GCE A LEVEL MARKING SCHEME

SUMMER 2023

A LEVEL
PSYCHOLOGY – COMPONENT 3
A290U30-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 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 2023 MARK SCHEME

Question	AO1	AO2	AO3	Total
1. (a)	10			**10**
1. (b)		5		**5**
1. (c)			10	**10**
2. (a)	10			**10**
2. (b)		5	10	**15**
3. (a) (i)			5	**5**
3. (a) (ii)			5	**5**
3. (b)	10	5		**15**
4. (a)	10			**10**
4. (b)			10	**10**
4. (c)		5		**5**
5. (a)			10	**10**
5. (b)	10	5		**15**
6. (a)	10		10	**20**
6. (b)		5		**5**
7.		10	15	**25**
8.		10	15	**25**

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SECTION A: Applications

0 1 Addictive behaviours

(a) Describe biological explanations of addictive behaviours. [10]

This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures.

The biological explanations of addictive behaviours identified in the specification are:

- Dopamine.
- Addiction genes.
- Disease of the brain.

however, any appropriate biological explanation of addictive behaviours can be used.

Credit **will** be given for:

Dopamine:

- Description of the mesolimbic pathway, including relevant research, such as, Joutsa *et. al*. 2012 and Boileau *et. al.* 2003.
- Reference to tolerance and withdrawal, including research, such as, Volkow *et. al.* 1997.
- Description of the role of the cortex and maintaining addiction, including research, such as, Volkow *et. al.* 1992, Robinson and Berridge, 2003, Bolla *et. al.* 2003 and Wang *et. al.* 1999.
- Any other appropriate content.

Addiction genes:

- Description of the genes associated with addiction (e.g. DRD2), including relevant research, such as, Goldman *et. al.* 2005. Also, ADH and ALDH genes, including relevant research, such as, Higuchi *et. al.* 2006, and ADH4 variants affecting the alcoholism risk in European populations (Edenberg *et. al.* 2006).
- Reference to the diathesis-stress model and the serotonin transporter gene (5HTT) in relation to the link with alcoholism and environmental factors (Kaufman *et. al.* 2007).
- Any other appropriate content.

Disease of the brain:

- Reference to research that explains why addiction can be considered a chronic brain disease, such as research from verywellmind.com, particularly explanations by Buddy T (2021) that considers the neurology of the brain and focuses on the brains reward system and the effect of impulse control.
- Reference to medical sites/research, such as National Institute on Drug Abuse, where there are descriptions of the effects of addictions on parts of the brain and behaviour.
- Any other appropriate content.

N.B. There must be at least two biological explanations described to access marks in the top bands (6-10 marks).

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Marks	AO1
9-10	• Description of biological explanations of 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 biological explanations of 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 biological explanations of addictive behaviours is basic in detail and accuracy. • There is depth or range only in the material used. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Description of biological explanations of 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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(b) Briefly explain how biological explanations could be applied to modifying addictive behaviours. [5]

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures.

The biological explanations of addictive behaviours identified in the specification are:

- Dopamine.
- Addiction genes.
- Disease of the brain.

The methods of modifying addictive behaviours identified in the specification are:

- Agonist and antagonist substitution.
- Aversion therapy.

Credit **will** be given for:

- A demonstration of the understanding of the way the general biological explanations could be applied to modifying criminal behaviours.
- Linking the biological explanations to a broad (or specific named) method of modifying addictive behaviours (agonist/antagonist substitution or aversion therapy).
- Biological differences explanations focus on dopamine, addiction genes and disease of the brain.
- Any other appropriate content.

N.B. In their answer, candidates are not limited to the biological explanations of addictive behaviours and methods of modifying addictive behaviours identified in the specification. Application of any appropriate biological explanation to any appropriate method of modifying addictive behaviours can receive credit.

Marks	AO2
5	• The way in which biological explanations could be applied to modifying addictive behaviours has been thoroughly explained. • The details are accurate.
3-4	• The way in which biological explanations could be applied to modifying addictive behaviours has been reasonably explained. • The details are mostly accurate.
1-2	• The way in which biological explanations could be applied to modifying addictive behaviours has been superficially explained. • The details are mostly inaccurate or superficial.
0	• Inappropriate answer given. • No response attempted.

