors in substance abuse. Discussion is evident. References to research are appropriate. The answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks **Average to weak answers**

Answer shows some knowledge and understanding of hereditary factors in substance abuse.

There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive.

Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks **Poor answers**

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks **No relevant content**

Total AO1: 8; Total AO2: 12

Forensic Psychology

Question 29

Briefly discuss two limitations of official crime statistics as a way of measuring crime. [4 marks]

AO2 = 4 marks

Up to two marks for each valid limitation. In each case, one mark for briefly explaining the limitation and one further mark for a relevant discussion point. Limitations are all likely to be based on lack of reliability eg does not account for any crime that is unreported; does not account for any crime that is unrecorded; does not reflect the 'dark figure of crime'. Accept other relevant answers.

Discussion points could include an explanation of why some crimes go unreported/unrecorded; specific types of crimes that are less likely to figure in the official statistics eg victimless crimes; limitation in terms of outcomes/implications eg how inaccurate official figures might affect enforcement policy etc; comparison with other ways of measuring crime eg victim surveys, offender surveys. Credit use of evidence in discussion.

Note – reliability/validity-based answers that discuss two separate limitations in respect of reliability/validity can achieve full marks.

Question 30

Explain what is meant by 'offender profiling'. [2 marks]

AO1 = 2 marks

Up to two marks for knowledge of principles and/or procedures of offender profiling. Likely content: way of narrowing down the search for a perpetrator by excluding all those people who do not fit profiling criteria; uses bottom-up information about the crime/crime scene/nature of victim to predict characteristics/traits/circumstances of the offender; based on a two-type top-down categorisation of organised and disorganised; uses geographical information to inform about offender's base; investigative approach based on identification of patterns. Accept other valid answers.

Question 31

Outline one study which was designed to assess the usefulness of offender profiling. Your outline should refer to the method used and the results/conclusion of the study. [2 marks]

AO1 = 2 marks

Up to two marks for an outline of a valid study (ie one where the aim was to investigate the usefulness of offender profiling as a technique. Award one mark for the method and one for the results/conclusion. Note this must be a study in which the aim was to test the usefulness/accuracy/validity of the method of offender profiling. Descriptions of specific cases in which offender profiling was used to capture an offender (eg John Duffy, Arthur Shawcross, Ted Bundy) are not likely to gain credit here unless the candidate can argue persuasively that the aim of the research was to validate the methodology.

Likely studies include: Pinizotto & Finkel (1990); Alison (2003); Copson (1995); Kocsis et al (2002), Canter (2004) existence of an organised type but not disorganised type.

Question 32

Outline and compare behaviour modification and anger management as treatments for offending. [12 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 = 4 marks

Up to four marks for knowledge of anger management and behaviour modification as treatments for offending, usually two marks for each treatment. Note that the outlines should consist of specific techniques involved and not generalised statements about the aims. Likely content:

Anger management: 3 stage process of cognitive preparation (identifying sources/triggers/recognising anger), skills acquisition (learning control techniques such as counting, mantra etc), application practice (role playing dealing with anger situations)

Behaviour modification: use of operant conditioning in the form of positive reinforcement for desired behaviour, tokens as secondary reinforcers to be exchanged for primary reinforcers.

Credit description of relevant evidence – 1 mark

AO2 = 8 marks

Up to eight marks for comparison of the two treatments (can credit up to two marks for general evaluation of either/both treatments). Useful comparisons might include: type of behaviour for which each treatment is best suited, eg anger management is only useful for anger-based offending whereas behaviour modification is best suited to eliciting appropriate everyday behaviour whilst in prison; the context in which each treatment might take place, eg behaviour modification can only take place in the controlled environment of an institution; the role of the offender eg passive recipient of reinforcement versus active participant who has to be willing to change and the implications for motivation and general life enhancement; short-term versus long-term effectiveness eg the continuing effects of anger management after discharge; ethical considerations eg manipulative nature of behaviour modification.

Credit use of relevant evidence in discussion.

Credit evaluation of evidence where used in comparison.

Mark Bands

10 - 12 marks Very good answers

The answer is clearly focused on the question and shows sound knowledge and understanding of behaviour modification and anger management as treatments for offending. Comparison is full and includes thoughtful analysis. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of behaviour modification and anger management as treatments for offending. Comparison is evident. The answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 – 6 marks Average to weak answers

Answer shows some knowledge and understanding of behaviour modification and anger management as treatments for offending. There must be some comparison/evaluation for 5/6 marks, although this may be largely implicit. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Total AO1: 8; Total AO2: 12

Assessment Objectives

Question	AO1	AO2	AO3	Total
01			3	
02	3			
03		2		
04	4	8		20
05			3	
06	1	2		
07	2			
08	4	8		20
09	2	1		
10			3	
11	1	1		
12	4	8		20
13	2			
14		2		
15	2	2		
16	4	8		20
17	2	2		
18	2	2		
19	4	8		20
20	2			
21	2			
22		4		
23	4	8		20
24	2			
25		4		
26	1			
27	1			
28	4	8		20
29		4		
30	2			
31	2			
32	4	8		20

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General Certificate of Education
Advanced Level Examination
June 2013

Psychology (Specification B) PSYB3

Unit 3 Child Development and Applied Options

Monday 10 June 2013 1.30 pm to 3.30 pm

For this paper you must have:

- an AQA 16-page answer book.

