GCE A LEVEL MARKING SCHEME

SUMMER 2022

A LEVEL
PSYCHOLOGY – COMPONENT 3
A290U30-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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GCE A LEVEL PSYCHOLOGY – COMPONENT 3

SUMMER 2022 MARK SCHEME

Addictive behaviours

1. (a) Abiya's friends are concerned about a recent change in her mood, appearance and ability to make sensible decisions. Abiya frequently asks to borrow money from them that she doesn't pay back. They suspect she is using the money to buy substances that she has become addicted to.

Evaluate how agonist and antagonist substitution could be used as a method to help modify Abiya's addictive behaviours. [15]

AO3
Credit **will** be given for: **<u>Agonist and Antagonist Substitution:</u>** • A treatment that aims to treat individuals through maintenance / substitution treatment systems. Antagonist: Although a form of treatment as a last resort. Such treatments involve the blocking / limiting of effect of substances on the brain resulting in withdrawal of pleasure. • Presentation of evidence to illustrate evaluation of the **effectiveness** of agonist substitution (such as methadone or similar) and the **effectiveness** of antagonist substitution (such as naltrexone or similar) as a method to modify addictive behaviour. Evidence can be selected from research on the **effectiveness** conducted by NICE (E.g. methadone and naltrexone or any other relevant examples). E.g. Van den Brink *et al*. 2006, (methadone), Lahti *et al*., 2010, (naltrexone and gambling). Any comparisons, such as buprenorphine and safety (Marteau, 2015). • Research evidence can also be selected from any **ethical issues** of the use of agonist substitution (such as methadone or similar) such as The Office for National Statistics (death rates) and the side effects of antagonist substitution, such as naltrexone. • Further evidence can be selected from evaluation of **social implications**, such as financial costs of methadone or similar to society (Gyngell, 2011, Doward, 2011) and the link to criminality (National Treatment Agency, 2009, Gyngell, 2011, Boyd *et al*., 2012). • Any other appropriate content. Credit application to the scenario as AO2 – such as, the use of Abiya to give examples of the evaluative aspects of the therapy: • E.g. If the substance abuse was heroin, as it doesn't say, methadone could be used as an example of **agonist substitution** to treat Abiya's substance addiction. NICE and Van den Brink and Haasen, 2006, suggest this may help her with the addiction, if only as a maintenance treatment, but it would need an 'adequate' dosage. However, there may be side effects of taking methadone for Abiya, such as interacting with other drugs or alcohol, which if she drank alcohol or took other drugs or antidepressants, may also be an ethical issue as it could lead to respiratory problems or an overdose if combined with other drugs. However, there is a positive aspect of taking methadone when it comes to the link of methadone with criminality (National Treatment Agency, 2009). Abiya seems to be less likely to reoffend and offers an immediate positive effect on society. But there is some contrasting evidence from Gyngell, 2011. • A similar response can be written in relation to **antagonist substitution**. E.g. if using naltrexone as an example, in relation to Abiya's substance addiction (NICE) and a reduction in relapse rates, so may help to improve Abiya's quality of life. Again, if Abiya was to take naltrexone she may suffer side effects, with a greater chance of overdose as if Abiya went back to the drug (such as heroin) she would need more of it to satisfy her needs. • Abiya may not be able to go to the G.P or even be registered with one. Therefore, Abiya may be unable to gain access to these specific drugs. In this instance, agonist and antagonist substitution may not be an appropriate method of modifying Abiya's addictive behaviours. • Any other appropriate content.

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Marks	AO3
9-10	• A thorough evaluation is made of using agonist and antagonist substitution as a method for modifying addictive behaviours. • Structure is logical throughout. • Depth and range included. • An appropriate conclusion is reached based upon evidence presented.
6-8	• A reasonable evaluation is made of using agonist and antagonist substitution as a method for modifying addictive behaviours. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based upon the evidence presented.
3-5	• Basic evaluation is made of using agonist and antagonist substitution as a method for modifying addictive behaviours. • Structure is reasonable. • Depth or range. • A basic conclusion is reached. **OR** • A thorough evaluation is made of using either agonist or antagonist substitution as a method for modifying addictive behaviours.
1-2	• Superficial evaluation is made of using agonist and antagonist substitution as a method for modifying addictive behaviours. • Answer lacks structure. • There is no conclusion. **OR** • A reasonable evaluation is made of using either agonist or antagonist substitution method for modifying addictive behaviours.
0	• Inappropriate answer given. • No response attempted.

Marks	AO2
5	• Details are accurate. • The evidence used is well-chosen and applied effectively to the scenario. • There is depth and range to the evidence used. • Clear reference to the scenario.
3-4	• The details are mostly accurate. • Appropriate evidence used and applied to the scenario. • There is depth or range to the evidence used. • Reasonable reference to the scenario.
1-2	• There may be inaccuracies throughout. • Evidence is described but not applied or has only weak links to the scenario. • Reference to the scenario is superficial.
0	• No attempt at application.