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(c) Evaluate the effectiveness and ethical implications of **one** method of modifying addictive behaviours. [10]

This question is focused on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.
The methods of modification of addictive behaviours named on the specification are: • Agonistic and antagonist substitution. • Aversion therapy. Credit **will** be given for: • Research that supports/refutes the effectiveness. • Comparison to other methods. • The validity of the explanation that the method is based on. • Any other appropriate content. <u>Agonistic and antagonist substitution:</u> Effectiveness: • Reference to supportive research on the effectiveness of methadone. E.g. NICE, Van den Brink and Haasen, 2006. • Acknowledging alternatives, such as buprenorphine, which have less risk of overdosing due to the 'ceiling effect'. Also, Marteau *et al.* (2015) used longitudinal research and found it six times safer than methadone. • Acknowledging that methadone is still the preferred treatment in the UK. Whelan and Remski (2021) found that the addict was more likely to carry on with the treatment as they enjoyed the feeling they got from it. • Acknowledging the effectiveness of naltrexone e.g. NICE showed mixed results, but some results showed a reduction in relapse results if monitored well and were motivated. • The effectiveness of naltrexone applied to limited research in gambling (Lahti *et. al.* (2010). • Acknowledging problems with research into the effectiveness of methadone or naltrexone, particularly in different countries and the lack of following up to check for relapses months or years after the original research. Ethical implications: • Reference to any side effects, such as possible respiratory problems if methadone interacts with antidepressants or alcohol. With naltrexone, people may need their liver function monitored and there may be a problem related to withdrawal symptoms, if they remain opioid dependent. • Possible overdose if methadone is taken alongside other drugs. The same issue surrounds naltrexone, as if addicts start taking it again, they may need more of it to feel the same effects as previously. • Any other appropriate content.

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Aversion therapy:

Effectiveness:

- Reference to research into the effectiveness of Antabuse. E.g. Niederhofer and Staffen, (2003) who showed Antabuse patients had higher abstinence than a placebo group. Similarly, Jorgensen *et. al.* (2011) found treatment with Antabuse allowed patients to have more days before relapse and there was a reduction in drinking days.
- Issues with research, lack of comparisons, small samples as identified by Ellis, 2013.
- Reference to the effectiveness of rapid smoking. Hayden McRobbie (2007).
- Acknowledging the issue of eliminating the behaviour, but not the problem. Possible refence to other therapies that may address the problem, such as CBT.

Ethical implications:

- Reference to the risk of harm when undergoing the therapy, but also acknowledgement that valid consent will have been given.
- Issues related to taking the medication which can lead to a high drop out rate.
- Reference to alternative ethical alternatives, such as covert sensitization and associated support for this method (Kraft, 2005).
- Any other appropriate content.

N.B. Candidates can receive credit if they use a method of modifying not identified in the specification.

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Marks	AO3
9-10	• Thorough evaluation is made of the effectiveness **and** ethical implications of **one** method of modifying addictive behaviours. • Structure is logical throughout. • Depth and range are included. • An appropriate conclusion is reached based upon evidence presented.
6-8	• Reasonable evaluation is made of the effectiveness **and** ethical implications of **one** method of 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 the effectiveness **and** ethical implications of **one** method of modifying addictive behaviours. • Structure is reasonable. • Depth or range. • A basic conclusion is reached. OR • Thorough evaluation is made of the effectiveness **or** ethical implications of **one** method of modifying addictive behaviours. • Structure is logical throughout. • Depth and range are included. • An appropriate conclusion is reached based upon evidence presented.
1-2	• Superficial evaluation is made of the effectiveness **and** ethical implications of **one** method of modifying addictive behaviours. • Answer lacks structure. • There is no conclusion. OR • Reasonable evaluation is made of the effectiveness **or** ethical implications of **one** method of 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.
0	• Inappropriate answer given. • No response attempted.

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0 2 **Autistic spectrum behaviours**

(a) Describe **one** individual differences explanation of autistic spectrum behaviours.

[10]