Time allowed

- 2 hours

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Examining Body** for this paper is AQA. The **Paper Reference** is PSYB3.
- Choose **three** topics only: **one** topic from **Section A**, and **two** topics from **Section B**.
- Answer **all** questions on the topics you choose.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
The 12-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Child Development

There are three topics in this section: Social Development, Cognitive Development and Moral Development.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Social Development

- 0 1** Describe **one** way in which psychologists have investigated caregiver-infant interaction in humans. Refer to a specific study in your answer. (3 marks)
- 0 2** Evaluate the way of investigating caregiver-infant interaction that you have described in your answer to **0 1**. Do **not** refer to ethical issues in your answer. (3 marks)
- 0 3** Six-year-old Aaron has lived with a number of different foster parents. He does not have a proper school uniform like the other boys. He is not very good at joining in with games and gets into lots of fights.
- Aaron's teacher describes him as a rejected child.
- Briefly outline **two** psychological explanations for rejection. Refer to Aaron in your answer. (2 marks)
- 0 4** Discuss the consequences of privation and/or deprivation. Refer to evidence in your answer. (12 marks)

Topic: Cognitive Development

- 0 | 5** Describe **one** way in which psychologists have investigated the cognitive abilities of infants under the age of two years. Refer to a specific study in your answer. (3 marks)
- 0 | 6** Evaluate the way of investigating infant cognitive abilities that you have described in your answer to **0 | 5**. Do **not** refer to ethical issues in your answer. (3 marks)
- 0 | 7** Amy is three years old. She is playing hide-and-seek with her older brother, Sam, who is twelve years old. When it is Amy's turn to hide, she runs to the curtains to cover her face, but her legs and feet are still easily seen. Sam finds her straight away, which surprises Amy. 'How did you know I was there?' she asks.
- Use your knowledge of Piaget's theory of cognitive development to explain why Amy is surprised that Sam finds her straight away. (2 marks)
- 0 | 8** Discuss Vygotsky's theory of cognitive development. Refer to evidence in your answer. (12 marks)
-

Topic: Moral Development

- 0 | 9** Describe **one** way in which psychologists have investigated distributive justice. Refer to a specific study in your answer. (3 marks)
- 1 | 0** Evaluate the way of investigating distributive justice that you have described in your answer to **0 | 9**. Do **not** refer to ethical issues in your answer. (3 marks)
- 1 | 1** A psychologist investigating children's understanding of moral issues told children a story. In the story, a little boy called Freddie is at home with his mother. His mother is very tired and needs help in the kitchen. Freddie sees that his mother needs help but he really wants to watch his favourite television programme. After hearing the story, children were asked what they thought Freddie should do, and why.
- What aspect of moral reasoning is the psychologist investigating in this study? Explain your answer. (2 marks)
- 1 | 2** Discuss Kohlberg's theory of moral development. Refer to evidence in your answer. (12 marks)

Turn over for the next section

Turn over ►

Section B Applied Options

There are five topics in this section: Cognition and Law, Schizophrenia and Mood Disorders, Stress and Stress Management, Substance Abuse and Forensic Psychology.

Choose **two** topics from this section. Answer **all** questions on the topics you choose.

Each topic carries 20 marks.

Topic: Cognition and Law

Harborough police department is introducing a new identification procedure. The new procedure involves using a computerised identity parade, where witnesses view a series of photographs of possible suspects one at a time. The new procedure replaces the traditional identity parade system, where the real suspect stood in a line with a group of similar-looking people. The inspector in charge of the new procedure must explain to police officers the reasons why the department is adopting the new procedure.

- | | | | |
|---|----------|--|-------------------|
| 1 | 3 | Name the traditional identification procedure described above. | <i>(1 mark)</i> |
|
 | | | |
| 1 | 4 | Name the new identification procedure described above. | <i>(1 mark)</i> |
|
 | | | |
| 1 | 5 | Use your knowledge of psychology to explain one advantage of the new identification procedure. | <i>(2 marks)</i> |
|
 | | | |
| 1 | 6 | Apart from changing identification procedures, briefly discuss how the accuracy of eye-witness recall might be improved. | <i>(4 marks)</i> |
|
 | | | |
| 1 | 7 | 'In cases of false memory syndrome the supposed memories are, quite simply, false. There is little evidence to suggest otherwise.' | |
|
Discuss this statement. Refer to evidence in your answer. | | | <i>(12 marks)</i> |

Topic: Schizophrenia and Mood Disorders

- 1 8** Outline and briefly evaluate **one** explanation for mood disorders. (4 marks)
- 1 9** Lola cries a lot and is often so tired that she cannot be bothered to get out of bed. She has stopped seeing her friends and has hardly any appetite. She believes that she is worthless. Her mother takes her to the doctor. The doctor listens to Lola's symptoms and then offers a diagnosis.
- What is the difference between unipolar depression and bipolar depression? Refer to Lola in your answer. (2 marks)
- 2 0** Briefly outline **one** treatment that the doctor might suggest for Lola. Briefly explain **one** reason why this treatment might help Lola's condition. (2 marks)
- 2 1** Outline and compare **two** treatments for schizophrenia. (12 marks)
-

Topic: Stress and Stress Management

- Mannie has a well-paid job. However, she worries about work problems all the time, suffers from sleeplessness and always has a cold. Jilly works in the same company doing the same job. Although she works just as hard as Mannie, she does not worry about work and is able to relax quite happily in the evenings and at the weekends. Jilly cannot remember the last time she was ill.
- 2 2** Briefly describe how the endocrine system is involved in mediating and responding to stress. Refer to Mannie **and** Jilly in your answer. (4 marks)
- 2 3** Outline personal variables which might explain why Mannie and Jilly respond so differently to the same situation. (4 marks)
- 2 4** Mannie's manager sends her to a stress counsellor for help in managing her stress. The stress counsellor suggests that Mannie should use a combination of emotion-focused strategies and problem-focused strategies to manage her stress.
- Outline emotion-focused strategies **and** problem-focused strategies for stress management. Evaluate **each** type of strategy and explain how **each** strategy might help in Mannie's case. (12 marks)

