GCE A LEVEL MARKING SCHEME

AUTUMN 2020

A LEVEL
PSYCHOLOGY – COMPONENT 3
A290U30-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2020 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

AUTUMN 2020 MARK SCHEME

SECTION A
Implications in the Real World

Addictive behaviours

1. (a) 'Methods of modifying addictive behaviours are often controversial yet always effective.'

With reference to this statement evaluate aversion therapy as a method of modifying addictive behaviours. [15]

AO2
Credit **could** be given for AO2: Reference to the statement through comments made: • Candidates illustrating the 'controversial' and 'effective' nature of aversion therapy through reference to strengths of such a method of modification. • Candidates illustrating the 'controversial' yet 'ineffective' aspects of aversion therapy through reference to weaknesses of such a method of modification. • Assessment of the statement in the light of research / conclusions drawn from work within aversion therapy or alternative methods of modification for addictive behaviours. • Any other appropriate reference.

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

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AO3
Credit **could** be given for: **<u>Aversion Therapy</u>** • Examples of supporting evidence: Staffen (2003) effectiveness of antabuse. Jorgensen et al (2011). Financial Saving in the long term (Alcohol Concern, 2008). Positive social implications (Centre for Social Justice, 2013) avoiding many of the financial and social costs that addiction normally brings. • Examples of refuting evidence: Limited long-term studies of the effectiveness of aversive drugs such as antabuse. Few if any studies comparatively looking at benefits of Aversion Therapy over other treatments (Ellis, 2013). Undoubted ethical implications. • Examples of ethical implications: Issue of consent and whether the technique is fully understood by the patient or those consenting on behalf of them. The potential of the risk of harm – through either mixture of alcohol and medication, as well as the very unpleasant impacts (pain/sickness) that this therapy can entail. The issue that it is not entirely clear how the therapy fundamentally works (aversive or inhibitive). • Studies that are used to support other forms of modification can be used as evidence against Aversion Therapy (e.g. Van den brink *et. al.,* 2006; Lahti *et. al*., 2010). • Any other relevant points of evaluation.

Marks	AO3
9-10	• A thorough evaluation is made of aversion therapy as a method of modification for addictive behaviours. • Depth and range of material. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented. • Effective use of terminology is used throughout.
6-8	• A reasonable evaluation is made of aversion therapy as a method of modification for addictive behaviours. • Depth and range but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented. • Good use of terminology.
3-5	• Basic evaluation is made of aversion therapy as a method of modification for addictive behaviours. • Depth or range. • Structure is reasonable. • A basic conclusion is reached. • Some use of appropriate terminology.
1-2	• Superficial evaluation is made of aversion therapy as a method of modification for addictive behaviours. • Answer lacks structure. • There is no conclusion.
0	• Inappropriate answer given. • No response attempted.

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(b) Describe **one** individual differences explanation of addictive behaviours. [10]

Credit **could** be given for:

The likely focus in responses here will be structured by those found in the specification:

- Cognitive biases
- Field dependence
- Lang's addictive personality traits

Cognitive biases

- Addiction has been suggested to be the outcome of problems in internal mental processing of information. Heuristics, such as representativeness and availability, can and have been applied to explain addictive behaviour such as gambling. While such deviation from logical thinking can be helpful in some respects – it can lead also provide a basis upon which addictive behaviours can be explained.

Field dependence

- The view that addictive behaviour such as alcoholism is significantly related to other key attributes. For example, the strong relationship that exists between degree of perceived anxiety and degree of alcohol dependence. Field dependence as a term and explanation in addictive behaviour suggests that as a cognitive style those that are 'field dependent' rely on information and stimuli provided by the world around them. The subsequent behaviours shown is heavily dependent on this.

Lang's addictive personality traits

- Lang identified 'significant personality factors' that he considered risk factors for addiction. Such factors were:
  - Behaving impulsively and seeking instant gratification.
  - Valuing nonconformity over the accepted values of society.
  - Experiencing heightened stress and lacking coping skills.
  - Tolerating deviance and feeling socially isolated.
- Eysenck similarly applied his theory of personality to addiction, reporting that drug addicts for example have high psychoticism and neuroticism scores but lower extraversion scores.

- Any other appropriate content.

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Marks	AO1
9-10	• Description of one individual differences explanation of addictive behaviours is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of one individual differences explanation of addictive behaviours 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 individual differences explanation of addictive behaviours is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1–2	• Description of one individual differences explanation of addictive behaviours is superficial. • 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) Describe social psychological explanations of autistic spectrum behaviours. [10]

Credit **could** be given for:

Empathising – systemising theory

- Developed out of Baron-Cohen's work on the Theory of Mind, and the many limitations it had. The explanation specifically explains autistic spectrum behaviours as a mismatch between skills in empathy and systems. The autistic behaviour characteristics often resulting from inferior skills of empathy and highly superior skills of systemising.