This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures.
The individual differences explanations of autistic spectrum behaviours identified in the specification are: • Theory of mind (ToM). • Weak central coherence theory. • Gender differences. however, any appropriate individual differences explanation of autistic spectrum behaviours can be used. Credit **will** be given for: Theory of mind: • Reference may be made to the definition of ToM and the importance of empathy. We learn to infer people's thoughts, emotions, desires, and intentions from their behaviour. However, Baron-Cohen (1995) believed this understanding is impaired in individuals with ASD and do not have a fully functioning ToM. Reference to 'mindblindness'. • Reference to precursors to ToM with a focus on skills that would usually appear in early development, such as joint attention. The use of studies to explain the deficit of skills underlying the social and communication problems of ASD, such as Scaife and Bruner's research (1975) and Baron-Cohen (1995). • Reference to Baron-Cohen's two foundations of ToM (the ability to distinguish between physical and mental things and appearance versus reality). Weak central coherence theory: • Reference to Frith's (1989) 'central coherence' and the difference between local processing (being able to analyses fine details) and global processing (understanding how these local elements fit together to form a bigger picture of events). • Reference to the link between week central coherence and ASD. • Reference to central coherence as a continuum with a link to research, such as Happe and Frith (2006). Gender differences: • Reference to the National Autistic Society's figures suggesting that 1.1% of the UK population may have ASD, but that five times more males are diagnosed than females. • Reference to CAMHS with a focus on information regarding the female profile where an internalised profile of ASD is suggested from research. Evidence has shown that girls (in comparison to boys), are more aware of what is expected of them socially, they are more socially motivated, want to form friendships, have more socially acceptable interests, and have more active imaginations. This leads to them showing more social competencies. Girls seem to be able to copy and mirror skills of their peers. It is suggested that girls seem capable of masking their ASD in school, but in doing this, use up most of their social energy, so at home, they may have meltdowns or aggressive outbursts. • Reference to further research on male bias of ASD, such as Werling and Geschwind, where there is a link with phenotypic presentation, such as girls showing less restrictive behaviours or less externalising behaviours. • Any other appropriate content.

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Marks	AO1
9-10	• Description of **one** individual differences explanation of autistic spectrum disorders is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of **one** individual differences explanation of autistic spectrum disorders 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 **one** individual differences explanation of autistic spectrum disorders 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 **one** individual differences explanation of autistic spectrum disorders 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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(b) Molly has recently been diagnosed with autistic spectrum behaviours. She has social and communication difficulties. Molly's psychologist suggested to her parents that either Picture Exchange Communication System or Relationship Development Intervention could help to modify Molly's behaviours.

With reference to the above scenario, evaluate the effectiveness of Picture Exchange Communication System (PECS) and Relationship Development Intervention as methods of modifying Molly's autistic spectrum behaviours. [15]

This question is focused on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence ***and*** on applying knowledge and understanding of scientific ideas, processes, techniques and procedures.
Credit **will** be given for: • **<u>Supporting argument:</u>** Charlop-Christy *et. al.* (2002) found that PECS helped ASD children to develop spontaneous speech and found participants moved through training quickly and easily. Gutstein (2007) found RDI to have a 'profound' improvement in children's social, educational and cognitive functioning. • **<u>Arguments against:</u>** limited broader research: (E.g. Flippin *et. al.*), meta-analysis of PECS. Limited support for underlying concepts of RDI, such as research by Bayat (2007) and general lack of evidence and some questions about the way the research was conducted and how Gustein (2009) and Hobson *et. al.* (2015) used the word 'preliminary'. • The use of other explanations to evaluate methods of modifying Molly's behaviour. • Any other appropriate content. Credit application to the scenario as AO2 – such as, the use of Molly to give examples of the evaluative aspects of the therapy: • Application of positive evaluative points of PECS and RDI to the scenario of Molly. E.g. Both PECS and RDI could help Molly with her social and communication difficulties. Charlop-Christy *et. al.* (2002) found that PECS helped ASD children to develop spontaneous speech and found participants moved through training quickly and easily. Flippin *et. al.* (2010) also found PECS to be effective for communication problems, so this too should help Molly. Similarly, Gutstein (2007) found RDI to have a 'profound' improvement in children's social, educational and cognitive functioning. So, Molly's speech could be enhanced along with her social, educational and cognitive functioning, if she was to use RDI to modify her behaviour. • Application of any negative evaluative points for Molly to consider, such as research from Flippin *et. al.* (2010), that showed gains in spontaneous speech were small or even delayed if using PECS, and that there was no reliable evidence to show that improvements remain in the long-term. Similarly, lack of up-to-date research on RDI could also be something Molly would consider when evaluating the methods. • Any other appropriate content.

