GCE A LEVEL MARKING SCHEME

SUMMER 2018

A LEVEL (NEW)
PSYCHOLOGY - UNIT 3
1290U30-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2018 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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PSYCHOLOGY - UNIT 3

SUMMER 2018 MARK SCHEME

1. Addictive behaviours

(a) Describe **two** social psychological explanations of addictive behaviours. **[10]**

This is an AO1 question.

There are three social psychological explanations of addictive behaviours named on the specification and these are:

- Co-morbidity with mental illness (especially mood and anxiety disorders; relationship is complex. Some addictive behaviours, especially drug addictions may lead to other symptoms such as psychosis and some addictive behaviours may be a form of self-medication or coping strategy for symptoms such as anxiety and depression).
  For example, persons diagnosed with mood or anxiety disorders are likely to suffer also from a drug use disorder (abuse or dependence) and the same is true for those diagnosed with an antisocial syndrome, such as antisocial personality or conduct disorder.
- Peer pressure (concepts including SLT, social norms and reinforcement).
- Role of the media (concepts including social norms, SLT, Vicarious reinforcement exposure).
- Any other appropriate social psychological explanation.

Marks	AO1
9-10	• Description of two social psychological explanations of addictive behaviour is thorough and accurate. • There is depth and range to material included. • Effective use of terminology throughout. • Logical Structure.
6-8	• Description of two social psychological explanations of addictive behaviour 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 two social psychological explanations of addictive behaviour is basic in detail and accuracy. • There is depth or range only in material used • Some use of appropriate terminology • Reasonable structure. **OR** • Description of one social psychological explanation of addictive behaviour is thorough and accurate.

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1-2	• Description of two social psychological explanations of addictive behaviour is superficial in detail and accuracy. • Very little use of appropriate terminology • Answer lacks structure. **OR** • Description of one social psychological explanation of addictive behaviour is reasonably detailed and accurate.
0	• Inappropriate answer given • No response attempted

(b) Briefly describe how biological explanations could be applied to modifying addictive behaviours **[5]**

This is an AO2 question.

Credit can be given for:

- A demonstration of the understanding of the way that the general biological approach would be applied to modifying addictive behaviours.
- Linking the biological approach to a broad (or specific named) method of modifying addictive behaviours (most likely agonist and antagonist substitution / aversion therapy).
- Any other appropriate description.

N.B. Candidates are not required to demonstrate detailed knowledge of specific methods of modifying behaviour other than the named methods from the specification.

Marks	**AO2**
5	• The evidence used is well-chosen and applied effectively to develop the argument. • The way in which biological explanations could be applied to modifying addictive behaviours has been clearly described. • The details are accurate.
3-4	• Appropriate evidence used and applied to the argument. • The way in which biological explanations could be applied to modifying addictive behaviours has been described. • The details are mostly accurate.
1-2	• Evidence used is descriptive but not applied or has weak links to modifying addictive behaviours. • There may be inaccuracies throughout.
0	• No evidence included. • No attempt at application.

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(c) Evaluate methods of modifying addictive behaviours. **[10]**

This is an AO3 question.

Credit could be given for;

Any method of modifying addictive behaviours can be used to answer this question. The ones identified on the specification are as follows: agonist and antagonist substitution and aversion therapy.

- Agonist and antagonist substitution.

This method of modifying behaviour is based on the biological approach and are primarily used to treat drug addiction but have more recently been used in the treatment of behavioural addictions as well. One example of an agonist substitution is methadone used as a substitute for heroin; having some of the same effects and reducing cravings / withdrawal symptoms. Antagonist substitution blocks the function of a substance (rather than mimics it). For example, naltrexone is used to block the pleasurable effects of opioids and so make them less addictive.

- Aversion therapy.

This method of modifying behaviour is based on the behaviourist approach and is based on changing (or unlearning) associations. It may use drugs such as Antabuse to do this.
Cognitive approaches such as R.E.T could be used (e.g. the work of Griffiths).
Drug therapy could also be suggested to help cope with associated symptoms such as anxiety.