Section B continues on the next page

Turn over ►

Topic: Substance Abuse

- 2 | 5** Outline what is meant by *self-management* in relation to substance abuse. Briefly evaluate self-management as a way of treating substance abuse. (4 marks)
- 2 | 6** A team of youth counsellors visits a secondary school to try to prevent smoking in teenagers. The team decides to use social inoculation to tackle the issue.
- Outline what is involved in social inoculation. Explain how social inoculation might be used in this situation. (4 marks)
- 2 | 7** The following headline appeared in a national newspaper.
- Health problems in young drinkers, drug users and smokers on the increase
Experts divided about reasons for substance abuse in young people
- Discuss social factors as an explanation for substance abuse. Refer to the newspaper headline in your answer. (12 marks)
-

Topic: Forensic Psychology

- 2 | 8** Following a series of riots in cities all over England, a politician was interviewed on the radio. He said, 'Rioters and looters should be sent to prison. We must send a clear message that this sort of behaviour is not acceptable. Society expects such behaviour to be severely punished.'
- Briefly discuss **two** roles of custodial sentencing identified in the politician's statement. (4 marks)
- 2 | 9** Another politician also took part in the radio interview. She argued, 'The people were rioting for a reason. They were angry with the police and lost control.'
- Outline and briefly discuss **one** treatment programme for people who offend because they are angry. (4 marks)
- 3 | 0** Discuss Eysenck's theory of the criminal personality. Refer to evidence in your answer. (12 marks)

END OF QUESTIONS

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There are no questions printed on this page



General Certificate of Education (A-level)
June 2013

Psychology B

PSYB3

(Specification 2185)

Unit 3: Child Development and Applied Options

Final

Mark Scheme

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

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

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Section A Child Development

Topic Social Development

Question 01

[AO1 = 3]

AO1 Up to 3 marks for description of a valid way, one mark for each relevant detail. Full mark answers should refer to the method and DV/what was being measured (do not credit aims/conclusion). Likely answers include: studies of imitation, eg Melzoff and Moore (1977); studies of interactional synchrony, eg Condon and Sander, Murray and Trevarthen (1985); studies of skin-to-skin contact, eg Klaus and Kennell (1976); studies of sensitive responsiveness and the Strange Situation, eg Ainsworth et al (1978), De Wolff and van Ijzendoorn (1997).
More generic methodological answers which cannot be identified as a specific study (either by name or description) may gain a maximum of two marks.
No credit for animal studies.

Question 02

[AO3 = 3]

AO3 Up to 3 marks for evaluation of the way described in 01. Students who present an inappropriate study or no study in 01 may still gain marks for 02 where it becomes clear that a specific study/way of investigating caregiver-infant interaction is being evaluated. Students may choose to elaborate on one issue or may mention more than one issue in less detail. Evaluative points will vary according to the method described but likely issues, include: usefulness of controlled experimentation in researching social relationships eg artificiality v cause and effect; usefulness of combining data from several studies as in meta-analysis; inferences based on findings, eg studies of imitation and the issue of intentionality; short-term v long-term effects.

For full marks evaluative point(s) must be fully applied to the study of caregiver-infant interaction. One mark only for a totally generic yet valid response.

Question 03

[AO2 = 2]

AO2 One mark for each brief outline of an explanation linked to Aaron's rejection. Likely causes include:

- being deviant or different – Aaron does not have a uniform like the other boys
- not having a good internal working model of relationships – he has had a succession of foster parents
- having poor social skills – Aaron doesn't know how to join in
- aggressiveness - Aaron gets into lots of fights.

Can award one mark if candidate correctly identifies two relevant psychological explanations, eg 'Aaron is deviant and has poor social skills'.

Question 04

[AO1 = 4, AO2 = 8]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 Up to 4 marks for knowledge of the consequences of privation and/or deprivation and for knowledge of relevant research. Likely consequences include: effects identified by Bowlby (1946), eg affectionless psychopathy, delinquency, low IQ; effects identified in privation studies, eg Harlow's findings of delinquency, affectionless behaviour, ERA findings of quasi-autistic symptoms in Romanian orphans, impaired language and social skills (Genie - Curtiss, 1977); short-term deprivation consequences identified by Robertson (1952) – sequence of anger, despair, detachment.
Award 1 mark only for a list of consequences.
Credit description of relevant evidence up to 2 marks.

AO2 Up to 8 marks for discussion/analysis/evaluation of the consequences described. Likely issues include: the way some researchers confused privation and deprivation; contradictory findings; issue of whether or not the effects are reversible and the possibility of reversibility, eg later work by Suomi and Harlow (1972) – monkey therapists, Koluchova (1976) - favourable outcomes after years of privation; problem of inferring cause and effect, eg Rutter's findings (1970, 1981) – deprivation *per se* is not the cause of delinquency and that stress may be a more important determinant of negative outcomes; the question of a critical period, eg late adoption research by Tizard and Hodges (1989); criticisms of inferences on the basis of early research, eg problems with Bowlby's study of juvenile thieves. Credit evaluation of studies where used to discuss consequences.
Credit use of relevant evidence.