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Marks	AO3
9-10	• Thorough evaluation is made of the effectiveness of using PECS **and** Relationship Development Intervention as methods for modifying autistic spectrum disorders. • Structure is logical throughout. • Depth and range included. • An appropriate conclusion is reached based upon evidence presented.
6-8	• Reasonable evaluation is made of the effectiveness of using PECS **and** Relationship Development Intervention as methods for modifying autistic spectrum disorders. • 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 the effectiveness of using PECS **and** Relationship Development Intervention as methods for modifying autistic spectrum disorders. • Structure is reasonable. • Depth or range. • A basic conclusion is reached. OR • Thorough evaluation is made of using either PECS **or** Relationship Development Intervention as a method for modifying autistic spectrum disorders. • Structure is logical throughout. • Depth and range included. • An appropriate conclusion is reached based upon evidence presented.
1-2	• Superficial evaluation is made of the effectiveness of using PECS **and** Relationship Development Intervention as methods for modifying autistic spectrum disorders. • Answer lacks structure. • There is no conclusion. OR • Reasonable evaluation is made of using either PECS **or** Relationship Development Intervention as a method for modifying autistic spectrum disorders. • Structure is mostly logical. • Depth and range but not in equal measure.
0	• Inappropriate answer given. • No response attempted.

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

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0 3 Bullying behaviours

(a) (i) Briefly evaluate the ethical and social implications of Creating A Peaceful School Learning Environment (CAPSLE). [5]

This question is focused on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.

Credit **will** be given for:

Ethical benefits of CAPSLE:

- Reference to the ethical benefits of CAPSLE, such as it not scapegoating bullies, by avoiding any singling out for special intervention, to avoid isolation and stigma. It avoids compromising the bully's self-esteem a sit incorporates a whole school approach.
- Reference to the focus on realistic goals and acceptance that CAPSLE is not a 'quick fix'.

Ethical criticisms of CAPSLE:

- Discussion of the problems of drawing a 'moral equivalence' between bullies and their victim.

Social Implications of CAPSLE:

- Low cost – Campaigning materials are made in schools to keep the cost down. Bullies are not put on expensive programmes, so social care budgets are kept to a minimum.
- High return –Although staff time is the highest investment, in the future, as the programme becomes embedded in the school's routine, savings can be made when bullying behaviour decreases and academic achievement increases, with knock-on effects for the whole community. The acceptance of whether the programme will work in schools that are not seen as 'crisis' schools.

- Any other appropriate content.

N.B. Both ethical and social implications must be included to access the mark in the top band.

Marks	AO3
5	• Thorough evaluation is made of the ethical and social implications of CAPSLE as a method of modifying bullying behaviours. • Structure is logical throughout. • Depth and range are included.
3-4	• Reasonable evaluation is made of the ethical and social implications of CAPSLE as a method of modifying bullying behaviours. • Structure is mostly logical. • Depth and range, but not in equal measure.
1-2	• Superficial evaluation is made of the ethical and social implications of CAPSLE as a method of modifying bullying behaviours. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(ii) Briefly evaluate the ethical and social implications of the Olweus Bullying Prevention Programme. [5]

This question is focused on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.

Credit **will** be given for:

Ethical implications:

Ethical benefits of the OBPP:

- Headteachers taking responsibility for bullying matters in their schools.
- Raising teachers' awareness/skills promote the removal of bullying from children's lives, helping in the treatment of victims of bullying with dignity and respect.

Ethical criticisms of the OBPP:

- The issue of once anti-bullying rules are agreed, the bullies who break them have to be punished, and the ethical implications for teachers, e.g. as researched by Kalman (2010).
- The issue with the term 'bully'.

Social implications of the OBPP:

Financial costs of the OBPP:

- Issue with variable costs.
- OBPP's advice on grants etc. to provide awareness of sources of finance to fund training costs etc.

Financial benefits of tackling bullying:

- Reference to weighing up the costs of interventions that reduce antisocial behaviour against the benefits to the wider society, such as, reduced vandalism, reduced truancy, lower/no costs for medical/psychological treatment.

- Any other appropriate content.

N.B. Both ethical and social implications must be included to access the mark in the top band.

Marks	AO3
5	• Thorough evaluation is made of the ethical and social implications of the Olweus Bullying Prevention Programme. • Structure is logical throughout. • Depth and range are included.
3-4	• Reasonable evaluation is made of the ethical and social implications of the Olweus Bullying Prevention Programme. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation is made of the ethical and social implications of the Olweus Bullying Prevention Programme. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(b) Ethan seems to be popular at work and appears to have good social skills. However, Ethan's boss Saira has received complaints from some of Ethan's colleagues that he has been displaying bullying behaviours towards them, such as making nasty comments and excluding them from conversations.