Male behaviour

- This presents the view that the autistic individual holds a repertoire of behaviours not too dissimilar to that of a standard male, but often illustrating these to a greater degree. More males than females are identified as being autistic which might result from the different social expectations – e.g. girls expected to be more social in their communications.

The Refrigerator Mother

- Theory based on psychodynamic psychology suggesting that the cause of autistic spectrum behaviours was unconscious and often heavily linked to particularly stressful childhood experiences (e.g. lack of maternal care).
- Description of Kanner's observations and Bettlelheim (1967)/The Empty Fortress.

- Any other relevant content.

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Marks	AO1
9-10	• Descriptions of social psychological explanations of autistic spectrum behaviours are thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
6-8	• Descriptions of social psychological explanations of autistic spectrum behaviours are reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3–5	• Descriptions of social psychological explanations of autistic spectrum behaviours are basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure. **OR** • Description of **one** social psychological explanation of autistic spectrum behaviours is thorough and accurate. • Effective use of terminology throughout. • Logical structure.
1–2	• Descriptions of social psychological explanations of autistic spectrum behaviours are superficial. • Very little use of appropriate terminology. • Answer lacks structure. **OR** • Description of **one** social psychological explanation of autistic spectrum behaviours is reasonably detailed and accurate. • Good use of terminology. • Mostly logical structure.
0	• Inappropriate answer given. • No response attempted.

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(b) ‘Picture Exchange Communication System (PECS) is widely used but has many limitations.’

With reference to this statement, evaluate Picture Exchange Communication System (PECS) as a method of modifying autistic spectrum behaviours. [15]

AO2	
Credit **could** be given for: Reference to the statement through comments made: • Candidates illustrating the ‘significant improvement’ of Picture Exchange Communication System with reference to strengths of such explanations. • Candidates illustrating the ‘wide use and limitations’ of Picture Exchange Communication System through reference to appropriate research evidence. • Assessment of the statement in the light of research / conclusions drawn from work examining the Picture Exchange Communication System. • Any other appropriate reference.	
Marks	**AO2**
5	• Commentary made is thoroughly applied to the statement throughout. • The evidence used is well-chosen and applied effectively to the statement. • There is depth and range to the evidence used. • The details / reference to scenario is accurate.
3-4	• Commentary made is reasonably applied to the statement although there are some aspects which are not applied. • Appropriate evidence used and applied to the statement. • There is depth or range to the evidence used. • The details are mostly accurate.
1-2	• Commentary made shows superficial application to the statement. • Evidence is described but not applied. • There may be some inaccuracies throughout.
0	• Commentary made is not applied to the statement. • No attempt at application.

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AO3
Credit **could** be given for: • Examples of supporting evidence: Charlop-Christy (2002) significant increases in spontaneous speech. The relative ease of use and ease to implement (Charlop-Christy (2002), Flippin *et. al.* (2010). Boesch *et. al.* (ASD No.7), Bondy and Frost (1998). • Examples of refuting evidence: Flippin *et. al.* (2010) comments on relatively small study sample size in this area and little support from meta-analyses. Ethical issues of PECS (Baron-Cohen, 2009). The financial implication of this method of modification – especially relating to its cost. • Studies that are used to support other forms of modification such as Relationship Development Intervention (RDI) can be used to illustrate aspects of focuses that are ignored by PECS). • Social implications: PECS is a privately branded and trademarked system that operates and provides materials ands training for a cost. Cost can be a limiting factor to the social impact of this modification. Alternatively, though, compared to other methods of modification, the cost of it needs to be assessed in comparison to the limited impact of other forms of modification. • Any other relevant evaluation points.

Marks	AO3
9-10	• A thorough evaluation is made of Picture Exchange Communication System as a method of modifying autistic spectrum behaviours. • Depth and range of material. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented. • Effective use of terminology is used throughout.
6-8	• A reasonable evaluation is made of Picture Exchange Communication System as a method of modifying autistic spectrum behaviours. • Depth and range but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented. • Good use of terminology.
3-5	• A basic evaluation is made of Picture Exchange Communication System as a method of modifying autistic spectrum behaviours. • Depth or range • Structure is reasonable. • A basic conclusion is reached. • Some use of appropriate terminology.
1-2	• A superficial evaluation is made of Picture Exchange Communication System as a method of autistic spectrum behaviours. • Answer lacks structure. • There is no conclusion.
0	• Inappropriate answer given. • No response attempted.

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Bullying behaviours

3. (a) Patricia is the leader of a popular gang of girls in her school. Her head of year has received numerous concerns from parents of other children in the school about her negative behaviour.

Describe the characteristics of Patricia's bullying behaviours. [15]

Credit **could** be given for:

- Reference to Patricia as leader of the all-girl gang, and the range of behaviours that she would be illustrating as a bully.
- Reference could be made to behaviour happening more than once.
- Any other appropriate evidence.