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(b) Describe how **one** social psychological explanation helps us to understand addictive behaviours. [10]

AO1
This question is focused mainly on demonstrating knowledge and understanding of scientific processes, techniques and procedures. Credit **will** be given for: Identified on the specification for social psychological explanations of addictive behaviours are: • Peer pressure. • The role of the media. • Co-morbidity with mental illness. • It is also noted that Bandura's Social Learning Theory (1977) or re-named social cognitive theory (1986) could be used as part of the description as it overlaps some social psychological explanations, particularly, peer pressure, and the role of the media. It suggests that by seeing others being reinforced for engaging in addictive behaviours the person would expect the same to happen to them. He emphasised the role of social factors on our behaviours. The behaviourist approach was extended to include indirect (vicarious) reinforcement (as well as direct). It is a social theory as we learn indirectly form others, we copy and imitate their behaviour. We learn behaviour if we are motivated by observing a role model (someone we want to copy/identify with, look up to, admire, want to be like) and by watching a role model being rewarded. **Peer influences:** • The link of peer influences to addiction could include: peer pressure, social norms in a group, descriptive norms, injunctive norms (Borsari/Carey, 2001). Also, a description of how this can be applied to addictive behaviours. **Media:** • The link to the role of the media could include: how media portrays addictive behaviour (tv, newspapers, films, advertising, internet etc.) and the effect. • The answer could include research by Lyons *et al*., 2011 on smoking/alcohol in films and TV programmes), Stanton Glantz *et al*. (2002) focusing on smoking in films. Research by Gunasekera *et al*. (2005) focusing on addictions seen positively and leading to vicarious reinforcement. • Also, descriptions of the effect of exposure may be described (Wellman *et al*., 2006, Hanewinkel *et al*., 2014). **Co-morbidity:** • The National Institute on Drug Abuse (NIDA), part of the National Institute on Health, suggests that exposure to traumatic events in life puts people at higher risk of substance use disorders, particularly if they have been physically or emotionally traumatised. An example of this was service members returning from Iraq and Afghanistan, where half who reported PTSD or depression also had co-occurring substance use disorder. • Similarly, NIDA report that early drug use may be a risk factor for later substance abuse. Amongst the triggers listed for this, were; general environmental influences and psycho-social influences. • NIH (National Institute on Health) also suggest environmental factors, such as stress and trauma, create genetic changes that are then passed down the generations. • Any other appropriate content.

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Marks	AO1
9-10	• Description of how one social psychological explanation helps us to understand addictive behaviours is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of how one social psychological explanation helps us to understand addictive behaviours is reasonably detailed and accurate. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description of how one social psychological explanation helps us to understand addictive behaviours is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Description of how one social psychological explanation helps us to understand addictive behaviours is superficial in detail and accuracy. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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Autistic spectrum behaviours

2. (a) Gio has been diagnosed with autistic spectrum behaviours. He gets confused when given instructions that contain lots of words but loves pictures and rewards. He often has problems starting conversations with others.

Describe Picture Exchange Communication System (PECS) as a method of modifying Gio's autistic spectrum behaviours. [15]

AO1
Credit **will** be given for: **Picture Exchange Communication System (PECS)** • Based on applied behavioural analysis. • Developed to help learners make the first move in communication, spontaneously rather than just responding to others. • PECS protocol (Frost / Bondy, 2002); I. Stage 1=Physical exchange. II. Stage 2=Increasing independence. III. Stage 3=Learning to discriminate. IV. Stage 4=Sentence structure. V. Stage 5=Answering direct questions. VI. Stage 6=Commenting. • Any other relevant description. Credit application to the scenario as AO2 - such as Gio's love of pictures and dislike for words, which allows him to access PECS as a possible means of modifying his autistic spectrum behaviours.

Marks	**AO1**
9-10	• Thorough and accurate description of PECS as a method of modifying autistic spectrum behaviours. • Depth and range. • Effective use of terminology throughout. • Logical structure.
6-8	• Reasonably detailed and accurate description of PECS as a method of modifying autistic spectrum behaviours. • Depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Basic description of PECS as a method of modifying autistic spectrum behaviours. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Superficial description of PECS as a method of modifying autistic spectrum behaviours. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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Marks	AO2
5	• Details are accurate. • The evidence used is well-chosen and applied effectively to the scenario. • There is depth and range to the evidence used. • Clear reference to the scenario.
3-4	• Details are mostly accurate. • Appropriate evidence used and applied to the scenario. • There is depth or range to the evidence used. • Reasonable reference to the scenario.
1-2	• There may be inaccuracies throughout. • Evidence is described but not applied or has only weak links to the scenario. • Reference to the scenario is superficial.
0	• No attempt at application.

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(b) Evaluate **two** individual differences explanations of autistic spectrum behaviours. [10]

It is likely that candidates will tend to focus and choose from those identified from the specification. These are:

- Theory of mind.
- Weak central coherence theory.
- Gender differences.

Credit **will** be given for:

- The validity of the explanation.
- The evidence for and against the explanation.
- Evaluation of any studies/evidence presented.
- The usefulness of the explanation.
- The application of the explanation to therapy.
- Comparison with other explanations.
- Cultural or other bias inherent in the explanation.
- Any other appropriate content.