Maximum 8 marks if no evidence presented

Mark Bands

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding of the consequences of privation and/or deprivation. Discussion is full and includes thoughtful analysis. References to evidence are accurate. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of the consequences of privation and/or deprivation. Discussion is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding. References to research are relevant but are perhaps not linked so clearly to the discussion as for the top band.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of the consequences of privation and/or deprivation. There must be some discussion for 5/6 marks.

Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The student expresses basic ideas reasonably well but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic Cognitive Development

Question 05

[AO1 = 3]

- AO1** Up to 3 marks for description of a valid way, one mark for each relevant detail. Full mark answers should refer to the method and DV/what was being measured (do not credit aims/conclusions). Likely answers include: studies object permanence/concept, eg Piaget's (1951) study of Jacqueline's responses to taking the toy, the A not B error extension of this study; Bower and Wishart's infra-red camera studies (1972); Meltzoff and Borton (1979) cross-modal integration research; Baillargeon's impossible event studies (carrot, truck, cube); Bower (1970) looming studies.
More generic methodological answers which cannot be identified as a specific study (either by name or description) may gain a maximum of two marks.

Question 06

[AO3 = 3]

- AO3** Up to 3 marks for evaluation of the way described in 05. Students who present an inappropriate study or no study in 05 may still gain marks in 06 where it becomes clear that a specific study/way of investigating infant cognitive abilities is being evaluated. Students may choose to elaborate on one issue or may mention more than one issue in less detail. Evaluative points will vary according to the method described but likely issues include: usefulness of controlled experimentation in researching infant abilities – reliability issues; inferences based on findings, eg validity of surprise/looking time as a dependent variable to infer the existence of object concept.

For full marks evaluative point(s) must be fully applied to the study of early infant abilities. One mark only for a totally generic but valid response.

Question 07

[AO2 = 2]

- AO2** Up to two marks for application of knowledge of Piaget's theory of cognitive development to Amy's behaviour as follows:
Amy is showing egocentrism/cannot decentre/cannot understand that other people's view is different. (1)
She is unable to see her brother, and therefore she does not understand that her brother can see her. (1)

Question 08

[AO1 = 4, AO2 = 8]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 Up to 4 marks for knowledge of Vygotsky's theory of cognitive development and for knowledge of relevant research. Likely content includes: the importance of social and cultural factors in cognitive development; development of the tools of a culture including language; scaffolding and the role of instruction/guidance; the zone of proximal development – difference between actual and potential; child as an apprentice to a more knowledgeable other; internalisation of the world view of others via means of social interaction; guided participation as a specific kind of scaffolding relating to cultural traditions.
Credit description of relevant evidence - 1 mark.

AO2 Up to 8 marks for discussion/evaluation/analysis of Vygotsky's theory. Likely issues include: Vygotsky's theory and possible acceleration of cognitive development and the contrast with Piaget's notion of readiness; stance on the role of language versus Piaget's view that language is a by-product; comparison with nativism; over-instruction possibly stifling inquisitiveness and desire to learn; other possible negative influences of instruction and guidance; comparison with information processing theories which place less emphasis on role of others and more on processing strategies; scaffolding as more appropriate for the acquisition of some cognitive abilities than others; use of evidence in relation to the role of others, eg Wood and Middleton's study of scaffolding (1975), Rogoff's (1995) study of guided participation; application of Vygotsky's theory to education eg group activities, peer tutoring, community of inquiry (Elbers and Streefland (2000)).
Credit evaluation of studies where used to discuss theory.
Credit use of relevant evidence.

Maximum 8 marks if no evidence presented

Mark Bands

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding of Vygotsky's theory. Discussion is full and includes thoughtful analysis. References to evidence are accurate. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of Vygotsky's theory. Discussion is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding. References to research are relevant but are perhaps not linked so clearly to the discussion as for the top band.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of Vygotsky's theory. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The student expresses basic ideas reasonably well but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic Moral Development

Question 09

[AO1 = 3]

AO1 Up to 3 marks for description of a valid way, one mark for each relevant detail. Full mark answers should refer to the method and DV/what was being measured (do not credit aims/conclusions). Likely answers include: Damon's (1975) study of hypothetical distribution from sale of drawings; McGillicuddy- De Lisa – hypothetical allocation of 9 dollars to three characters for artwork; Enright et al (1984) controlled procedure with hypothetical fixed choices of how to share; Gershon and Damon (1978) real-life distribution of proceeds (sweets) from making bracelets. More generic methodological answers which cannot be identified as a specific study (either by name or description) only award a maximum of two marks.

Question 10

[AO3 = 3]

AO3 Up to 3 marks for evaluation of the method described in 09. Students who present an inappropriate study or no study in 09 may still gain marks in 10 where it becomes clear that a specific study/way of investigating distributive justice is being evaluated. Students may choose to elaborate on one issue or may mention more than one issue in less detail. Evaluative points will vary according to the method described but likely issues include: usefulness of clinical interview in researching moral understanding, eg validity – whether choice reflects moral understanding; predictive validity – does hypothetical choice allow us to predict real-life choice; demand characteristics and social desirability; inferences based on findings – age differences versus individual differences.

For full marks evaluative point(s) must be fully applied to the study of distributive justice. One mark only for a totally generic but valid response.

Question 11

[AO2 = 2]

AO2 One mark for stating that the psychologist is investigating prosocial development/ understanding.
One mark for an explanation, eg Freddie has to choose between pleasing himself/own satisfaction (watching TV) or helping another person (mum in the kitchen).

Full marks can also be gained for answers focussing on relevant stages of prosocial reasoning, ie hedonistic (watching TV) versus empathic (helping mum); good boy, good girl (wanting to please mum).