With reference to the above scenario, describe **one** individual differences explanation of bullying behaviours. [15]

This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures ***and*** on applying knowledge and understanding of scientific ideas, processes, techniques and procedures.
The individual differences explanations of bullying behaviours identified in the specification are: • Narcissistic personality. • Theory of mind. • Cognitive biases. however, any individual differences explanation of bullying behaviours can be used. Credit **will** be given for: Narcissistic personality: • Reference to the characteristics of narcissistic personality, such as; grandiosity, arrogance/vanity, lack of empathy and any relevant research. • Description of the link of narcissism with bullying, focusing on reasons, such as; heightening the sense of the narcissist's own superiority and the notion of being oversensitive to criticism. Theory of mind: • Reference to an explanation of ToM and the importance attached to internal mental states and the skill of inferring people's internal mental states from observing their behaviour. • Reference to and research around the link between the description of the theory of mind and bullying: E.g. Evidence that is contrary to the social skills deficits model, such as Sutton *et. al.*(1999) – bullies have superior ToM abilities and understand the mental states of others, quite proficient. • In relation to ToM and the link with bullying behaviours, it is suggested that bullies are able to: predict the victim's behaviour, act as ringleader's and be able to strategically manipulate their bullies. • Research into ToM and bullying. For example, Sutton *et. al.* (1999) with the Strange Story and whether bullies have a superior ToM. Cognitive biases: • Description and research of possible cognitive errors/biases, such as the person who has listened to only certain types of information to confirm their beliefs due to their heightened sense of their own superiority (confirmation bias), or a bully who sees events more predictable than they are, due to their sense of superiority and hindsight. These biases are unconscious errors in thinking and may relate to problems in memory processes, attention and other mental mistakes.

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Credit application to the scenario as AO2:

- Through the description made of individual differences explanation of bullying behaviours with reference to Saira and Ethan (the bully).
- As one individual differences explanation of bullying is described, its components are applied to the scenario to describe the behaviour of Ethan and the complaints made to Saira (his boss) by some of his colleagues.
- Any other appropriate content.

Marks	AO1
9-10	• Description of one individual differences explanation of bullying 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 one individual differences explanation of bullying behaviours is reasonably detailed and accurate. • There is depth and range to the material used, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description of one individual differences explanation of bullying behaviours is basic in detail and accuracy. • There is depth or range in material used. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Description of one individual differences explanation of bullying 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	• Clear reference to the scenario. • The evidence used is well-chosen and applied effectively to the scenario. • Details are accurate. • There is depth and range to the evidence used.
3-4	• Reasonable reference to the scenario. • Appropriate evidence used and applied to the scenario • Details are mostly accurate. • There is depth or range to the evidence used.
1-2	• Reference to the scenario is superficial. • Evidence is described but not applied or has only weak links to the scenario. • There may be inaccuracies throughout.
0	• No attempt at application.

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0 4 **Criminal behaviours**

(a) Describe individual differences explanations of criminal behaviours. [10]

This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures.
The individual differences explanations of criminal behaviours identified in the specification are: • Eysenck's criminal personality. • Intelligence factors. • Psychopathic personality. however, any appropriate individual differences explanation of criminal behaviours can be used. Credit **will** be given for: Eysenck's criminal personality: • Reference to the Eysenck's theory of personality, such as key words; extraversion, neuroticism and psychoticism. • Description of the biological basis of the criminal personality. • Link to criminal behaviour with reference to arousal. Intelligence factors: • Reference to cognitive distortion, hostile attribution bias, minimalization, level of moral reasoning. • Research, such as Kohlberg's (1969) on levels of moral reasoning and the link to offending behaviour. Further research by Colby (1983) and Hollin et. al. (2002). Psychopathic personality: • The notion that psychopaths feel no guilt, remorse or empathy. • Reference to research, such as that from Theodorakis (2013), suggesting that this mental disorder needs more investigation before we it can be said with any degree of certainty that there is a direct correlation between psychopathic personality scores and criminal behaviour. • Any other appropriate content. N.B. There must be at least two individual differences explanations described to access marks in the top bands.