Marks	AO3
9-10	• A thorough evaluation is made of two individual differences explanations of autistic spectrum behaviours. • Structure is logical throughout. • Depth and range included. • An appropriate conclusion is reached based upon evidence presented.
6-8	• A reasonable evaluation is made of two individual differences explanations of autistic spectrum behaviours. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based upon the evidence presented.
3-5	• Basic evaluation is made of two individual differences explanations of autistic spectrum behaviours. • Structure is reasonable. • Depth or range. • A basic conclusion is reached. OR • A thorough evaluation is made of one individual differences explanation of autistic spectrum behaviours.
1-2	• Superficial evaluation of two individual differences explanations of autistic spectrum behaviours. • Answer lacks structure. • There is no conclusion. OR • A reasonable evaluation is made of one individual differences explanation of autistic spectrum behaviours.
0	• Inappropriate answer given. • No response attempted.

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Bullying behaviours

3. (a) Briefly describe **two** methods of modifying bullying behaviours. [10]

AO1
It is likely that candidates will tend to focus and choose from those identified from the specification. These are: • Creating a Peaceful School Learning Environment (CAPSLE). • Olweus Bullying Prevention Programme. Credit **will** be given for: **Creating a Peaceful School Learning Environment (CAPSLE).** This approach addresses the relationship between the bully, the victim and the bystander. • CAPSLE is a school-wide bullying prevention program that focuses on altering the school environment in such a way that children are better able to 'mentalise' or understand the motivations for each other's behaviour. • CAPSLE is based upon three goals. These are: i) Instilling self-esteem, respect, and compassion in students through the acquisition of social and physical skills and philosophies derived, in part from martial arts. ii) Making students, parents, and all staff aware of the bully-victim-bystander power dynamics so that they can quickly recognise them in their own interactions with others. iii) Giving students tools for solving conflicts in nonphysical ways and teaching them to utilise better and more effective coping skills. • The CAPSLE program incorporates ten basic elements. These are: 1. Structured / classroom discussions. 2. Zero tolerance for bullying, being a bystander, and being a victim. 3. Peace flag and banners. 4. Reinforcement. 5. Gentle warrior lessons. 6. Peer mentor program. 7. Bruno program. 8. Honour patrol. 9. Family power struggle workshops. 10. Monthly CAPSLE program meetings. • The programme is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. • Goals of the program include: reducing existing bullying problems among students, preventing the development of new bullying problems and achieving better peer relations at school. • The programme consists of a questionnaire to identify the extent of the bullying and then components at four levels: School Level, Classroom Level, Individual Level, and Community Level. **Olweus Bullying Prevention Programme.** • This programme was developed in Norway by Olweus (1983) in response to the suicide of three boys who had been bullied. Its aim is to improve the relationship between peers within the school environment and to make schools safer places. • Olweus bullying prevention programme: all students and staff take part; individual intervention for possible victims and those bullying others,

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- Social Skills Training: emphasising cognitive aspects of relations and emotions; teaching pro-social skills as well as how to identify negative perceptions and behaviours.
- It takes a 'whole school' approach and starts from the premise that bullying at four different levels: i) The individual level: punishments for bullies and support for victims. Individual interventions always involve parents and referrals to specialists may follow. ii) The class level: a crucial element of the programme is the weekly meeting. These promote anti-bullying norms and establish anti-bullying rules. iii) The school level: This involves the use of the Olweus Anti-bullying questionnaire completed anonymously by all students, a school wide training day, a bullying prevention coordinating committee and a system of monitoring 'hot-spots' around the school where bullying is most likely to occur. iv) Community level: Posters, leaflets and events for the wider community are used to involve people beyond the school.

- Any other appropriate content.

Marks	AO1
9-10	• Thorough and accurate description of two methods of modifying bullying behaviours. • Depth and range. • Effective use of terminology throughout. • Logical structure.
6-8	• Reasonable description and accuracy of two methods of modifying bullying behaviours. • Depth and range, but not in equal measure. • Good use of terminology. • The structure is mostly logical.
3-5	• Basic description and accuracy of two methods of modifying bullying behaviours. • Depth or range. • Some use of appropriate terminology. • Reasonable structure. OR • Thorough and accurate description of one method of modifying bullying behaviours.
1-2	• Superficial description and accuracy of two methods of modifying bullying behaviours. • Very little use of appropriate terminology. • Answer lacks structure. OR • Reasonable description and accuracy of one method of modifying bullying behaviours.
0	• Inappropriate answer given. • No response attempted.

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(b) ‘Social psychological explanations of bullying behaviours provide the bully with excuses that allow them to pass on the blame for their own actions.’

With reference to this statement, evaluate social psychological explanations of bullying behaviours. [15]

It is likely that candidates will tend to focus and choose from those identified from the specification. These are:

- Cultural differences.
- Moral disengagement.
- In-group/out-group.

Credit **will** be given for:

- The validity of the explanation.
- The evidence for and against the explanation.
- Evaluation of any studies/evidence presented.
- The usefulness of the explanation.
- The application of the explanation to therapy.
- Comparison with other explanations.
- Cultural or other bias inherent in the explanation.
- Any other appropriate content.