Question 12

[AO1 = 4, AO2 = 8]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

- AO1** Up to 4 marks for knowledge of Kohlberg's theory of moral development. Students should be credited for description of Kohlberg's levels (pre-conventional, conventional, post-conventional) and stages (reward/heteronomous, punishment/instrumental, good-boy good-girl, law and order/conscience, social contract, universal ethical principles) and for more general knowledge of the theory, eg gradual progression from self-centred focus to empathy and focus on the wider good. Maximum 1 mark for listing/naming stages/levels.
Likely evidence: Kohlberg (1963); Kohlberg and Kramer (1969); Walker (1989)
Credit description of relevant evidence – 1 mark.
- AO2** Up to 8 marks for discussion/analysis/evaluation. Likely issues include: Kohlberg's theory as an extension of Piaget's work; focus on male morality and comparisons with Gilligan; stage versus non-stage approach to moral development – Turiel (1978) sees moral development as a continuum - overlap of stages leading to questionable validity; issues of invariance and reversibility of stages; emphasis on Western values, eg cultural relevance, eg Tietjen and Walker (1985) some cultures place more importance on collective responsibility; stage 6 as hypothetical; assumption that morality is a single phenomenon versus Turiel's ideas of moral domains; lack of consistency between moral understanding and moral behaviour. Credit evaluation of evidence where used to discuss theory.
Credit use of relevant evidence.

Maximum 8 marks if no evidence presented

Mark Bands

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding of Kohlberg's theory of moral development. Discussion is full and includes thoughtful analysis. References to evidence are accurate. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of Kohlberg's theory of moral development. Discussion is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding. References to research are relevant but are perhaps not linked so clearly to the discussion as for the top band.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and

paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of Kohlberg's theory of moral development. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The student expresses basic ideas reasonably well but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic Cognition and Law

Question 13

[AO1 = 1]

AO1 One mark for simultaneous line-up.

Question 14

[AO1 = 1]

AO1 One mark for sequential line-up. Accept VIPER.

Question 15

[AO2 = 2]

AO2 Up to two marks for explanation of one advantage linked to the situation. Credit any of the following points: evidence suggests that sequential line-ups lead to greater reliability of eye-witness identifications; because the witness is compelled to make an absolute judgement rather than a relative judgement (of who is the most likely suspect in relation to other members of the line-up); computerised display systems allow for greater control (foils can be controlled for similarity) and convenience (avoiding no-shows). Credit evidence which demonstrates an advantage. Note some of these advantages overlap so award credit to the student's best advantage.

Question 16

[AO1 = 2, AO2 = 2]

AO1 Up to two marks for knowledge of way(s) of improving accuracy of eye-witness accounts. Students may focus on one way/strategy/technique in detail or more than one in less detail. Most answers will be based on the cognitive interview and elements within the cognitive interview, eg report everything, different perspective, different order, context reinstatement. Credit also other relevant ways/techniques/strategies such as: avoiding post-event contamination through discussion; avoiding leading questions, etc.

AO2 Up to two marks for brief discussion/comment. Salient discussion points include: use of evidence, psychological explanations of how the way/strategy/technique might operate to enhance recall, limitations, usefulness/application related to different situations; age as a mediating variable.

Question 17

[AO1 = 4, AO2 = 8]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 Up to 4 marks for knowledge of relevant terms and concepts and for evidence relevant to the false memory debate. Relevant terms and concepts include: false memory, recovered memory, implanted memory, confabulation, reconstruction. Likely studies include: evidence that memories can be implanted, eg Loftus (1975) smashed - hit; Loftus and Ketcham (1994) lost in a shopping mall; Deese (1959) recall on non-presented words; Loftus, Feldman and Dashiell (1995) lost in supermarket; Mazzoni and Memon (2003) fictitious medical procedure; Lindsay et al (2004) photographs as trigger to false memory; Mazzoni et al (1999) suggestion; Bartlett (1932) war of the ghosts. Credit also knowledge of the counter-evidence that memories can be repressed, for example: Levinger and Clark (1961) emotionally negative words; Williams (1994) childhood abuse. Credit description of relevant evidence – up to 2 marks.

AO2 Up to 8 marks for discussion/evaluation/analysis. Possible issues include: different sides of the debate; implications of the debate – practical, theoretical and ethical; analysis of the worth of evidence in favour and against the statement, considering issues such as reliability, validity, sampling, generalisability to different situations/contexts. For example, many studies are carried out in controlled conditions covering a short time span which is not equivalent to circumstances in which 'false memories' would normally arise. Similarly, the event to be recalled in studies is not similar to the types of events involved in cases of 'false memory' which are usually more significant and traumatic; broader discussion may include historical underpinnings of the theory eg Bartlett's reconstruction theory of 'effort after meaning'; schema theory; the role of stereotyping and expectation in memory; counter theory includes discussion of Freudian repression as a possible explanation for memories which are, in fact, real. Credit evaluation of evidence where used to discuss the debate
Credit use of real-life examples to support discussion (1 mark).
Credit use of relevant evidence.

Maximum 8 marks if no evidence presented

Mark Bands

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding of issues and evidence related to the false memory debate. Discussion is full, well-balanced and includes thoughtful analysis. References to evidence are accurate. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor

errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of issues related to the false memory debate. Discussion is evident, with some evidence of balance. The answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding. At the top of the band, references to evidence are relevant but are perhaps not linked so clearly to the discussion as for the top band.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of issues related to the false memory debate. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive or limited to just one side of the debate. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The student expresses basic ideas reasonably well but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic Schizophrenia and Mood Disorders

Question 18

[AO1 = 2, AO2 = 2]

- AO1** Up to two marks for an outline of one explanation for mood disorders. Award one mark for a very basic outline and two marks for an elaborated outline. Likely explanations include: biological, eg genes, serotonin); cognitive, eg Beck's negative schema; triad; Ellis's irrational thinking; psychodynamic, eg oral dependency; loss; introjection. Credit also explanations for bipolar disorder and SAD. No credit for just naming an approach (biological, cognitive, psychodynamic).
- AO2** Up to two marks for brief evaluation. Content will depend upon the chosen explanation but credit should be given for any relevant issue. Full credit can be given for one point elaborated or two points in less detail.