The focus of the answer should be on an evaluation of the methods rather than simple description of the methods (which would be A01). Points may include:

- The validity of the method of modification.
- The usefulness / effectiveness of the method of modification.
- The application of the explanation to the method of modification.
- Cultural or other bias inherent in the explanation.
- Position on debates such as nature – nurture, free will – determinism.
- Comparison with other explanations.
- Any other appropriate evaluation.

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

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2. Autistic spectrum behaviours

(a) Describe **two** explanations of autistic spectrum behaviours.

This is an AO1 question.

- The specification includes the following explanations:
- Biological explanations: amygdala dysfunction, chloride ions at birth, genetic predisposition. The amygdala has been implicated in autism as it is crucial in social and emotional responses. Although in adulthood there is no difference in the volume of the amygdala, it is during development that significant differences are found, with larger than normal growth in amygdala volume in children with ASD. While the foetus is in the womb, chloride ions are at a high level and this is reduced rapidly during birth, controlled be the release of oxytocin. When the release of oxytocin is blocked, the level of chloride ions remain high and this has been implicated in the development of ASD. There is also significant evidence that ASD has a genetic component. This is supported by a number of family / twin studies.
- Individual differences explanations: gender differences, theory of mind, weak central coherence. Gender differences in ASD are well established. Males are significantly more likely to develop ASD leading to a genetic theory of the causes. Theory of mind suggests that ASD can be explained through cognitive deficits, namely the inability to process other people's mental states. This is referred to as 'mindblindness' and accounts for many of the social and communicative impairments of ASD. Weak central coherence theory suggests that whilst some individuals with ASD may be skilled at some processing tasks, they struggle to put together 'the whole picture' or the broader context and may focus instead on tiny details.
- Social psychological explanations: male behaviour, empathising-systemising theory, refrigerator mother. The theory of male behaviour suggests that male traits such as systemising are seen in extreme forms in ASD. Empathising - systemising theory suggests that individuals with ASD have a preference for systemising over empathising. This explains aspects of ASD that theory of mind is unable to explain, such as the non-social aspects of ASD (need for order and routine) and the fact that ASD is more common in males, as males tend to be systemisers and females tend to be empathisers. The refrigerator mother is a psychodynamic theory and suggests that a certain type of parent (cold, unemotional and overly intellectual in their approach to parenting) may be implicated in the development of ASD.
- Any other appropriate explanation for autistic spectrum behaviours.

Candidates may choose ANY two explanations. If candidate describes more than two explanations, then the best two can be credited.

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Marks	AO1
9-10	• Description of the two explanations for autistic spectrum behaviours is thorough and accurate. • There is depth and range to material included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of the two explanations for autistic spectrum 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 the two explanations for autistic spectrum behaviours is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Reasonable structure. • OR Description of one explanation of autistic spectrum behaviours is thorough and accurate.
1-2	• Description of the two explanations of autistic spectrum behaviours is superficial. • Little use of appropriate terminology. • Answer lacks clarity. OR • Description of the one explanation for autistic spectrum behaviours is reasonably detailed and accurate.
0	• Inappropriate answer given • No response attempted

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Sian is a teaching assistant supporting children with autistic spectrum disorders. She supports two children. David struggles with social interaction and expressing his emotions and Clare struggles with communication skills.

(b) With reference to the scenario, evaluate methods of modifying autistic spectrum behaviours that Sian could use to support David and Clare. **[15]**

This is an AO3 (10 marks) and AO2 (5 marks) question.
The methods of modifying autistic spectrum behaviours which are named on the specification are:

- Picture Exchange Communication System (PECS)Relationship Development Intervention
- Any other appropriate method of modifying autistic spectrum behaviours can be credited.

AO3 marks
The focus of the answer should be on the evalution of the methods rather than simple description of the methods (which would be AO1). Points may include:

- The validity of the method of modification
- The usefulness / effectiveness of the method of modification,
- The application of the explanation to the method of modification
- Cultural or other bias inherent in the explanation.
- Position on debates such as nature – nurture, free will – determinism
- Comparison with other explanations
- Any other appropriate evaluation.