Credit application to the scenario as AO2 – such as:

- An example of one social psychological explanation of bullying behaviours - in support of the statement – cross cultural definitions of bullying (Chester, 2015), where definitions differ between cultures.
- Acceptability of bullying - Asian countries accept it more than Latin American countries, so where an individual lives may provide a context for an excuse.
- Support from cyberbullying research suggests that linguistics (lack of understanding of concepts etc.) may provide an excuse to pass on the blame due to mis-understanding the language.
- Any other appropriate content.

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Marks	AO3
9-10	• Thorough evaluation is made of social psychological explanations of bullying behaviours. • Depth and range of material. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented.
6-8	• Reasonable evaluation is made of social psychological explanations of bullying behaviours. • Depth and range, but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented.
3-5	• Basic evaluation is made of social psychological explanations of bullying behaviours. • Depth or range. • Structure is reasonable. • A basic conclusion is reached. OR • Thorough evaluation is made of one social psychological explanation of bullying behaviours.
1-2	• Superficial evaluation is made of social psychological explanations of bullying behaviours. • Answer lacks structure. • There is no conclusion. OR • Reasonable evaluation is made of one social psychological explanation of bullying behaviours.
0	• Inappropriate answer given. • No response attempted.

Marks	AO2
5	• Details are accurate. • The evidence used is well – chosen and applied effectively to the statement. • Depth and range of material. • Clear reference to the statement.
3-4	• Evaluation used is reasonably applied to the statement although there are some aspects which are not applied. • Depth or range of material. • Appropriate evidence used and applied to the statement. • Details are mostly accurate.
1-2	• Evaluation used shows superficial application to the statement. • Evidence is described but not applied. • There may be some inaccuracies throughout.
0	• Evaluation used is not applied to the statement. • No attempt at application.

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Criminal Behaviours

4. (a) Sophia was part of a gang that was known to frighten and upset older people in her local neighbourhood. She was recently arrested for vandalising the house of an older person. She knew that what she had done was wrong and was grateful to be given the opportunity to take part in a restorative justice programme.

With reference to Sophia, describe restorative justice as a method that could be used to modify her criminal behaviours. [15]

AO1
This question is focused mainly on demonstrating knowledge and understanding of scientific processes, techniques and procedures. Credit **will** be given for: • Restorative justice programmes usually involve communication with the victim. It may occasionally involve payment to the victim, but usually will involve writing a letter to the victim or even a face-to-face meeting. • Restorative justice is often an alternative to prison. • This modification technique is based on the principle of putting right their wrong. • Current Home Office data suggests restorative justice is a central method in a force to reduce recidivism. • Aims of restorative justice: rehabilitation of offenders, atonement for wrongdoing. • Victim's perspective. It allows the victim of crime a voice and a sense of power in the criminal process. • A theory of restorative justice. (Wachtel and McCold, 2003). • Any other appropriate content. Credit application to the scenario as AO2 - such as Sophia's, which allows her to access restorative justice as a possible means of modifying her criminal behaviours. • Eg. Sophia knew that frightening older people and vandalising a house of an older person was wrong and was grateful to be given the opportunity to undergo the restorative program to avoid being arrested again or worse. • As Sophia knew what she was doing was wrong, she may have already begun to work towards atonement for wrongdoing. • Sophia may also have begun to feel guilty (as the scenario said that she knew what she had done was wrong and was grateful for the chance to take part in the restorative justice programme). Therefore, Sophia may already be more willing to undertake community service or to write a letter to the older person whose house she vandalised or to the older people in her neighbourhood that she had frightened. • If Sophia understands how the victims feel, she may become reformed and break away from the gang and crime. • Any other appropriate content.

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Marks	AO1
9-10	• Description of restorative justice as a method to modify criminal behaviours is thorough and accurate. • There is depth and range to the material used. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of restorative justice as a method to modify criminal behaviours is reasonably detailed and accurate. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description of restorative justice as a method to modify criminal behaviours is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Description of restorative justice as a method to modify criminal behaviours is superficial in detail and accuracy. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

Marks	AO2
5	• Details are accurate. • The evidence used is well-chosen and applied effectively to the scenario. • There is depth and range to the evidence used. • Clear reference to the scenario.
3-4	• The details are mostly accurate. • Appropriate evidence used and applied to the scenario. • There is depth or range to the evidence used. • Reasonable reference to the scenario.
1-2	• There may be inaccuracies throughout. • Evidence is described but not applied or has only weak links to the scenario. • Reference to the scenario is superficial.
0	• No attempt at application.

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(b) Evaluate **two** biological explanations of criminal behaviours. [10]

AO3
It is likely evaluative responses here will be structured by two of those found in the specification: These are: • Role of the amygdala. • Inherited criminality. • Disinhibition hypothesis. Credit **will** be given for: • The validity of the explanation. • The evidence for and against the explanation. • Evaluation of any studies/evidence presented. • The usefulness of the explanation. • The application of the explanation to therapy. • Comparisons with other explanations. • Cultural or other bias inherent in the explanation. • Any other appropriate content.