Question 19

[AO1 = 1, AO2 = 1]

- AO1** One mark for knowledge of the key difference: unipolar = extreme mood at **one end** of the mood continuum and bipolar = **alternating** extreme high and low.
- AO2** One mark for application to Lola: the symptoms described indicate Lola is experiencing unipolar depression (there is no mention of extreme elation, etc).

Question 20

AO1 = 1, AO2 = 1

- AO1** One mark for brief outline of a relevant treatment for unipolar disorder. Students are likely to refer to either drug treatment or cognitive treatment, eg CBT, RET or SIT but any other form of treatment that could be applicable should be credited.
- AO2** One mark for a brief explanation of how the treatment outlined might help in Lola's case. Examples: SSRIs would help because they would raise levels of serotonin which would raise her mood; CBT would help because Lola would learn to replace negative thoughts of worthlessness with more positive ones.

Question 21

[AO1 = 4, AO2 = 8]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 Up to 4 marks for outlines of two treatments for schizophrenia, usually 2 marks for each treatment (3 marks for one very well done). It is acceptable to outline two different drug treatments although most students are likely to focus on anti-psychotic drugs and a form of psychotherapy (ie a non-biological treatment).
Antipsychotic drugs include traditional neuroleptics which block dopamine, eg chlorpromazine and more recently introduced atypical anti-psychotics, eg clozapine and risperidone which act on dopamine and serotonin.
Psychotherapies include: cognitive behaviour therapy to give coping strategies to gain control of the hallucinations and delusions; cognitive therapy involving reality testing and challenge; behaviour therapy, eg token economies used in institutions; family therapy to increase tolerance and reduce negative attitudes; milieu therapy to enhance normalisation. Credit use of psychodynamic therapy if student makes a case for its use.
Note that community care in itself is not a treatment therefore not appropriate.
Credit description of relevant evidence – 1 mark

AO2 Up to 8 marks for comparison and evaluation of the two treatments. Six of these marks must be for comparison. Comparison points will vary according to the treatments used but should include discussion of relative effectiveness. Further comparison points might include: use of evidence to support claims of effectiveness; durability of effect over the long-term; suitability for different sub-types/symptoms; comparison of side-effects, either physical or other unintended outcomes; differences in attitudes towards the two types of treatment, either patient attitudes or more widely; preference for combination treatments; individual differences in preference and responsiveness; role of patient, ie passive/active; discussion of the usefulness of specific treatments in the context of institutionalisation v community care can also be credited. Credit evaluation of evidence where used in comparison/discussion.
Credit use of relevant evidence.

Maximum of 6 marks if no comparison.

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding of two treatments for schizophrenia. Comparison is full and includes thoughtful analysis and reference to effectiveness. Most comparison points are well developed and presented in the context of the answer as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of two treatments for schizophrenia. Comparison is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of treatment(s) for schizophrenia. There must be some comparison/evaluation for 5/6 marks although this may be largely implicit. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The student expresses basic ideas reasonably well but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic Stress and Stress Management

Question 22

[AO1 = 2, AO2 = 2]

- AO1** Up to two marks for a brief description of the role of the endocrine system in mediating and responding to stress. Credit: release of adrenalin and noradrenaline from the adrenal medulla, hypothalamic production of CRF and the release of ACTH from the pituitary leading to production of corticosteroids (cortisol) from the adrenal cortex.
- AO2** Up to two marks for application of knowledge of the role of the endocrine system to Mannie and Jilly. It is likely that students will focus on the differing susceptibility to illness and the role of cortisol. In Mannie's case the prolonged stress reaction leads to heightened cortisol levels which, over time, lower the immunity and hence make her susceptible to colds. Jilly responds to stress in the immediate term but then her endocrine system activity returns to normal. Credit references to GAS.

Question 23

[AO1 = 2, AO2 = 2]

- AO1** Up to two marks for an outline of relevant personal variables. Students are likely to choose one of the following variables:
- Type A personality versus Type B/C – Type A's show time urgency, competitiveness and are more prone to illness especially CHD
 - Hardiness – hardy characters see stress as challenge, show commitment to society, work, relationships, etc, feel in control of own life
 - Locus of control – having an internal locus of control tends to offer defence against the effects of stress.
- One mark for a brief outline of a relevant variable. Two marks for an outline with some expansion/detail.
- AO2** Up to two marks for discussion of how the variable (personality type, hardiness or locus of control) might explain the different responses of Mannie **and** Jilly. Example: Mannie is probably a Type A personality which means that she tries to be over-controlling at work, cannot delegate responsibility to others and becomes easily angered and hostile – her personality leads her to experience more stress than Jilly who is probably a Type B (or C) who is less driven and less controlling and therefore less affected by stressful situations. For full marks expect reference to both characters and the work context.