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

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AO1
Credit **could** be given for: • It is likely that most candidates will use the noted characteristics by Dan Olweus (1993). • Olweus suggested how bullying occurs when “an individual (or group) subjects another individual (or group) to repeated negative acts”. • Informed by the pioneering work of Dan Olweus candidates can examine the characteristics of bullying is in the following five key ways: 1. Bullying involves negative acts (including physical, verbal, and social exclusion / inclusion). 2. The behaviour is repeated (not just a single one-off event). 3. Intention to harm (action is not by accident). 4. Bully has greater power (either by age, height, knowledge, physical strength, number etc.). 5. Different types of bullying (overt / covert). • Any other appropriate characteristic.

Marks	AO1
9-10	• Description of characteristics of bullying behaviours is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of characteristics of bullying behaviours 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 characteristics of bullying behaviours is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Description of characteristics of bullying behaviours is superficial. • 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 the Olweus Bullying Prevention Programme as a method of modifying bullying behaviours [5]

Credit **could** be given for:

- In assessing the effectiveness of the Olweus Bullying Prevention Programme candidates could refer to Bauer et al (2007) who shows some benefits particularly with relation to ethnicity. Olweus and Limber (2010) emphasised reductions in bullying. Limber, Nation, Tracy, Melton and Flerx (2004) in America, illustrated a large reduction in the reported cases of bullying through use of this programme. Further supporting evidence can be derived from meta-analyses such as Tofi *et. al.* (2011). In judging effectiveness candidates might also mention the ethical benefits by the public acknowledgement of the presence of bullying in school.
- In assessing the limited effectiveness candidates might refer to meta-analyses that observe only major benefits of the programme limited to Norway. The 'varied results' seen in other countries (Kalman, 2010) casts doubt on overall effectiveness. The methodological inadequacies of the Olweus Bullying Prevention Programme make the impact of it hard to judge, limiting effectiveness (Bauer *et. al.* (2007). comment on methodological flaws (in studies making it hard to see impact of OBPP.
- Assessment of effectiveness might also be achieved by reference to research supporting alternative forms of modifications.
- Any other relevant evaluation points.

Marks	AO3
5	• A thorough evaluation is made of the Olweus Bullying Prevention Programme. • Depth and range. • Structure is logical. • Effective use of terminology is used throughout.
3-4	• A reasonable evaluation is made of the Olweus Bullying Prevention Programme. • Depth and range but not in equal measure. • Structure is mostly logical. • Good use of terminology.
1-2	• Superficial evaluation of the Olweus Bullying Prevention Programme • Depth or range. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(c) Briefly evaluate **one** individual differences explanation of bullying behaviours. [5]

Credit **could** be given for:

Narcissistic personality

- Examples of supporting evidence: Kokkinos *et. al.* (2016) showing a positive correlation between narcissism and bullying behaviours. Reijntjes *et. al.* (2016) establishing link between narcissism and bullying especially in males. Ritala *et. al.* (2007) establishing clear benefits of this explanation for bullying in the workplace.
- Examples of refuting evidence: DuBrin (2012) argues that the explanation is incomplete. Kerig *et. al.* (2010) argued that Narcissism while associated with bullying was not the only factor isolating psychopathy and Machiavellianism as other contributory factors.

Cognitive biases

- Examples of supporting evidence: Camodeca *et. al.* (2004) investigating misattributed social information processing which results in bullying behaviours. Arsenio *et. al.* (2002) investigating the influence of perceived own social inadequacies and their resulting bullying behaviours.
- Examples of refuting evidence: Too simple an explanation ignoring interaction between cognitive and social factors such as that provided by Moral Disengagement (Bandura).

Theory of mind

- Examples of supporting evidence: Crick and Dodge (1996) focusing on an inferior theory of mind, also Gini (2006) bullies do not demonstrate superior theory of mind. Sutton *et. al.* (1999) bullies having a superior theory of mind. Using the pioneering work of Baron Cohen (1985) it is suggested that a theory of mind (perspective taking) can be applied to bullying behaviours with the bully using this understanding of perspective to facilitate their actions.
- Examples of refuting evidence: Gini's (2006) could not conclusively show the influence of theory of mind on bullying behaviours. Furthermore, there is contradictory evidence between Crick *et. al.* (1996) and Sutton *et. al.* (1999) with mixed research agreement supporting the two views of theory of mind.
- Studies that are used to support other explanations can be used as evidence against the explanation being evaluated (e.g. Ball *et. al.* (2008), Coccaro *et. al*. (1997), Soo Rhee *et. al.* (2002) genetic influence. Volk *et. al.* (2012), Leenaars *et. al.* (2008) and Wang *et. al.* (2009) evolved gender differences.
- Any other relevant evaluation points.