Marks	AO3
9-10	• A thorough evaluation is made of **two** biological explanations of criminal behaviours. • Structure is logical throughout. • Depth and range are included. • An appropriate conclusion is reached based upon the evidence presented.
6-8	• A reasonable evaluation is made of **two** biological explanations of criminal behaviours. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based upon the evidence presented.
3-5	• Basic evaluation is made of **two** biological explanations of criminal behaviours. • Structure is reasonable. • Depth or range. • A basic conclusion is reached. **OR** • Evaluation of **one** biological explanation of criminal behaviours is thorough.
1-2	• Superficial evaluation is made of **two** biological explanations of criminal behaviours. • Answer lacks structure. • There is no conclusion. **OR** • Evaluation of **one** biological explanation of criminal behaviours is reasonable.
0	• Inappropriate answer given. • No response attempted.

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Schizophrenia

5. (a) Describe **one** social psychological explanation of schizophrenia. [10]

AO1
It is likely that candidates will tend to focus and choose from those identified from the specification. These are: • Dysfunctional families. • Expressed emotion. • Cultural norms (sociocultural factors). Credit **will** be given for: • 'Dysfunctional families' explanation suggests that schizophrenia can be explained in terms of the double bind theory and/or expressed emotion. • Double bind theory: Developed by Bateson (1956) and suggested that the symptoms in individuals with schizophrenia were to do with communication difficulties within the family, mainly between child and parents. Conflicting messages between verbal and non-verbal signals and the notion of metacommunication. Link to symptoms of schizophrenia, such as hallucinations and delusions as a way to escape any consequences of the double bind theory. • Expressed emotions: Brown's (1959) research on men's relapse and the link to who they came home to (men discharged to stay with parents/wives relapsed more than those discharged to siblings or who lived in lodgings). Relationship found between the amount of expressed emotion (EE) and the likelihood of relapse. Understand/describe the components of EE (critical comments, hostility, emotional over-involvement, warmth (empathy) and positive regard). • Sociocultural factors suggest that schizophrenia can be explained in terms of three main factors, namely; urbanicity, social isolation and ethnicity / discrimination. • Any other appropriate content. NB: In situations where the candidate has described two explanations, examiners should read both and credit the explanation that allows the candidate to achieve the higher mark. However, where a candidate has described *both* double bind theory *and* expressed emotion, they can be credited as *one* explanation if the candidate has included both as part of a 'dysfunctional families' explanation.

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Marks	AO1
9-10	• Thorough and accurate description of one social psychological explanation of schizophrenia. • Depth and range. • Effective use of terminology throughout. • Logical structure.
6-8	• Reasonable description and accuracy of one social psychological explanation of schizophrenia. • Depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Basic description and accuracy of one social psychological explanation of schizophrenia. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Superficial description and accuracy of one social psychological explanation of schizophrenia. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(b) Over the last six months, Charlie has shown instances of disordered thinking and flatness of affect when carrying out activities. Charlie's behaviours, including hearing voices, have led to a diagnosis of schizophrenia.

Evaluate the effectiveness of **one** method for modifying Charlie's schizophrenia. [15]

AO3
It is likely that candidates will select from those methods identified from the specification. These are: • Antipsychotic drugs. • Cognitive behavioural therapy. Credit **will** be given for: Effectiveness of Antipsychotic drugs as a method of modifying behaviour for schizophrenia could include: • Effectiveness of conventional antipsychotics (Cole, 1964) – where results showed that psychiatry could treat mental disorder in the same way that physical disorders are treated. • Effectiveness of atypical antipsychotics compared to conventional antipsychotics (Ravanic, 2009). • Difficulty in assessing the effectiveness of antipsychotics (noncompliance) • Reference to ethical issues should be credited if they are related directly to the effectiveness of the method of modification. For example, where the side-effects of the therapy may reduce the likelihood that the medication will be taken. • Any compari • son with alternative methods of modification for schizophrenia in relation to effectiveness. • Any other appropriate content. Effectiveness of Cognitive Behavioural Therapy (CBT): • Effectiveness of CBT – Kuipers (1997), comparing CBT to standard care alone. • Contradictory evidence – Jauhar (2014), reported 'only a small therapeutic effect', but Morrison (2014), reported CBT 'significantly reduced psychiatric symptoms of individuals with schizophrenia.' • Issues of research only investigating short-term programmes and less positive results for long-term effectiveness (Tarrier, 2004) + issues associated with the validity of the assessment method in terms of the definition of 'benefits' (in terms of relapse or symptom reduction). Participants in a study who had undergone CBT seemed less negatively affected by their symptoms than those without CBT (Tarrier, 2004). • Reference to ethical issues should be credited if they are directly applied to the effectiveness of the method of modification. For example, where psychiatric prejudice leads to certain potential clients (who would have benefitted from CBT) being denied access to it. This may use supporting evidence, such as, Kingdon and Kirschen (2006). • Any comparison with alternative methods of modification for schizophrenia in relation to effectiveness. • Any other appropriate content

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Credit application to the scenario as AO2 – such as acknowledgement that some of Charlie's behaviours are positive symptoms (disordered thinking and hallucinations / hearing voices) but one is negative (flatness of affect), so this may impact on the effectiveness of the treatment used. E.g. Kuipers (1997) used participants with 'a positive and distressing symptom' (like Charlie), but they were 'medication resistant' and this is not stated in the scenario. If Charlie was 'medication resistant' he would benefit from CBT plus standard care, rather than just standard care on its own, according to the research.