AO2 marks
AO2 marks will be awarded for effective selection and application of the material to the scenario.
This might include:

- Specific suggestions for techniques that might be more effective for one child (for example PECS for Clare and RDI for David) or applications to the role of teaching assistant / support for children with autistic spectrum behaviours.
- Any other appropriate application.

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

Marks	AO2
5	• The evidence used is well-chosen and applied effectively to the scenario. • The details are accurate.
3-4	• Appropriate evidence used and applied to the scenario. • The details are mostly accurate.
1-2	• Evidence used is applied only superficially to the scenario. • There may be inaccuracies throughout.
0	• No evidence included. • No attempt at application.

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3. Bullying behaviours.

(a) (i) Briefly explain how social psychological explanations could be applied to modifying bullying behaviour. **[5]**

This is an AO2 question.

Credit can be given for:

- A demonstration of the understanding of the way that the general social psychological approach would be applied to modifying bullying behaviours.
- Linking the social psychological approach to a broad (or specific named) method of modifying bullying behaviours (most likely the Creating a Peaceful School Environment or the Olweus Bullying Prevention Programme).
- Any other appropriate application.

N.B. Candidates are not required to demonstrate detailed knowledge of specific methods of modifying behaviours other than the named methods from the specification.

Marks	AO2
5	• The evidence used is well-chosen and applied effectively to develop the argument. • The way in which social psychological explanations could be applied to modifying bullying behaviours has been clearly explained • The details are accurate.
3-4	• Appropriate evidence used and applied to the argument. • The way in which social psychological explanations could be applied to modifying bullying behaviours has been explained. • The details are mostly accurate.
1-2	• Evidence used. • Social psychological explanations have only been superficially applied to modifying bullying behaviours. • There may be inaccuracies throughout.
0	• No evidence included. • No attempt at application.

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(ii) Discuss the strengths and weaknesses of biological explanations for bullying behaviours. **[10]**

This is an AO3 question.

The biological explanations named on the specification are as follows:

- Bullying genes. This explanation is based on the assumption that there may be genes underpinning bullying behaviours and has a particular focus on studies that show a genetic component to aggression.
- Evolved gender differences. This is an evolutionary theory which suggests that some adaptive advantage may result from bullying such as status and dominance and therefore a greater chance of survival / reproduction.
- Hormones. Both testosterone and cortisol have been shown to be implicated in bullying behaviours.
- Any other appropriate biological explanation.

The focus of the answer should be on the strengths and weaknesses of the methods rather than simple description of the methods (which would be AO1). Strengths and weaknesses may include:

- The validity of the explanation.
- The usefulness of the explanation.
- The application of the explanation to the method of modification
- Cultural or other bias inherent in the explanation.
- Position on debates such as nature – nurture, free will – determinism
- Comparison with other explanations
- Any other appropriate strength or weakness.

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

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(b) Describe **two** methods of modifying bullying behaviours. **[10]**

This is an AO1 question.

Credit **could** be given for;

- Creating a Peaceful School Learning Environment (CAPSLE).
  This approach addresses the relationship between the bully, the victim and the bystander. CAPSLE is a school-wide bullying prevention program that focuses on altering the school environment in such a way that children are better able to 'mentalise' or understand the motivations for each other's behaviour.

- CAPSLE is based upon three goals. These are:
  - Instilling self-esteem, respect, and compassion in students through the acquisition of social and physical skills and philosophies derived, in part from martial arts.
  - Making students, parents, and all staff aware of the bully-victim-bystander power dynamics so that they can quickly recognise them in their own interactions with others.
  - Giving students tools for solving conflicts in nonphysical ways and teaching them to utilise better and more effective coping skills.
- The CAPSLE program incorporates ten basic elements. These are:

1. Structured / classroom discussions.
2. Zero tolerance for bullying, being a bystander, and being a victim.
3. Peace flag and banners.
4. Reinforcement.
5. Gentle warrior lessons.
6. Peer mentor program.
7. Bruno program.
8. Honour patrol.
9. Family power struggle workshops.
10. Monthly CAPSLE program meetings.