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Marks	AO3
5	• A thorough evaluation is made of one individual differences explanation of bullying behaviours. • Depth and range. • Structure is logical. • Effective use of terminology is used throughout.
3-4	• A reasonable evaluation is made of one individual differences explanation of bullying behaviours. • Depth and range but not in equal measure. • Structure is mostly logical. • Good use of terminology.
1-2	• Superficial evaluation of one individual differences explanation of bullying behaviours • Depth or range. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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Criminal behaviours

4. (a) 'Individual differences explanations are perhaps the least useful in explaining criminal behaviours.'

With reference to the statement, evaluate individual differences explanations of criminal behaviours. [15]

Credit **could** be given for:
- Though developing commentary that illustrates application of research to the statement by either showing how such explanations are or are not useful in explaining criminal behaviours.
- Assessment of the statement the light of research / conclusions drawn from investigations or alternative explanations of criminal behaviours.
- Any other appropriate reference.

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

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Credit **could** be given for:

Eysenck's criminal personality

- Examples of supporting evidence: Supporting the essential link between personality-based factors and criminal behaviour: Eysenck, (1967, 1978), Dunlop *et. al.* (2012), Zuckerman (1987).
- Examples of refuting evidence: The very real concern over lack of consistency in an individual's personality over time (Mischel *et. al*., 1982) and the myriad of factors affecting this. Limited reliability of personality tests themselves, and the methodological flaws that questionnaires often entail (social desirability /mood).

Intelligence factors

- Examples of supporting evidence: Kohlberg, (1969, 1972), Colby *et. al.* (1983), Schonenberg *et. al*. (2014), Kennedy *et. al.* (1992), Gudjonsson *et. al.* (2007), Chien-An Chen *et. al.* (2007)
- Examples of refuting evidence: Krebs *et. al.* (2005) emphasising the importance of examining cognitive / moral based decisions on real life situations. Furthermore, the importance of biological factors that might underpin criminal behaviour (e.g. Crowe, 1972) being underwritten by cognitive factors. Gilligan (1982), Denton (2005) further adding methodological critiques.

Psychopathic personality

- Examples of supporting evidence: There is a demonstrable link between Psychopathic personality (psychopathy) and criminal behaviour e.g. Hare, 1996; Hart 1998; Hemphill et al (1998) and Vaughn and Howard (2005).
- Examples of refuting evidence: Lack of reliability of personality tests Borreli (2017). Lack of a singular personality explanation (Mischel *et. al.* (1982).

Generally

- Negative evaluation of individual differences explanations can also be achieved by reference to supporting studies of other approaches. In particular the ignorance of important social psychological factors found in the work of Sutherland (1939) – Differential Association theory; Pollak (1950) in gender socialisation. Also, biological explanations of criminal behaviours such as the role of the amygdala (Gospice *et. al.* 2011) and research on criminality (adoption studies) may be used as refuting evidence.

- Any other relevant evaluation points.

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

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(b) Briefly describe **one** biological explanation of criminal behaviours. [5]

Credit **could** be given for:

The likely focus in responses here will be structured by those found in the specification:

- Disinhibition hypothesis
- Inherited criminality
- Role of the amygdala

Disinhibition hypothesis

- The view that criminal behaviour can be attributed to the impulsivity of behaviour affecting motor, emotional, instinctual with symptoms similar to mania. Criminal behaviour such as aggressive outbursts could indicate disinhibited instinctual drives (Graffman *et. al*., 2002).

Inherited criminality

- The view that criminal behaviour could be attributed more to nature than nurture. The focus of this view dates back to the work of Lombroso but has in later years developed into a focus on specific genetic mechanisms that might explain/underlie the inheritance of criminal traits. Specific genes (candidate genes, Tiihonen, 2015), possible epi-genetic factors (Caspi (2002), or genetic factors that could lead to differences in brain structure / function.

Role of the amygdala

- The view that criminal behaviour can be attributed to the functioning of / damage to the Amygdala, a small cluster of 13 nuclei one in each hemisphere, which clear neural connections to hypothalamus, hippocampus and pre-frontal cortex. Glenn (2009) showed that amygdala dysfunction is a key aspect in understanding psychopathy.

- Credit could be given for any other biological explanation.

Marks	AO1
5	• Description of one biological explanation of criminal behaviours is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of one biological explanation of criminal behaviours is reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
1-2	• Description of one biological explanation of criminal behaviours is superficial. • Depth or range. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(c) Briefly describe **one** method of modification for criminal behaviours. [5]

Credit **could** be given for:

Anger Management

- Put forward by Ray Novaco. It was his view that anger had biological, cognitive and behavioural aspects / elements to it.
- There are many different examples of anger management techniques, a British example would be CALM (Controlling Anger and Learning to Manage it). Most systems have is a focus on teaching relaxation techniques with the aim of reducing the biological changes / response to anger. Cognitive restructuring is used to deal with problematic thought patterns. To deal with the behavioural element, assertiveness training is used.
- While different techniques of anger management might have varying numbers of stages, the principles remain the same. (1) Cognitive preparation, (2) Skills acquisition and (3) Application practice.
- Any other appropriate description.