- Research evidence (Cole, 1964) looked into the effectiveness of conventional antipsychotic drugs, with 75% given the drug improved compared to the placebo, so if Charlie took these drugs, his symptoms would also improve, like the results showed.

- Research shows (Ravanic, 2009) that atypical antipsychotics are more effective than conventional antipsychotics. So, Charlie should be prescribed these as a means to help cope with his Schizophrenia.
- Any other application content.

N.B. The question requests that one method is evaluated (AO3) and then applied to Charlie (AO2). If more than one method is evaluated, examiners should credit the higher mark.

Marks	AO3
9-10	• Evaluation of the effectiveness of one method of modifying Schizophrenia is thorough and accurate. • Depth and range. • Effective use of terminology throughout. • Logical structure. • An appropriate conclusion is reached based on the evidence presented.
6-8	• Evaluation of the effectiveness of one method of modifying Schizophrenia is reasonably detailed and accurate. • Depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure. • A reasonable conclusion is reached based on the evidence presented.
3-5	• Evaluation of the effectiveness of one method of modifying Schizophrenia is basic in detail, there may be some inaccuracies. • Depth or range. • Some use of appropriate terminology. • Reasonable structure. • A basic conclusion is reached based on the evidence presented.
1-2	• Evaluation of the effectiveness of one method of modifying Schizophrenia is superficial. • Very little use of appropriate terminology. • Answer lacks structure. • There is no conclusion.
0	• Inappropriate answer given. • No response attempted.

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Marks	AO2
5	• Details are accurate. • The evidence used is well – chosen and applied effectively to the scenario. • Depth and range of material. • Clear reference to the scenario.
3-4	• Evaluation used is reasonably applied to the scenario although there are some aspects which are not applied. • Depth or range of material. • Appropriate evidence used and applied to the scenario. • Details are mostly accurate.
1-2	• Evaluation used shows superficial application to the scenario. • Evidence is described but not applied. • There may be some inaccuracies throughout.
0	• Evaluation used is not applied to the scenario. • No attempt at application.

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Stress

6. (a) Toni is a professional musician who has started to show signs of stress, before and during live performances. Her symptoms, including sweaty palms, increased heart rate, anxiety, and low self-esteem, have been getting worse and may soon prevent her from doing her job.

With reference to Toni, describe **one** method that a psychologist could use to modify Toni's symptoms of stress. [15]

AO1
It is likely that candidates will select from those methods identified from the specification. These are: • Beta blockers. • Stress inoculation training. Credit **will** be given for: **Beta blockers** • Beta Blockers: target the physical symptoms (e.g. fast heart beat). • How they work by blocking the action (beta adrenoceptor blocking agents) of the sympathetic nervous system (which controls the fight flight response) and reduce the activity of the sympathetic nervous system by reducing the subsequent symptoms (antagonist action) + block sites for hormones adrenaline and noradrenaline. • Adrenaline's action of binding with a target receptor then stimulates the associated muscle (such as the heart), which has the effect to increase breathing and helps the person cope with the stressful stimulus. • Different types of beta blockers: i) Non-selective beta blockers. ii) Selective beta blockers. • Off-label use. • Used by professional performers. • Any other appropriate content. **Stress inoculation training** • Principles of cognitive behavioural therapy: target the negative thoughts which can lead to stress (cognitive restructuring). To inoculate people against future stress by teaching them to be more resilient. • Description of inoculation. • The importance of perception (transactional model of stress and constructive narrative perspective). • The process of SIT: i) Conceptualisation. ii) Skills acquisition (and rehearsal). iii) Application (and follow through). • Any other appropriate content. • Credit application to the scenario as AO2 – such as what Toni might need to help combat her stress, e.g. for Beta-blockers - Toni shows obvious symptoms of stress 'sweaty palms, anxiety, and low self-esteem.' The fact that the symptoms may soon 'prevent her from doing her job' seems to suggest that Toni needs help in the form of a method to modify her behaviour. Toni could take beta-blockers when she is about to suffer acute stress, such as before a live performance. There is evidence that these work for musicians, like Toni (Lockwood, 1989). • Any other appropriate content.

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Marks	AO1
9-10	• Description of one method of modifying behaviour for stress is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of one method of modifying behaviour for stress is reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description of one method of modifying behaviour for stress is basic in detail, and there may be some inaccuracies. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Description of one method of modifying behaviour for stress is superficial. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

Marks	AO2
5	• Details are accurate. • The evidence used is well – chosen and applied effectively to the scenario. • Depth and range of material. • Clear reference to the scenario.
3-4	• Evaluation used is reasonably applied to the scenario although there are some aspects which are not applied. • Depth or range of material. • Appropriate evidence used and applied to the scenario. • Details are mostly accurate.
1-2	• Evaluation used shows superficial application to the scenario. • Evidence is described but not applied. • There may be some inaccuracies throughout.
0	• Evaluation used is not applied to the scenario. • No attempt at application.