Further information can be found here:
http://www.backofbully.com/PDF%20files/PeacefuSchools/manual.pdf

- The programme is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include: reducing existing bullying problems among students, preventing the development of new bullying problems and achieving better peer relations at school.

- The programme consists of a questionnaire to identify the extent of the bullying and then components at four levels: School Level, Classroom Level, Individual Level, and Community Level.

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- Olweus Bullying Prevention Programme.
- This programme was developed in Norway by Olweus (1983) in response to the suicide of three boys who had been bullied. It's aim is to improve the relationship between peers within the school environment and to make schools safer places. It takes a 'whole school' approach and starts from the premise that bullying at four different levels:
- The individual level: punishments for bullies and support for victims. Individual interventions always involve parents and referrals to specialists may follow.
- The class level: a crucial element of the programme is the weekly meeting. These promote anti-bullying norms and establish anti-bullying rules.
- The school level: This involves the use of the Olweus Anti-bullying questionnaire completed anonymously by all students, a school wide training day, a bullying prevention coordinating committee and a system of monitoring 'hot-spots' around the school where bullying is most likely to occur.
- Community level: Posters, leaflets and events for the wider community are used to involve people beyond the school.

  Further information can be found here:
  http://violencepreventionworks.org/public/index.page

- Any other appropriate method of modifying bullying behaviour.

Marks	AO1
9-10	• Description of two methods of modifying bullying behaviour is thorough and accurate. • There is depth and range to material included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of two methods of modifying bullying behaviour is reasonably detailed and accurate. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • The structure is mostly logical.
3-5	• Description of two methods of modifying bullying behaviour is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Reasonable structure. OR • Description of only one method of bullying behaviours is thorough and accurate.
1-2	• Description of two methods of modifying bullying behaviour is superficial. • Very little use of appropriate terminology. • Answer lacks structure. OR • Description of only one method of bullying behaviours is reasonably detailed and accurate.
0	• Inappropriate answer given. • No response attempted.

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4. Criminal behaviours

(a) (i) Describe **one** biological explanation for criminal behaviour. **[5]**

This is an AO1 question.

The biological explanations named on the specification include:

- Disinhibition hypothesis. This explanation focuses on the role of inhibition. Most of the time we are inhibited from behaving aggressively or in a criminal manner. However there may be specific dysfunctions in brain functioning (from either a genetic, brain damage or due to the effects of drugs or alcohol) which mean that we are unable to inhibit socially inappropriate behaviour.
- Inherited criminality. This explanation focusses on the possibility of there being a 'criminal gene' including MAOA and CDH13. Evidence supporting these explanations comes from family studies showing high levels of impulsive and violent behaviour when levels of MAOA was low. Genetic differences may also cause differences in neurotransmitter functioning or brain activity, such as the findings by Raine that reduced functioning in the prefrontal cortex is implicated in criminal behaviour.
- Role of the amygdala. The amygdala has long been known to play a role in emotional behaviour and evidence suggests that amygdala dysfunction plays a key role in psychopathy.
- Any other appropriate explanation can be credited.

Marks	AO1
5	• Description of explanation is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of explanation is reasonably detailed and accurate. • There is depth and range to the material used but not in equal measure. • Good use of terminology. • Structure is mostly logical.
1-2	• Description of explanation is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(ii) Describe **one** individual differences explanation for criminal behaviour. **[5]**

This is an AO1 question.

The individual differences explanations named on the specification include:

- Eysenck's criminal personality. This is a trait theory of personality based on three key dimensions; introversion - extraversion, neuroticism - stability and psychoticism - normality. Extraverts seek more arousal and thus are more likely to engage in criminal behaviours, neurotics are unable and may over-react to situations where they feel threatened and psychoticism is associated with a lack of empathy and increased aggression.
- Intelligence factors. There is some evidence that intelligence and crime are negatively correlated. There appears to be a stronger correlation between learning difficulties and involvement in criminal behaviour, although social factors are likely to be involved here.
- Psychopathic personality. Psychopathy is characterised by a lack of empathy and manipulative behaviour. Psychopaths are thought to make up a significant proportion of the prison population and to be responsible for a high proportion of all crime, especially violent and sexual crimes.
- Any other appropriate individual differnces explanation.