Restorative Justice

- Based upon the principle of putting right their wrong, and according to current Home Office data restorative justice is now a central method in the attempt to reduce recidivism.
- Based upon key aims of: rehabilitation of offenders and atonement of wrong doing,
- This form of modification is the only method that does allow the victim of crime a voice, and a sense of power in the criminal process. The best models of restorative justice involve three parts: the criminal, the victim and the wider community.
- Any other appropriate description.

Marks	AO1
5	• Description of one method of modifying criminal behaviours is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of one method of modifying criminal behaviours is reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
1-2	• Description of one method of modifying criminal behaviours is superficial. • Depth or range. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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Schizophrenia

5. (a) Describe **one** biological explanation and **one** individual differences explanation of schizophrenia. [5+5]

Credit **could** be given for:

Biological

- **Cannabis influence on brain chemistry.** Tetrahydrocannabinol resemble a natural transmitter in the brain when neurons are firing. Neurons naturally become unresponsive after firing. Cannabinoids interrupt this refractory period and cause thoughts and imagination to magnify themselves. Cannabinoids also affect levels of dopamine and norepinephrine this leads to a sense of euphoria, relaxation, pain modulation and enhancement of experience.

- **Dopamine hypothesis**. In its most basic form this hypothesis suggests that those with schizophrenia have an excess of dopamine. The symptoms exhibited are the outcome of the unusually high level of the neurotransmitter dopamine. The main issue with this early view was it provided no explanation for negative symptoms. Therefore, most recent analysis of this view now looks at the role of dopamine in the limbic system. The two most notable pathways linked to schizophrenia are the mesolimbic pathway and the mesocortical pathway.

- **Enlarged ventricles**. Based on the idea of structural abnormalities. Some individuals with schizophrenia appear to have larger ventricles than individuals without schizophrenia. Research involving CAT scans (Weinberger *et. al.* (1979) and MRI scans (Andreasen (1988) show interesting enlargements in ventricles compared to non-schizophrenics.

- Any other biological explanation.

Individual Differences

- **Thought disorder**. Developed after the Psychodynamic approach, (to rectify the Psychodynamic approaches' lack of scientific rigour), the idea of thought disorder emanates from the cognitive approach. The fundamental argument suggesting that the difficulties experienced by the schizophrenic can be explained in terms of problems/ malfunctions in processing information. This could be via lack of pre-conscious filters or a compromised theory of mind.

- **Schizophrenogenic mother**. The views of Fromm-Reichmann (1948), influenced heavily by her Psychodynamic roots, implicated the importance of early childhood experience or a mother figure that was overprotective and controlling but also rejecting and distant. This combination of overprotection, twinned with emotional distance, limits the security of a child needs.

- **Sex differences**. A view that acknowledges that, in the case of schizophrenia, important differences between men and women have been shown. In particular: age of onset, prem-morbid functioning symptomology characteristics, as well as course of illness. (Leung, 2000; Goldstein, 1988)

- Any other individual differences explanation.

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Marks	AO1
5	• Description of one biological explanation of schizophrenia is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of one biological explanation of schizophrenia is reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
1-2	• Description of one biological explanation of schizophrenia is superficial. • Depth or range. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.
Marks	**AO1**
5	• Description of one individual differences explanation of schizophrenia is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of one individual differences explanation of schizophrenia is reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
1-2	• Description of one individual differences explanation of schizophrenia is superficial. • Depth or range. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(b) 'Social psychological explanations provide the most convincing account of schizophrenia.'

Evaluate social psychological explanations of schizophrenia with reference to the statement. [15]

Credit **could** be given for:

- Through candidates developing commentary illustrating that social psychological explanations of schizophrenia provide the most convincing account. Such commentary is likely to accompanied by and applied to the findings of appropriately selected research.
- Alternatively, through candidates developing counter-commentary illustrating that social psychological explanations do not provide the most convincing account. Such commentary might be informed by research / conclusions drawn from research examining alternative explanations of the disorder.
- Any other appropriate reference.