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(b) Evaluate **two** individual differences explanations of stress. [10]

AO3	
It is likely that the candidates will choose from those explanations that are found on the specification. These are: • Hardiness. • Type A, type B personalities. • Self-efficacy. Credit **will** be given for: • The validity of the explanation. • The evidence for and against the explanation. • Evaluation of any studies/evidence presented. • The usefulness of the explanation. • The application of the explanation to therapy. • Comparison with other explanations. • Cultural or other bias inherent in the explanation. • Any other appropriate content.	
Marks	**AO3**
9-10	• Thorough and accurate evaluation is made of two individual differences explanations for stress. • Depth and range. • The structure is logical and coherent. • An appropriate conclusion is reached based on the evidence presented.
6-8	• Reasonable and fairly accurate evaluation is made of two individual differences explanations for stress. • Depth and range, but not in equal measure. • The structure is mostly logical and coherent. • A reasonable conclusion is reached based on the evidence presented.
3-5	• Basic evaluation is made of two individual differences explanations for stress. • Depth or range. • There is a reasonable structure. • A basic conclusion is reached. OR • A thorough and accurate evaluation is made of one individual difference explanation for stress.
1-2	• Evaluation of two individual differences explanations for stress are superficial. • Little use of appropriate terminology. • Answer lacks clarity and structure. • There is no conclusion. OR • Reasonable and fairly accurate evaluation of one individual differences explanation for stress.
0	• Inappropriate answer given. • No response attempted.

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Controversies

Ethical costs of conducting research

7. ‘The benefits to society and the economy of psychological research outweigh any potential negative ethical consequences.’

To what extent do you agree with this statement? Justify your answer using psychological knowledge. [25]

This question is synoptic, credit should therefore be given for content from across the range of concepts, theories, research and approaches studied in the course. Furthermore, it is important for examiners to ensure that the evidence used by candidates is used appropriately and linked to the statement made.

Candidates **could** refer to:

A clear and consistent reference to the quotation by:

- Assessing the benefits to society and the economy of conducting psychological research. Using psychological research to support assessment.
- Acknowledging the difficulty for psychologists to be able to study valid behaviour without the need to deceive.
- Acknowledging the friction between infringing guidelines and making substantive advances in knowledge.
- Assessing what would happen to society if psychological research stopped. (Sieber / Stanley, 1988).
- Assessing any negative ethical consequences of conducting psychological research. Using psychological research to support assessment.
- Reference to anomalies, such as Jacob’s participation in Milgram’s study, where the results (vulnerability to authority in certain social contexts) made him re-assess his life, gain confidence and announce he was gay.
- Judging whether or not the benefits to society and the economy of conducting psychological research are more important than the ethical costs.
- Other relevant examples that contribute to this debate from different areas of study.
- Any other appropriate content.

The points above are indicative of content, but any other points that appropriately add to the discussion should be credited appropriately.

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Mark	AO2
9-10	• Evidence used is well-chosen. • Details are accurate throughout. • There is depth and range to material included. • Effective use of terminology. • Clear reference to the statement.
6-8	• Evidence used is appropriate. • Details may have some minor inaccuracies. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • Reasonable reference to the statement.
3-5	• Evidence not always relevant. • There may be significant inaccuracies. • There is depth or range only in material used. • There is some use of appropriate terminology. • References to the statement are basic and/or superficial.
1-2	• Little credit-worthy evidence given. • Application of the evidence is inappropriate. • There is very little use of appropriate terminology. • No reference to the statement.
0	• Inappropriate answer given. • No response attempted.

Indicative direction of argument **might** be:

Supporting argument:

- The benefits to society and the economy of conducting psychological research. This may include examples of studies that had big social impacts and advanced knowledge. For example, the work of Zimbardo (prison simulation / social roles), Milgram (study of obedience / importance of context), Watson's study of Little Albert (conditioning phobias and how emotions could be learned), Bowlby (separation / attachment and the importance of emotional care early in life), research on psychoactive drugs (the use of medication providing economic gain in terms of people returning to work etc.).
- The difficulty for psychologists to be able to study valid behaviour and make a social or economic impact without the use of deception. Examples of deception may include studies using adverts for participants stating a different task to the one that was planned, such as Milgram.
- The friction between infringing guidelines (e.g. BPS) and making substantive advances in knowledge. Reference to anomalies, such as Jacob's participation in Milgram's study, where the results (vulnerability to authority in certain social contexts) made him re-assess his life, gain confidence and announce he was gay.
- What would happen to society if psychological research stopped.? (Sieber / Stanley, 1988).
- Any other appropriate content.