Marks	AO1
5	• Description of explanation is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of explanation is reasonably detailed and accurate. • There is depth and range to the material used but not in equal measure. • Good use of terminology. • Structure is mostly logical.
1-2	• Description of explanation is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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Rhys works in a young offender's institution. His clients are young males whose criminal behaviours have included acts of violence and theft.

(b) With reference to the scenario, consider the strengths and weaknesses of Rhys using **either** anger management **or** restorative justice in attempting to modify the criminal behaviours of his clients. **[15]**

This is an AO3 (10 marks) and A02 (5 marks) question.

Anger management and restorative justice are named on the specification.

- Anger management is a cognitive behavioural approach which aims to change the way an individual thinks and responds. This has the aim of reducing angry and aggressive outbursts in prison and also aims to rehabilitate and reduce re-offending.

- Restorative justice usually involves communication with the victim or with the family of the victim. This may be a face to face meeting but may also be a letter or even a payment of some kind. A meeting / letter would allow a victim to explain the impact of the crime and it is hoped that this would encourage the offender to take responsibility for his actions.

AO3 marks
The focus of the answer should be on the strengths and weaknesses of the methods rather than simple description of the methods (which would be A01). Strengths and weaknesses may include:

- The validity of the method of modification.
- The usefulness / effectiveness of the method of modification.
- The application of the explanation to the method of modification.
- Cultural or other bias inherent in the explanation.
- Position on debates such as nature – nurture, free will – determinism.
- Comparison with other explanations .
- Any other appropriate strength/weakness.

AO2 marks
AO2 marks will be awarded for effective selection and application of the material to the scenario.

This might include:

- Specific suggestions for techniques that might work for theft or for violence or applications to the work of a young offenders' institution.
- Advice for Rhys.

- Any other appropriate application.

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Marks	AO3
9-10	• A thorough evaluation made of the strengths and weaknesses of either restorative justice or anger management in modifying criminal behaviours. • Structure is logical throughout. • Depth and range included. • An appropriate conclusion is reached based on evidence presented.
6-8	• A reasonable evaluation is made of the strengths and weaknesses of either restorative justice or anger management in modifying criminal behaviours. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based on evidence presented.
3-5	• Basic evaluation is made of the strengths and weaknesses of either restorative justice or anger management in modifying criminal behaviours. • Structure is reasonable. • Depth or range. • A basic conclusion is reached. **OR** • Thorough evaluation of strengths or weaknesses of either restorative justice or anger management in modifying criminal behaviours.
1-2	• Superficial evaluation is made of the strengths and weaknesses of either restorative justice or anger management in modifying criminal behaviours. • Answer lacks structure. • There is no conclusion. OR Reasonable evaluation of strengths or weaknesses of either restorative justice or anger management in modifying criminal behaviours.
0	• Inappropriate answer given. • No response attempted.

Marks	AO2
5	• The evidence used is well-chosen and applied effectively to the scenario • The details are accurate.
3-4	• Appropriate evidence used and applied to the scenario • The details are mostly accurate.
1-2	• Evidence used is applied only superficially to the scenario. • There may be inaccuracies throughout.
0	• No evidence included. • No attempt at application.

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5. Schizophrenia

(a) Identify and describe the characteristics of schizophrenia. **[10]**

Credit **could** be given for:

- Delusions: of persecution, of grandeur, or reference, of control.
- Hallucinations: e.g. auditory, visual (seeing objects and / or things).
- Disorganised speech: e.g. word salad.
- Disorganised behaviour: e.g. lack of inhibition, bizarre and unpredictable.
- 'Negative' symptoms: social withdrawal, deterioration of personal hygiene, inability to cry or express joy, unable to concentrate.
- Duration of symptoms necessary for diagnosis.