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

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AO3
Credit **could** be given for: **Expressed emotion** • Examples of supporting evidence: Supporting the influence of systems of communicated emotion (Brown, 1956 and Vaughn and Leff (1976)). • Examples of refuting evidence: Ignorance of the very probable interplay between genetic and environmental factors (Diathesis – stress). The inconsistency in findings from research in this area for example McCreadie *et. al.* (1998). **Cultural norms** • Examples of supporting evidence: Supporting the influence of cultural on experience of disorder and diagnoses. (Niehas *et. al.* 2004); Lopez *et. al.* (2004). Supporting the influence of cultural bound symptoms Kaplen *et. al.* (1994). • Examples of refuting evidence: Ignorance of strong biological basis to Schizophrenia (influence of Genetic factors / structural abnormalities). Lack of appreciation of the importance of the interaction between biological factors and environmental factors (Diathesis stress / epigenetics). **Dysfunctional families** • Examples of supporting evidence: Of a double bind communication system within some families (Bateson *et. al.* (1956) also similarly found by Berger, (1965). • Examples of refuting evidence: Liem *et. al.* (1974) abnormality of double bind communication response to schizophrenic symptoms is not the cause. Ignorance of possible interaction between biological and environmental influences (Diathesis stress). • Negative evaluation of social psychological explanations for schizophrenia can also be achieved by reference to supporting studies of other approaches. In particular the ignorance of important cognitive influences such as difficulties in process information supported by the work of Barch *et. al.* (1999); or the influence of early child experience as recognised by psychodynamic explanations - such as Fromm-Reichmann (1948). • Any other appropriate evaluation.

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Marks	AO3
9-10	• A thorough evaluation is made of social psychological explanations of schizophrenia. • Depth and range of material. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented. • Effective use of terminology is used throughout.
6-8	• A reasonable evaluation is made of social psychological explanations of schizophrenia • Depth and range of material but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented. • Good use of terminology.
3-5	• A basic evaluation is made of social psychological explanations of schizophrenia. • Depth or range • Structure is reasonable. • A basic conclusion is reached. • Some use of appropriate terminology.
1-2	• A superficial evaluation is made of social psychological explanations of schizophrenia. • Answer lacks structure. • There is no conclusion.
0	• Inappropriate answer given. • No response attempted.

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Stress

6. (a) Describe **one** individual differences explanation and **one** social psychological explanation of stress. [5+5]

Credit **could** be given for:

Individual differences

- Hardiness - Some individuals are said to have a hardy personality, they, unlike others, might be able to deal with stressors. They might respond to stressful experiences as opportunities for personal growth.
- Self-efficacy - Based upon Bandura's work this view suggests that high levels of self-efficacy acts to decrease people's potential for experiencing negative stress feelings by increasing their sense of being in control of the situations they encounter.
- Type A, type B personalities - This explanation suggests certain individuals (Type A's) (very ambitious, target driven and often very impatient), will have a greater physiological response to the stress. Type B's who's more laid-back attitude results in lower physiological response to stressful situations mirrors fewer health problems.
- Any other appropriate individual differences explanation.

Social psychological

- Daily hassles – An approach to examine stress through the influence of smaller hassles than larger life events: the minor everyday irritations that can trigger stress. It is the belief that such irritations can accumulate or can be amplified by other ongoing stressors. The impact of such irritations can also be affected by the relative presence (or absence) systems of social support.
- Life events. Influence by the research of Holmes and Rahe; one's level of stress and its impact on an individual can be substantially affected by the presence of absence of significant life events such as divorce, death of a partner, change in financial circumstance etc. It is these that lead to illness and other negative outcomes.
- Locus of control. An explanation that suggests that the explanation of stress depends on where the individual concerned identifies the 'place' (locus) of control is of stress. Those that believe their opportunities and choices are out of their control will often perceive situations more stressfully and show more stressful reactions compared to those that have an internal locus of control.
- Any other appropriate social psychological explanation.

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Marks	AO1
5	• Description of one individual differences explanation of stress is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of one individual differences explanation of stress is reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
1-2	• Description of one individual differences explanation of stress is superficial. • Depth or range. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.
Marks	**AO1**
5	• Description of one social psychological explanation of stress is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of one social psychological explanation of stress is reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
1-2	• Description of one social psychological explanation of stress is superficial. • Depth or range. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(b) 'No one method of modifying stress provides a clear solution to resolving the negative impact stress has on individuals.'

Evaluate methods of modifying stress with reference to this statement. [15]

Credit **could** be given for:

- Candidates illustrating the way in which methods of modifying stress cannot effectively modify the negative impact stress has on individuals through reference to the weakness of the methods of modifications examined.
- Candidates illustrating the way in which methods of modifying stress can singularly, or in combination with other techniques, modify the negative impact stress has on individuals through reference to the strengths of methods of modifications examined.
- Assessment of the statement in the light of research / conclusions drawn from investigations examining the impact of methods of modification for stress.
- Any other appropriate reference.