Question 24

[AO1 = 4, AO2 = 8]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 Up to 4 marks for knowledge of emotion-focused and problem-focused strategies in general, and for specific examples. Likely content includes: definitions of each type - emotion-focused strategies are aimed at dealing with the reaction to the stressor rather than changing the stressor itself – problem-focused strategies are aimed at addressing the problem which is causing the stress; examples of each type of strategy: problem-focused includes planful problem solving, ie developing and executing a practical plan to reduce source of stress, confronting, ie tackling the problem head-on; emotion-focused includes distancing, eg use of humour to make problem less immediately threatening, positive reappraisal, eg looking on the bright side, and use of Freudian defence mechanisms.

For full AO1 marks the answer must demonstrate clear understanding of the basic difference between the two strategies.

Credit description of relevant evidence – 1 mark.

AO2 Up to 8 marks for evaluation of each type of strategy and for application to the scenario. Normally 4 marks should be awarded for each type of strategy. Possible content: many (not all) emotion-focused strategies tend to alleviate stress in the immediate term but may actually exacerbate the situation because the source of the stress may become worse; problem-focused strategies are perhaps more difficult to initiate but mean that the issue is not deferred and therefore problems do not continue to accumulate; sex differences in use of the two types, eg Billings and Moos (1981) - women use emotion-focused more than men; nature of the stressor – some stressors cannot be directly addressed, eg illness, bereavement, etc; factors affecting choice of coping strategy, eg whether person is a repressor or ruminator; consequences of using each type of strategy, eg link between type of strategy used and mental disorders; use of combination of strategies; other mediating factors, eg level of available social support. Two marks should be reserved for application to the scenario, ie work-related stress. Example: Mannie could use a problem-focused approach by asking to see her boss and devolving some of her work; Mannie could take an emotion-focused approach by going out with friends and making jokes about her work. Credit evaluation of evidence where used to evaluate a strategy. Credit use of relevant evidence.

Maximum 7 marks for answers dealing with only one type of strategy

Mark Bands

10 - 12 marks **Very good answers**

Answer is clearly focused on the question and shows sound knowledge and understanding of emotion-focused and problem-focused strategies. Evaluation is full and includes thoughtful analysis. Most evaluative comments are well developed and presented in the context of the discussion as a whole. At the top of the band there is clear and appropriate application. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks **Good answers**

Answer shows knowledge and understanding of emotion-focused and problem-focused strategies. Evaluation is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks **Average to weak answers**

Answer shows some knowledge and understanding of emotion-focused and problem-focused strategies. There must be some evaluation/application for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The student expresses basic ideas reasonably well but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks **Poor answers**

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks **No relevant content**

Topic Substance Abuse

Question 25

[AO1 = 2, AO2 = 2]

- AO1** Up to 2 marks for outline of self-management as a way of dealing with substance abuse. Credit any of the following details: self-help in the context of a group of similar abusers; assuming personal responsibility; focus on monitoring of intake, eg written record; focus on awareness of reasons for abuse, eg childhood issues; focus on consequences, eg for family; reference to specific programmes, eg AA 12-step or Botvin et al (2001) binge-drinking.
- AO2** Up to two marks for a brief evaluation. Students may gain full marks for a brief outline of two separate issues or for one issue in slightly more detail. Likely issues: assuming responsibility acts a key motivator; self-help groups offer emotional and social support (eg via a sponsor) at times when formal services may not be available; relapse rates suggest variable effectiveness; additional benefits, eg enhancement of self-esteem and opportunity for training in resisting group pressure; links with religion; self-management in the context of the Prochaska model, eg self-management is most useful at the maintenance stage and in preventing relapse; cognitive self-management therapy such as behavioural self-control training. Credit use of evidence in relation to effectiveness, eg Moos and Moos (2004).

Question 26

[AO1 = 2, AO2 = 2]

- AO1** Up to two marks for an outline of the processes involved in social inoculation. Credit one mark for any two of the following points: training in resistance through four methods; giving knowledge about negative effects; discussion about peer influences and norms; skills acquisition, eg how to say 'No'; public commitment. Credit knowledge shown through description of specific programmes, eg McAlister et al (1980) anti-smoking; Cuijpers et al (2002) Dutch school project.
- AO2** Up to two marks for application to smoking in schools, one mark for each valid suggestion. Credit any concrete suggestions in relation to the four elements of social inoculation. Examples: nurse could show class a film about what smoking does to lungs; the class could have a group discussion about norms of smoking behaviour and what peers do; role play sessions practising resisting pressure by saying 'no' to offer of cigarette; public pledge not to smoke in front of class. Credit any sensible and relevant suggestion.

Question 27

[AO1 = 4, AO2 = 8]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 Up to 4 marks for knowledge of social explanations for substance abuse: conformity to peer norms; normative influence; modelling; cultural norms; parental influences; expectation acceptability. Relevant evidence includes: Brickner et al (2006), Garnier and Stein (2002), White et al (2000), Helzer and Canino (1992).

Credit description of relevant evidence up to 2 marks.

AO2 Up to 8 marks for discussion, and for application to the headline. Content may include: role of social selection – choice of peer group; factors affecting degree of peer influence, eg status, self-esteem and self-efficacy etc; peers v parents; social control as a mediating factor; no evidence for single susceptible personality type; problem of establishing cause and effect; comparison with alternative explanations, eg genes; interactionist explanations, eg genetic predisposition requiring a social trigger; use of evidence. More general points include: environmental determinism; implications for treatment; relevance of explanation to specific substances. Two marks to be awarded for application to stem, ie young people – most effective application will be through use of social explanation, peer group, etc or for reference to contrasting views (of experts) or for references to specific named substances. Credit evaluation of evidence where used to discuss explanation.

Credit use of relevant evidence.