- Any other appropriate characteristic.

Marks	AO1
9-10	• Identification and description of the characteristics of schizophrenia are thorough and accurate. • There is depth and range to material included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of the characteristics of 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 the characteristics of 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 the characteristics of schizophrenia is superficial. • Little use of appropriate terminology. • Answer lacks clarity.
0	• Inappropriate answer given. • No response attempted.

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(b) Some psychologists would suggest that individual differences explanations do not fully explain schizophrenia.
With reference to this statement, evaluate individual differences explanations of schizophrenia. **[15]**

The individual differences explanations named on the specification include:

- Thought disorder. This is a cognitive explanation suggesting that schizophrenia can be explained in terms of dysfunctions in the perceptual and attentional processing. This has been used to explain hallucinations and other negative symptoms.
- Schizophrenogenic mother. This explanation comes from the psychodynamic approach and argues that the mother-child relationship is crucial in understanding normal and abnormal development. Schizophrenogenic mothers are both overprotective and controlling and at the same time, rejecting and distant, producing an extremely vulnerable child.
- Sex differences. Schizophrenia is more common in males than females and this is likely to be due to specific behaviours that are also more commonly found in males, such as substance abuse or different life events.
- Any other appropriate explanation.

Candidates must refer to at least two explanations and these can be two of the above or any other appropriate explanation. This question is A02 and A03 only. The focus should be on the evaluation of the social psychological explanations and not the description of the explanations.

- Evaluation points are likely to include:
- The validity of the explanation.
- The evidence for and against the explanation.
- The usefulness of the explanation.
- The application of the explanation to therapy.
- Comparison with other explanations.
- Cultural or other bias inherent in the explanation.
- Any other evaluation point to be credited.

AO2 marks will be awarded for effective selection and application of the material to the statement.

This might include:

- Evidence supporting an individual differences explanation of schizophrenia.
- Evidence challenging an individual differences explanation of schizophrenia.
- Conclusions in relation to the statement.
- Any other appropriate application.

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Marks	AO2
5	• The evidence used is well-chosen and applied effectively. The evaluation of individual differences explanations of schizophrenia has been effectively applied to the statement. • The details are accurate.
3-4	• Appropriate evidence used and applied. The evaluation of individual differences explanations of schizophrenia has been applied to the statement. • The details are mostly accurate.
1-2	• Evidence used is applied only superficially. The evaluation of individual differences explanations of schizophrenia has been applied in superficial ways to the statement. • There may be inaccuracies throughout.
0	• No evidence included. • No attempt at application.

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

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6. Stress

(a) Describe **two** ways of modifying stress. **[5+5]**

This is an A01 question

The ways of modifying stress identified on the specification are:

- Beta blockers
- Stress inoculation training

  - Beta blockers are drugs which are used to lower blood pressure and which can also be effective in treating the symptoms of stress. They work by reducing the activity of the sympathetic nervous system and prevent many of the outward signs of stress such as shaking and sweating.

  - Stress inoculation training is a cognitive behavioural approach which aims to improve resilience to stress by helping them to develop coping mechanisms and to improve their confidence (e.g. Saunders *et. al*. 1996 – effect of SIT on anxiety and performance, Lockwood, 1989).It consists of three overlapping phases: conceptualisation and rehearsal and application.

- Any other appropriate method of modifying stress..

For each method of modifying stress

Marks	AO1
5	• Description of method of modifying stress is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of method of modifying stress is reasonably detailed and accurate. • There is depth and range to the material used but not in equal measure. • Good use of terminology. • Structure is mostly logical.
1-2	• Description of method of modifying stress is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(b) Stress can be explained from both biological and social psychological perspectives.

With reference to this statement, evaluate explanations of stress. **[15]**

This is an AO3 (10 marks) and AO2 (5 marks) question.