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

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AO3
Credit **could** be given for: **Beta Blockers** • Examples of supporting evidence: Varieties of evidence to show the effectiveness of Beta Blockers such as Neftel *et. al.* (1982), in addition to Schwabe *et. al.* (2011) illustrating avoidance of stress induced habit behaviour. • Examples of refuting evidence: Limited effectiveness in long term especially if there are other non-psychological causes of stress (psychological / emotional). As with any medication there are side effects – especially if stopped suddenly. Not a cure for anxiety simply relieving symptoms in the short term. **Stress inoculation training** • Examples of supporting evidence: May be more appropriate at giving individuals a long-term coping strategy. Benefit of use can be seen in multiple contexts (Saunders *et. al.* 1996; Sheehy *et. al.* (2004). Foa *et. al.* (1991, 1999) effective at reducing symptoms, similarly to prolonged exposure. Meichenbaum (2007) emphasising how useful SIT is given the modern days' wider range of potential stressors. • Examples of refuting evidence: Foa *et. al.* (1991, 1999) suggested that over prolonged periods of time little difference between SIT and prolonged exposure. SIT can be time consuming, although Meichembaum has shown that it can be effective in short bursts. • It is very possible that candidates may bring in research from other possible modifications as a way of illustrating weakness in the modification systems currently examined. • Any other appropriate evaluation.

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Marks	AO3
9-10	• A thorough evaluation is made of methods of modifying stress. • Depth and range of material. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented. • Effective use of terminology is used throughout.
6-8	• A reasonable evaluation is made of methods of modifying stress. • Depth and range of material but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented. • Good use of terminology.
3-5	• Basic evaluation is made of methods of modifying stress. • Structure is reasonable. • Depth or range of material. • A basic conclusion is reached. • Some use of appropriate terminology. **OR** • A thorough evaluation is made of one method of modifying stress. • Depth and range of material. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented. • Effective use of terminology throughout.
1-2	• Superficial evaluation is made of methods of modifying stress. • Answer lacks structure. • There is no conclusion. **OR** • A reasonable evaluation is made of one method of modifying stress. • Depth and range but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented. • Good use of terminology.
0	• Inappropriate answer given. • No response attempted.

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Controversies

Sexism

7. 'Women in psychology have gone from a position of invisibility to one of influence.'

Discuss the extent to which you agree with this statement. [25]

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures in theoretical and practical context when handling qualitative and quantitative data.

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 appropriate and linked to the statement made.

Candidates **could** refer to:

A clear and consistent reference to the quotation through:

- Reference to appropriately selected research that illustrates / contributes to the debate about invisibility (or not) of women in psychology. This is best achieved through reference to the historical and social contexts in which psychological theory and research has been developed.
- Judging if psychology is biased in its development of knowledge. Reference to the related issue of heterosexism as well as gender difference and gender bias allow avenues for effective commentary in response to the statement.
- Examining appropriately selected research that does / does not illustrate sexism within the discipline of psychology.
- Examining origins of sexist research from within psychology.
- Impact of sexism from the psychological approaches.
- Other relevant examples that contribute to this debate from different areas of study.

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. • Effective use of terminology. • Clear reference to the statement.
6-8	• Evidence used is appropriate. • Details may have minor inaccuracies. • There is depth and range to material, but not in equal measure. • Good use of terminology. • Reasonable reference to the statement.
3-5	• Evidence used is not always made relevant to comments made. • 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	• Evidence used is not appropriate to the comments made. • Very little use of appropriate terminology. • No reference to the statement.
0	• Inappropriate answer given. • No response attempted.

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This question is focused mainly on analysing, interpreting and evaluating scientific information, ideas and evidence, including in relation to issues, to develop and refine practical design and procedures.

This question centres on whether psychological research is sexist, and more importantly requires candidates to engage specifically with the is of invisibility (or not) of women in academic psychology. The candidate needs to assess the extent to which this statement is true, concluding appropriately based upon the evidence presented.

Indicative direction of argument **might** be:

Supporting Argument

- Female researchers have made a significant and widely varied impact on academic psychology. For example, Elizabeth Loftus, Uta Frith, Harriet Ball.
- Varied research examples in psychology across many different topic areas that illustrate reduction of sexism and that the "female footprint" in psychology is increasing.
- The fact that despite early research with an androcentric focus that clearly represented historical or social contexts, contemporary research illustrates movement towards balance.
- Clear evidence of reduction bias in theories / methods / explanations in psychology.
- Any other appropriate evaluation points.

Against Argument

- Reference to and analysis of studies / research that have been conducted in ways that continue ignore / show limited appreciation of differing view / perspectives / experiences of male and females.
- Increasingly women, now contribute towards the academic discipline of psychology, there is a greater female footprint, but not total equality. Work needs to be done to increase equality increasing the influence and reducing the invisibility.
- Use of selected research (across psychology – Kohlberg, Raine, Milgram etc.) to illustrate a continued lack of appreciation of female perspective and difference of experience.
- Any other appropriate evaluation point.
- 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 discussion. • Evaluative comments are evidentially relevant to the context. • Structure is logical. • An appropriate conclusion is reached based on the evidence presented.
10-12	• A thorough interpretation of the key issue. • Discussion is well-developed and balanced. • The evaluative comments are clearly relevant to the context. • Structure is mostly logical. • A reasonable conclusion is reached based upon the analysis of evidence.
7-9	• A reasonable interpretation of the key issue. • Discussion is reasonable but may be one-sided. • The evaluative comments made tend to be generic (not in context). • Structure is reasonable. • A basic conclusion is made based on the analysis of the evidence.
4-6	• May be some misinterpretation regarding the key issue. • Discussion is basic but creditworthy. • Answer does not move beyond assertions. • Structure is basic. • Any conclusion may be contradictory with the flow of the answer.
1-3	• There is no engagement with the issue beyond simple rewording. • Limited discussion or no sense of argument. • Limited or no evaluation. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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Non-human animals

8. ‘Using non-human animals in psychology is unavoidable.’