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Argument against:

- The case of social sensitive research, such as homosexuality, addiction, participants suffering abuse, and the negative impact (both short-term and long-term) on the individual's own life and that of the group that they represent. How far will some people go?
- The negative ethical consequences of conducting any psychological research. For example, the notion of deception or psychological harm in the work of Zimbardo, Milgram and Watson's study, but more importantly, the impact on the individual of these studies.
- Any other appropriate content.

Marks	AO3
13-15	• A sophisticated and articulate interpretation of the issue. • Thoroughly well-developed and balanced arguments. • There is depth and range to the material. • Evaluative comments are evidently relevant to the context. • Excellent structure. • An appropriate conclusion is reached based on the evidence.
10-12	• A good interpretation of the key issue. • Arguments made are thorough and balanced. • There is depth and range to the material (not necessarily in equal measure). • The evaluative comments are clearly relevant to the context. • Good structure. • An appropriate conclusion is reached.
7-9	• A reasonable interpretation of the key issue. • Arguments are reasonable but may be one-sided. • There is depth or range to the material. • The evaluative comments made tend to be generic and not contextualised. • Coherent structure. • A basic conclusion is made.
4-6	• May be some misinterpretation regarding the key issue. • Arguments made are basic but creditworthy. • There is depth or range to the material. • Answer does not move beyond assertions. • Clear structure. • Any conclusion may be contradictory with flow of the answer.
1-3	• There is no engagement with the issue beyond simple rewording. • There is no conclusion. • Answer lacks clarity. • Answer does not move beyond assertions.
0	• Inappropriate answer given. • No response attempted.

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Cultural bias

8. ‘An overreliance on research subjects (participants) from the U.S. and other Western nations can produce false claims about human psychology and behaviour.’
(*adapted from www.sciencedaily.com/releases/2010/06/100630132850.htm)*

Using your knowledge of cultural bias in psychology, discuss the extent to which this statement is true. [25]

This question is synoptic, credit should therefore be given for content from across the range of concepts, theories, research and approaches studied in the course. Furthermore, it is important for examiners to ensure that the evidence used by candidates is used appropriately and linked to the statement made.

Candidates **could** refer to:

A clear and consistent reference to the quotation by:

- Judging if psychology is culturally biased through comparison to other disciplines.
- Examining research that is and is not cross cultural (ethnocentric).
- Examining origins of psychological research from singular cultures.
- Examining the impact of cultural bias on the psychological explanations.
- Examining the change in historical attitudes towards culture.
- Other relevant examples that contribute to this debate from different areas of study.
- Any other appropriate content.

Mark	AO2
9-10	• Evidence used is well-chosen. • Details are accurate throughout. • There is depth and range to material included. • Effective use of terminology. • Clear reference to the statement.
6-8	• Evidence used is appropriate. Details may have some minor inaccuracies. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • Reasonable reference to the statement.
3-5	• Evidence not always relevant. • There may be significant inaccuracies. • There is depth or range only in material used. • There is some use of appropriate terminology. • References to the statement are basic and/or superficial.
1-2	• Little credit-worthy evidence given. • Application of the evidence is inappropriate. • There is very little use of appropriate terminology. • No reference to the statement.
0	• Inappropriate answer given. • No response attempted.

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Indicative direction of argument **might** be:

Supporting argument

- The relative cost of cross-cultural research making such techniques not possible in every instance.
- The range of research conducted in psychology that is ethnocentric.
- The fact that research represents particular historical or social contexts.
- Clear evidence of beta bias in theories / explanations in Psychology.
- Any other appropriate content.

Argument against:

- Reference to and analysis of studies / research that have been conducted cross culturally.
- Is psychology biased – or simply showing that difference exists between cultures?
- The notion of cultural relativism.
- Increasingly non-western societies, now contribute towards the academic discipline of Psychology, gradually the subject is becoming less ethnocentric.
- Many tests / procedures used (e.g. I.Q.) were culturally biased – now culture free.
- Any other appropriate content.

N.B. An overall conclusion is expected. The points above are indicative of content, but any other points that appropriately add to discussion should be accredited appropriately.

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Marks	AO3
13-15	• A sophisticated and articulate interpretation of the issue. • Thoroughly well-developed and balanced arguments. • There is depth and range to the material. • Evaluative comments are evidently relevant to the context. • Excellent structure. • An appropriate conclusion is reached based on the evidence.
10-12	• A good interpretation of the key issue. • Arguments made are thorough and balanced. • There is depth and range to the material (not necessarily in equal measure). • The evaluative comments are clearly relevant to the context. • Good structure. • An appropriate conclusion is reached.
7-9	• A reasonable interpretation of the key issue. • Arguments are reasonable but may be one-sided. • There is depth or range to the material. • The evaluative comments made tend to be generic and not contextualised. • Coherent structure. • A basic conclusion is made.
4-6	• May be some misinterpretation regarding the key issue. • Arguments made are basic but creditworthy. • There is depth or range to the material. • Answer does not move beyond assertions. • Clear structure. • Any conclusion may be contradictory with flow of the answer.
1-3	• There is no engagement with the issue beyond simple rewording. • There is no conclusion. • Answer lacks clarity. • Answer does not move beyond assertions.
0	• Inappropriate answer given. • No response attempted.

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