Any of the biological / social psychological explanations of stress can be evaluated in answer to this question. The ones named on the specification are:

- Biological explanations: adrenaline, evolutionary adaptation, stress genes. The adrenaline explanation focuses on the release of adrenaline as part of the 'fight or flight' response and would have been highly adaptive in an evolutionary context. The fact that stressors tend to be longer lasting and leave the individual in a permanent state of arousal, with no action to take, means that there are negative long term effects. There are also thought to be stress genes determining our ability to withstand stressful situations.
- Social psychological explanations: daily hassles, life events, locus of control. Life events are events that require significant adaptation such as marriage, moving house or leaving home to start university. These can be measured in life change units (LCUs) and high LCU scores are correlated with illness. Daily hassles approach argues that major life events may be rarely experienced but that stress can be caused by repeated minor hassles, such as noise levels and other environmental factors. These can have an accumulation effect. Locus of control can be internal, where individuals feel in control of the things that happen to them, or external, where individuals feel that circumstances are outside of their control.
- Evaluation of any other appropriate biological / social psychological explanation can be credited.

Candidates must refer to both explanations and these can be two of the above or any other appropriate explanation. This question is A02 and A03 only. The focus should be on the evaluation of the explanations of stress and not the description of the explanations.

- Evaluation points are likely to include:
- The validity of the explanation.
- The evidence for and against the explanation.
- The usefulness of the explanation.
- The application of the explanation to therapy.
- Comparison with other explanations .
- Cultural or other bias inherent in the explanation.
- Any other evaluation point to be credited.

AO2 marks will be awarded for effective selection and application of the material to the statement.
This might include:

- Evidence supporting / challenging biological explanations of stress.
- Evidence supporting / challenging social psychological explanations of stress. Conclusions in relation to the statement.
- Any other appropriate application.

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Marks	AO2
5	• The evidence used is well-chosen and applied effectively. The evaluation of explanations of stress has been effectively applied to the statement. • The details are accurate.
3-4	• Appropriate evidence used and applied. The evaluation of explanations of stress has been applied to the statement. • The details are mostly accurate.
1-2	• Evidence used is applied only superficially. The evaluation of explanations of stress has been applied in superficial ways to the statement**.** • There may be inaccuracies throughout.
0	• No evidence included. • No attempt at application.

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

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Section B: Controversies

Cultural bias

7. Cultural bias can be described as the interpretation and judgement of behaviours from the perspective of one's own culture.
With reference to psychological research, discuss whether it is ever possible for psychology to be free from cultural bias. **[25]**

It is necessary for candidates to address both sides of the debate about the possibility of psychology ever being free from cultural bias.

In support of the argument that psychology could be free from cultural bias:

- Greater understanding of different cultures through cross cultural research and
- Greater recognition of our own ethnocentrism through conducting research.
- It could be argued that the more research is done, the less likely we are to be culturally biased.
- Psychology could be free from cultural bias if there was an effort made to conduct research with different samples in different cultures (rather than the over reliance on psychology undergraduates) and to involve 'local' researchers in the collection and analysis of data.

To challenge this argument and to argue that psychology will never be free from cultural bias:

- Natural tendency towards ethnocentrism.
- Alpha and beta bias.
- Western bias in textbooks.
- Funding and review mechanisms make widening participation unlikely.

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

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

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Non-human animals

8. Non-human animals can successfully be used as a therapeutic device and research has demonstrated positive effects on stress, mental health and attachment. However, when animals are used, it is important to consider the ethical issues.
Using examples, critically discuss the use of non-human animals as a therapeutic device. **[25]**

It is necessary for candidates to address both sides of the debate (strengths and limitations) of the use of non-human animals as a therapeutic device.

In support of the use of non-human animals as a therapeutic device:

Research showing that non-human animals can have positive effects on stress, mental health and may aid with attachments. Evidence has shown effectiveness in many areas including schizophrenia, developmental disabilities and Down's syndrome.

However:

Serious methodological issues in much of this research including small sample sizes and lack of control groups. Lots of possible confounding variables. The wording of the question allows candidates to bring in issues relating to the use of non-human animals (ethics / speciesism) but this would need to be specifically related to the use of animals as a therapeutic device and not a generic discussion of the use of non-human animals in research as a whole.

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

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

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