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

This question is synoptic, and therefore the material used by candidates in this debate can be drawn from any area of Psychology. Examiners should expect candidates to draw on psychological concepts, research, evidence, studies or theories from any approach studied in their course.

Candidates **could** refer to:

A clear and consistent reference to the quotation through:

Candidates will be expected to make reference to the quotation. In so doing they might:

- Establish if research using non-human animals is avoidable or not, especially in the context of the development of BPS Guidelines for Psychologists Working with Animals.
- Develop commentary which illustrates that non-human animal research in psychology is unavoidable since it provides informative insights into behaviour such as those identified thorough comparative and ethological research.
- Develop commentary that illustrates that the use of non-human animals in psychology is unavoidable due to the clear benefits it has for human patients with conditions (e.g. animals as therapeutic devices).
- Examine research / drawing reference to research which illustrates that non-human animal investigations in psychology should be avoidable since they are problematic (e.g. anthropomorphism and speciesism).
- Examine / draw reference to the impact of such research in wider society.
- Other relevant examples that contribute to this debate from different area of study.

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Mark	AO2
9-10	• Evidence used is well-chosen. • Details are accurate throughout. • There is depth and range to material. • Effective use of terminology. • Clear reference to the statement.
6-8	• Evidence used is appropriate. • Details may have minor inaccuracies. • There is depth and range to material, but not in equal measure. • Good use of terminology. • Reasonable reference to the statement.
3-5	• Evidence used is not always made relevant to comments made. • 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	• Evidence used is not appropriate to the comments made. • 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

- Such research can be useful especially given the very clear structures set out by the BPS about non-human animal testing. Legislation (Animal Act) provide a safe and clear structured set of rules and regulations meaning that needless experiments are avoided.
- Research involving animals to better human life experience e.g. animals as a therapeutic device. (for example, Allen (2003).
- Research involving animals can lead to benefits for humans in terms of their experience of psychopathological disorders (e.g. depression, schizophrenia). Research can identify possible causes and establish if treatments can reduce the severity of symptoms and thus reduce the impact of the disorder.
- Ethological study research involving non-human animals has limited impact on animals being observed. E.g. Lorenz (1935).

Against

- Animals are animals and not humans – so experimental research findings are only limited to the animal being tested. Generalisation to humans is difficult if not impossible. This means that the importance of such findings are reduced and the pain / suffering the animal has ensured is needless. Candidates can inform this view by reference to research studies that have been conducted on animals: e.g. research into dopamine hypothesis in schizophrenia (e.g. Randrup and Munkvad (1966) etc.
- Pure issue of animal rights. Is it ethically appropriate to make use of animals in research simply because they are a less complex species than ourselves? Some would argue (e.g. Tom Regan (1984) that there is no circumstance in which an animal should be tested – even if it is for the betterment of human life.

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- Some research has been ethically questionable – and seen as detrimental to the animals concerned. Is the long-lasting impact of such studies worthwhile? For example – Harry Harlow's research into attachment of young monkeys.
- Varied research that illustrates the distress, harm, and limited protection given to non-human animals in research in varied aspects of psychology. Examples can be used across different topics in psychology – (E.g. Stress – Executive Monkey Study – Brady 1957) etc.
- 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.

Marks	AO3
13-15	• A sophisticated and articulate interpretation of the issue. • Thoroughly well developed and balanced discussion. • Evaluative comments are evidentially relevant to the context. • Structure is logical. • An appropriate conclusion is reached based on the evidence presented.
10-12	• A thorough interpretation of the key issue. • Discussion is well-developed and balanced. • The evaluative comments are clearly relevant to the context. • Structure is mostly logical. • A reasonable conclusion is reached based upon the analysis of evidence.
7-9	• A reasonable interpretation of the key issue. • Discussion is reasonable but may be one-sided. • The evaluative comments made tend to be generic (not in context). • Structure is reasonable. • A basic conclusion is made based on the analysis of the evidence.
4-6	• May be some misinterpretation regarding the key issue. • Discussion is basic but creditworthy. • Answer does not move beyond assertions. • Structure is basic. • Any conclusion may be contradictory with the flow of the answer.
1-3	• There is no engagement with the issue beyond simple rewording. • Limited discussion or no sense of argument. • Limited or no evaluation. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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