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Marks	AO1
9-10	• Description of individual differences explanations of criminal 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 individual differences explanations of 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 individual differences explanation of criminal behaviours is basic in detail and accuracy. • There is depth or range only in the material used. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Description of individual differences explanations of criminal 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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(b) Briefly evaluate the effectiveness of restorative justice and anger management as methods of modifying criminal behaviours. [5+5]

This question is focused on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.
Credit **will** be given for: • Research that supports/refutes the effectiveness. • Comparison to other methods. • Any other appropriate evaluation. Restorative Justice • Effectiveness from the victim's perspective: Reference to the UK Restorative Justice Council (2015) reporting 85% satisfaction where victim's come face-to-face meetings with their offenders. • Reference to research discussing the effectiveness in terms of reduced offending e.g. Sherman and Strang (2007). • Issues around selecting which offenders and which victims it will work for. Similarly, research suggesting that restorative justice can take place without the offender being present, such as, Zehr (2002). Anger Management • Success of anger management programmes – research such as Taylor and Novaco (2006), Landenberger and Lipsey (2005). However, not all studies are positive, such as Howells *et. al.* (2005) and Law (1997). • Limitations of anger management programmes – research suggests CBT is not for everyone as some offenders will not want to reflect on their style of thinking and may drop out of programmes for offenders. Drama-based courses are more attractive for some as they seem more engaging. Research involves Blacker *et. al.*(2008). The notion of 'readiness to change' (Howells and Day, 2003). • Relationship between anger, aggression and crime – 'If anger doesn't contribute to aggression then anger management may be irrelevant.' Research, such as, Loza-Fanous (1999) questioning the results of the artificial laboratory experiments with students and stating their real-life study of over 300 males in prison showed no difference in the violent and non-violent offenders in terms of anger. Similarly, Loza and Loza-Fanous (1999) suggested anger management programmes may be harmful as they provide a way of understanding their behaviour as anger and thus, avoid responsibility for their behaviour. • Other research on the link between anger, aggression and crime, such as Howells *et. al*. (2005). • Any other appropriate content. N.B. Evaluation not related to effectiveness of the method of modifying will not receive credit.

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Marks	AO3
5	• Thorough evaluation. • Structure is logical throughout. • Depth and range are included.
3-4	• Reasonable evaluation • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(c) Briefly explain how biological explanations could be applied to modifying criminal behaviours. [5]

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures.

The biological explanations of criminal behaviours identified in the specification are:

- Disinhibition hypothesis.
- Inherited criminality.
- Role of the amygdala.

The methods of modifying criminal behaviours named on the specification are:

- Anger management.
- Restorative justice.

Credit **will** be given for:

- A demonstration of the understanding of the way the general biological explanations could be applied to modifying criminal behaviours.
- Linking the biological explanations to a broad (or specific named) method of modifying criminal behaviours.
- Biological explanations focus on disinhibition hypothesis, inherited criminality and role of the amygdala.
- Any other appropriate content.

N.B. In their answer, candidates are not limited to the biological explanations of criminal behaviours and methods of modifying criminal behaviours identified in the specification. Application of any appropriate biological explanation to any appropriate method of modifying criminal behaviours can receive credit.

Marks	AO2
5	• The way in which biological explanations could be applied to modifying criminal behaviours has been thoroughly explained. • The details are accurate.
3-4	• The way in which biological explanations could be applied to modifying criminal behaviours has been reasonably explained. • The details are mostly accurate.
1-2	• The way in which biological explanations could be applied to modifying criminal behaviours has been superficially explained. • There may be inaccuracies throughout.
0	• Inappropriate answer given. • No response attempted.

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0 5 **Schizophrenia**

(a) Evaluate **one** explanation of schizophrenia. [10]

This question is focused on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.
The biological explanations of schizophrenia identified in the specification are: • Cannabis influence on the brain. • Dopamine hypothesis. • Enlarged ventricles. however, any appropriate biological explanation of schizophrenia can be used. The social psychological explanations of schizophrenia identified in the specification are: • Dysfunctional families. • Cultural norms. • Expressed emotion. however, any appropriate social psychological explanation of schizophrenia can be used. The individual differences explanations of schizophrenia identified in the specification are: • Psychodynamic approach/schizophrenic mother. • Cognitive approach/thought disorder. • Sex differences. however, any appropriate individual differences explanation of schizophrenia can be used. 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.

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Marks	AO3
9-10	• A thorough evaluation is made of **one** explanation of schizophrenia. • 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 **one** explanation of schizophrenia. • Structure is mostly logical. • Depth and range, but not in equal measure. • A reasonable conclusion is reached based upon the evidence presented
3-5	• A basic evaluation is made of **one** explanation of schizophrenia. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• A superficial evaluation is made of **one** explanation of schizophrenia. • Answer lacks structure. • There is no conclusion.
0	• Inappropriate answer given. • No response attempted.

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(b) Alia displays unusual behaviours; she also has disordered thinking, delusions and hallucinations (she hears voices). These symptoms led to a diagnosis of schizophrenia. She was initially given antipsychotic medication, but still has some distressing symptoms.