Mark Bands

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding of social explanations for substance abuse. Discussion is full and includes thoughtful analysis. At the top of the band there is clear and appropriate application. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of social explanations for substance abuse. Discussion is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of social explanations for substance abuse. There must be some discussion/application for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The student expresses basic ideas reasonably well but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Topic Forensic Psychology

Question 28

[AO1 = 2, AO2 = 2]

AO1 Up to two marks for knowledge of relevant roles of custodial sentencing. Given the context, students are most likely to focus on **deterrence** (individual and/or general), **retribution** or possibly **incapacitation**.

Deterrence - seeing/experiencing the negative consequence means that the offending behaviour should be avoided in the future; prison as negative reinforcement; avoidance learning; vicarious learning - seeing peers go to prison; punishment acts such that negative consequences will be avoided in future.

Retribution – society exacting revenge for unacceptable conduct.

Incapacitation – sending to prison removes the offender from society, putting the offender out of action.

Maximum 1 mark for simply naming two relevant roles.

Note: Do not credit **reform** as there is nothing relevant to reform in the stem.

AO2 Up to two marks for brief discussion of the two roles presented. For full marks students must comment briefly on each role. Relevant discussion points include: recidivism rates indicate prison does not deter (approximately 70% of young male offenders re-offend within two years); exacting retribution does not change the offender's behaviour (alternatives to prison may be better than straightforward punishment, eg restorative justice); retribution often occurs as a result of the political imperative to appear to be tough on crime; incapacitation is only temporary in most cases; even people in prison can continue to commit crime so incapacitation is not complete.

Question 29

[AO1 = 2, AO2 = 2]

AO1 Up to two marks for knowledge/outline of anger management programmes. Likely content includes: Novaco's 3 stages of cognitive preparation (recognising own feelings of anger and what triggers anger), skills acquisition (learning strategies to control own anger, eg deep breathing, repeating calming mantra, counting to 10, application (practising using newly learned strategies in safe situations, eg role play of anger provoking situation). Credit description of specific programmes.

Although unlikely, credit may also be given where student makes a case for an alternative treatment being effective in this situation, (ie in relation to the stem material).

AO2 Up to two marks for discussion/evaluation. Students may focus on one issue elaborated or more than one issue in brief. Likely content includes: evidence for effectiveness in reducing anger, eg Ireland (2000); long-term v short-term effectiveness; misplaced assumption that offending is caused by anger (Loza and Loza-Fanous (1999); focus on cognition as opposed to changing behaviour; need for trained personnel.

Question 30

[AO1 = 4, AO2 = 8]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.

AO1 Up to four marks for knowledge of Eysenck's theory of criminal personality. Credit any of the following: personality is innate; we inherit a type of nervous system that predisposes us to offending; personality varies along three dimensions – neurotic – stable, extravert – introvert, psychoticism; typical criminal type is the neurotic-extravert; neuroticism leads to unstable, unpredictable behaviour; extraversion is due to chronically under-aroused nervous system which leads to sensation seeking; extraverts do not condition easily and do not learn from mistakes; high psychoticism – cold, heartless offender; high NE scores in delinquent population, eg McGurk and McDougall (1981).
Credit description of relevant evidence – 1 mark.

AO2 Up to 8 marks for discussion/analysis/evaluation. Likely discussion points include: alternative explanations used to evaluate Eysenck's theory, eg how biological explanations in part support Eysenck's theory about neurological differences between offenders and controls; alternatives to the idea of a unitary type, eg Moffitt (1993) proposed four distinct types; incompatibility with modern personality theory, eg the 5 factor model (Digman, 1990) which emphasises role of other dimensions, eg conscientiousness and agreeableness, it is possible to have a high E and N score and still not offend; basis for the model is in the EPI; reliability and validity issues re EPI; inability to infer cause and effect; determinism and the implications of Eysenck's emphasis on heritability and inevitability; reductionism and the need to consider wider influences, eg society; Eysenck's theory in the historical context as anti-liberal; relevance to eugenic ideal; links between Eysenck's traits and other explanations for offending, eg psychoticism and brain structure/function. Credit evaluation of evidence where used to discuss theory.
Credit use of relevant evidence, eg (McGurk and McDougall, 1981), (Farrington et al. 1982).

Maximum 8 marks if no evidence presented

Mark Bands

10 - 12 marks Very good answers

Answer is clearly focused on the question and shows sound knowledge and understanding of Eysenck's theory of the criminal personality. Discussion is full and includes thoughtful analysis. References to evidence are accurate. Most evaluative comments are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The student expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

7 - 9 marks Good answers

Answer shows knowledge and understanding of Eysenck's theory of the criminal personality. Discussion is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding. References to research are relevant but are perhaps not linked so clearly to the discussion as for the top band.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 - 6 marks Average to weak answers

Answer shows some knowledge and understanding of Eysenck's theory of the criminal personality. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. Answers constituting reasonable relevant description but without proper focus on the question are likely to be in this band. There may be considerable irrelevance/inaccuracy.

The student expresses basic ideas reasonably well but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 - 3 marks Poor answers

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks No relevant content

Assessment Objectives

Question	AO1	AO2	AO3	Total
01	3			
02			3	
03		2		
04	4	8		20
05	3			
06			3	
07		2		
08	4	8		20
09	3			
10			3	
11		2		
12	4	8		20
13	1			
14	1			
15		2		
16	2	2		
17	4	8		20
18	2	2		
19	1	1		
20	1	1		
21	4	8		20
22	2	2		
23	2	2		
24	4	8		20
25	2	2		
26	2	2		
27	4	8		20
28	2	2		
29	2	2		
30	4	8		20

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