Describe how cognitive behavioural therapy could be used to modify Alia's behaviours. [15]

This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures ***and*** on applying knowledge and understanding of scientific ideas, processes, techniques and procedures.
Credit **will** be given for: <u>Irrational thinking:</u> • Reference to the major symptom of disordered thinking and how CBT helps to help with positive symptoms of schizophrenia. <u>Key components of CBT for schizophrenia:</u> • Reference to research on the key components of CBT, such as research carried out by Smith *et. al.* (2003), who identified components, such as; engagement strategies, psycho-education, cognitive strategies, behavioural skills training and relapse prevention strategies. • Any other appropriate content. Credit application to the scenario as AO2 – such as: Any application to Alia, using cognitive behavioural therapy as a possible means of modifying her schizophrenia. • By using CBT, Alia should be able to organise their disordered thoughts in a rational way and allow her to see the connection between those thoughts and the illness. This skill will help with her positive symptoms, such as hallucinations and delusions. • By considering components of CBT, such as those described by Smith *et. al.* (2003), Alia may be able to deal more positively with her psychotic symptoms. E.g. Alia may use psycho-education to decatastrophise and normalise her experience of psychotic symptoms. • Any other appropriate content.

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Marks	AO1
9-10	• Description of cognitive behavioural therapy as a method to modify schizophrenia is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of cognitive behavioural therapy as a method to modify schizophrenia 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 cognitive behavioural therapy as a method to modify schizophrenia 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 cognitive behavioural therapy as a method to modify schizophrenia 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	• Clear reference to the scenario. • The evidence used is well-chosen and applied effectively to the scenario. • Details are accurate. • There is depth and range to the evidence used.
3-4	• Reasonable reference to the scenario. • Appropriate evidence used and applied to the scenario. • Details are mostly accurate. • There is depth or range to the evidence used.
1-2	• Reference to the scenario is superficial. • Evidence is described but not applied or has only weak links to the scenario. • There may be inaccuracies throughout.
0	• No attempt at application.

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0 6 **Stress**

(a) Describe and evaluate **one** social psychological explanation of stress. [20]

This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures ***and*** on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.
The social psychological explanations of stress identified in the specification are: • Daily hassles. • Life events. • Locus of control. however, any appropriate social psychological explanation of stress can be used. AO1 Credit **wil**l be given for: <u>Daily hassles:</u> • Reference to hassles and uplifts. • Research into the impact of hassles on stress and health, such as Kanner (1981) and the Hassles and Uplifts Scale. • A description of the accumulation effect, amplification and lack of social support (Flett, 1995) to explain why hassles may have an effect. <u>Life events:</u> • Reference to research by Holmes and Rahe on life changes and a description of the Social Readjustment Rating Scale (SRRS). • Description of further research evidence, such as Rahe's own use of the SRRS/variations to look into the relationship between and illness. <u>Locus of control:</u> • Reference to research explaining how having an internal or external locus of control can affect stress levels, such as James Neill's. People with an internal locus of control tend be more achievement orientated, get better paid jobs which may help to lower stress levels. However, the environmental factors, such as privilege and disadvantage may influence the type of locus of control a person leads towards. • Any other appropriate content. AO3 Credit **wil**l 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.

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Marks	AO1
9-10	• Description of **one** social psychological explanation of stress is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of **one** social psychological explanation of stress 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 **one** social psychological explanation of stress is basic in detail and accuracy. • There is depth or range only in the material used. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Description of **one** social psychological explanation of stress is superficial in detail and accuracy. • Very little use of appropriate terminology. • Answer lacks structure.

Marks	AO3
9-10	• Thorough evaluation is made of **one** social psychological explanation of stress. • Structure is logical throughout. • Depth and range included. • An appropriate conclusion is reached based upon evidence presented.
6-8	• Reasonable evaluation is made of **one** social psychological explanation of stress. • 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 **one** social psychological explanation of stress. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• Superficial evaluation is made of **one** social psychological explanation of stress. • Answer lacks structure. • There is no conclusion.
0	• Inappropriate answer given. • No response attempted.

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(b) Briefly explain how individual differences explanations could be applied to modifying stress. [5]

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures.

The individual differences explanations of stress identified in the specification are:

- Hardiness.
- Type A and B personalities.
- Self-efficacy.

The two methods of modifying stress identified in the specification are:

- Beta blockers.
- Stress inoculation training.

Credit **will** be given for:

- A demonstration of the understanding of the way the general individual differences explanations could be applied to modifying stress.
- Linking the individual explanations to a broad (or specific named) method of modifying addictive behaviours (beta blockers and stress inoculation training).
- Individual differences explanations focus on hardiness, Type A and B personalities, and self-efficacy.
- Any other appropriate content.

N.B. In their answer, candidates are not limited to the individual differences explanations of stress and methods of modifying stress identified in the specification. Application of any appropriate individual differences explanation to any appropriate method of modifying stress can receive credit.

Marks	AO2
5	• The way in which individual differences explanations could be applied to modifying stress has been thoroughly explained. • The details are accurate.
3-4	• The way in which individual differences explanations could be applied to modifying stress has been reasonably explained. • The details are mostly accurate.
1-2	• The way in which individual explanations could be applied to modifying stress has been superficially explained. • The details are mostly inaccurate or superficial.
0	• Inappropriate answer given. • No response attempted.

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SECTION B: Controversies

0 7 **Scientific status**

'The changing nature of 'science' has made it difficult to establish the scientific status of psychology'.

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

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures **and** the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.

This question is synoptic, and therefore the material use by candidates in this debate can be drawn from any area of psychology.

Credit **will** be given for:

- A clear and consistent reference to the quotation by:
  - Assessing if psychology is a science through examining the characteristics of science.
  - Reference to the fact that psychology had theoretical origins and some early psychologists often illustrated scientific principles.
  - Comments on the way in which some approaches in psychology embody scientific subject matter. (E.g. Biological Psychology, Behaviourism).
  - Comments via comparison about those approaches in psychology that do not embody scientific subject matter (e.g. psychodynamic approach).
- 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 is not always relevant. • There may be significant inaccuracies. • There is depth or range only in material used. • 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. • 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 for AO3:

Supporting argument:

- Areas of psychology illustrate resounding universal principles (e.g. Behaviourism and principles of learning).
- Some areas of psychology (e.g. Biological Psychology, Cognitive Psychology) make use of scientific methods of investigation emphasising objectivity and control (e.g. lab experiment, imaging techniques).
- Characteristics of science (FORCE) can be found in many (but not all) aspects of psychological research.
- Hypotheticodeductive methods employed in many (but not all) areas of psychological research.

Against argument:

- The theoretical underpinnings of psychological approaches often dictate an analysis of phenomena through methods that are not traditionally scientific.
- Psychology examines human individuals – to whom so many variables affect behaviour. Is it right to be scientific when the subject matter being examined might not be best analysed in such a way? Some behaviours just can't be studied that way.
- Psychology holds few (in comparison to natural science) universal principles / laws that govern behaviour and allow prediction of future behaviour.
- Some approaches in psychology do not advocate the importance of scientific processes and procedures. The focus on the individual is more important than a generalisable rule. Ideographic rather than nomothetic being a preferred focus.

- 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 the discussion should be credited 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 always 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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0 8 **Sexism**

'When psychological research is conducted today, we can be certain that any gender differences found are real and are not the result of gender bias.'

Using your knowledge of psychology, to what extent do you agree with this statement? [25]

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures **and** the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.

This question is synoptic, and therefore the material use by candidates in this debate can be drawn from any area of psychology.

Credit **will** be given for:

- A clear and consistent reference to the quotation through:
  - Judging if psychology is sexist through comparison to other disciplines.
  - Examining research that does / does not illustrate sexism within the discipline of psychology.
  - Examining origins of sexist research from within psychology.
  - Referring to the impact of sexism from the psychological approaches.
- 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 is not always relevant. • There may be significant inaccuracies. • There is depth or range only in material used. • 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. • 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 social impact of research conducted by male researchers making such research findings and not generalisable.
- Varied research examples in psychology across many different topic areas that illustrate sexism. i.e. Male researchers analysing male only or male and female participants.
- The fact that early research with an androcentric focus represents historical or social contexts.
- Clear evidence of bias in theories / explanations in psychology.
- Any other appropriate content.

Against argument:

- Reference to and analysis of studies / research that have been conducted in ways that appreciate and accommodate the differing view of male and females.
- Is psychology biased – or does it simply show that differences exist between genders?
- Increasingly women, now contribute towards the academic discipline of psychology, gradually the subject is becoming less androcentric in its focus and knowledge generation.
- Researchers are aware more of biases in research and thus utilise procedures that reduce bias. Female researchers analyse female participants etc.
- 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 the discussion should be credited 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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