GCE A LEVEL MARKING SCHEME

SUMMER 2022

A LEVEL
PSYCHOLOGY – UNIT 3
1290U30-1

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INTRODUCTION

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

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

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

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Addictive behaviours

1. (a) Briefly describe and evaluate **one** social psychological explanation of addictive behaviours. [10]

The social psychological explanations identified on the specification are as follows: co-morbidity with mental illness, peer pressure, the role of the media.

AO1 credit **will** be given for:

- Social psychological: An individual acts in the way they think the group is acting (descriptive norms). This can lead to addiction if people overestimate the descriptive and injunctive norms within their peer group.
- Social learning theory explains that a person will observe and imitate peers that have higher social status or appear to be rewarded (vicarious reinforcement) through their behaviours. If those behaviours are addictive then this is how an addiction could be initiated.
- Any other appropriate content.

AO3 credit **will** be given for:

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

Marks	AO1
5	• Description of one social psychological explanation of addictive behaviours is thorough and accurate. • There is depth and range to the material used. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of one social psychological explanation of addictive behaviours 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 one social psychological explanation of addictive behaviours is superficial 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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Marks	AO3
5	• A thorough evaluation made of one social psychological explanation of addictive behaviours. • Structure is logical throughout. • Depth and range included.
3-4	• A reasonable evaluation is made of one social psychological explanation of addictive behaviours. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation is made of one social psychological explanation of addictive behaviours. • Structure is reasonable. • Depth or range.
0	• Inappropriate answer given. • No response attempted.

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(b) Briefly describe and evaluate aversion therapy as a method of modifying addictive behaviours. [10]

AO1 credit **will** be given for:

- Aversion therapy would involve conditioning the individual to make unpleasant connections with addictive behaviour. Possible discussion of use to treat addiction to alcohol – Antabuse (disulfiram) – by modifying the way the body metabolises alcohol. Description could also include links to classical conditioning.
- Any other appropriate content.

AO3 credit **will** be given for:

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

Marks	AO1
5	• Description of aversion therapy is thorough and accurate. • There is depth and range to the material used. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of aversion therapy 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 aversion therapy is superficial 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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Marks	AO3
5	• A thorough evaluation made of aversion therapy. • Structure is logical throughout. • Depth and range included.
3-4	• A reasonable evaluation is made of aversion therapy. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation is made of aversion therapy. • Structure is reasonable. • Depth or range.
0	• Inappropriate answer given. • No response attempted.

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

Credit **will** be given for:

- A demonstration of the understanding of the way the general biological viewpoint could be applied to modifying addiction.
- Linking the biological viewpoint to a broad (or specific named) method of modifying addiction.
- Biological explanations focus on addictive genes, dopamine and disease of the brain e.g. antagonist substitution such as naltrexone could decrease the euphoria and pleasure experienced when taking opioids and therefore allowing the individual to gain momentum when staying free from drugs.
- Any other appropriate content.

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

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Autistic spectrum behaviours

2. (a) Briefly describe **two** social psychological explanations of autistic spectrum behaviours. [10]

Credit **will** be given for:

- Named Social psychological explanations on the specification are: 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 content.

Marks	AO1
9-10	• Description of two social psychological explanations of autistic spectrum behaviours is thorough and accurate. • There is depth and range to material used. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of two social psychological explanations of 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 two social psychological explanations of 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 social psychological explanation of autistic spectrum behaviours is thorough and accurate.
1-2	• Description of two social psychological explanations of autistic spectrum behaviours is superficial in detail and accuracy. • 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.
0	• Inappropriate answer given. • No response attempted.

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(b) Dion has recently been diagnosed with autistic spectrum behaviour after concerns raised by his parents and teachers. In particular, they felt he often did not understand other people's point of view, was struggling to communicate his feelings clearly and found social situations challenging.

With reference to the above scenario, evaluate **one** method of modifying Dion's autistic spectrum behaviours. [15]

The methods of modifying autistic spectrum behaviours identified on the specification are as follows: – PECS and RDI.

AO3 credit **will** be given for:

- Research that supports/refutes the effectiveness.
- Ethical and/or social implications.
- Comparison to other methods.
- The validity of the explanation that the method is based on.
- Any other appropriate content.

Credit application to the scenario as AO2 – such as concern from teachers and parents, lack of understanding of others' point of view, struggling to communicate his feeling, challenge facing social situations or any other appropriate application.

Marks	AO3
9-10	• A thorough evaluation made of the chosen method of modification for 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 the chosen method of modification for 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 the chosen method of modification for autistic spectrum behaviours. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• Superficial evaluation is made of the chosen method of modification for autistic spectrum behaviours. • Answer lacks structure. • There is no conclusion.
0	• Inappropriate answer given. • No response attempted.

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

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Bullying Behaviours

3. (a) Bullying can occur in any number of places, contexts or locations. In recent years there has been a vast increase in on-line bullying through phones and social media.

With reference to the statement above, describe the Olweus Bullying Prevention Programme as a method of modifying bullying behaviours. [15]

AO1 credit **will** be given for:

- This is a whole school programme aiming to prevent / reduce bullying throughout a school setting. Working at several levels – school, classroom and individual and community. The programme aims to reduce existing bullying problems among students, prevent the development of new bullying problems, and achieve better peer relations at school.
- OBPP started with 42 schools in Norway to improve the relationships between peers, and to make the learning environment a safer place.
- OBPP considers all possible factors that could contribute to bullying on different levels – individual, class, school, community. Steps taken within these four levels will be detailed.
- Any other appropriate content.

Credit application to the scenario as AO2 – with the latest technology, bullies can now add high-tech strategies to their arsenal of weapons. Rates of cyber bullying range from 7 to 15 percent of youth. When prevention and intervention are absent, the problem is compounded. Students can use Internet-based technologies to tell lies, spread rumours, make threatening comments, and post humiliating images and videos about each other. All of this content can be posted anonymously or under a false name — and viewed at any time by anyone with Internet access. Cruelty goes digital, while perpetrators stay faceless. This makes it doubly hard for students who are cyber bullied to respond. Bullying occurring in different places, contexts or locations, vast increase in on-line bullying, phones and social media. or any other appropriate content.

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Marks	AO1
9-10	• Description of Olweus Bullying Prevention Programme is thorough and accurate. • There is depth and range to material used. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of Olweus Bullying Prevention Programme 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 Olweus Bullying Prevention Programme 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 Olweus Bullying Prevention Programme is superficial. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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

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(b) Briefly evaluate **two** individual differences explanations of bullying behaviours. [10]

The explanations of bullying named on the specification are:
Individual Differences – cognitive biases, narcissistic personality and theory of mind.

Credit **will** be given for:

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

Marks	AO3
9-10	• A thorough evaluation made of individual differences explanations of bullying 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 individual differences explanations of bullying 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 individual differences explanations of bullying behaviours. • Structure is reasonable. • Depth or range. • A basic conclusion is reached. **OR** • A thorough evaluation is made of one individual differences explanation of bullying behaviours.
1-2	• Superficial evaluation is made of individual differences explanations of bullying behaviours. • Answer lacks structure. • There is no conclusion. **OR** • A reasonable evaluation is made of one individual differences explanation of bullying behaviours.
0	• Inappropriate answer given. • No response attempted.

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Criminal Behaviours

4. (a) Briefly describe **one** biological and **one** individual differences explanations of criminal behaviours. [5+5]

Credit **will** be given for:

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 cause, 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. It plays an important role in how we assess and respond to environmental threats, which is why it's critical when explaining aggressive behaviour.
- Any other appropriate content.

The individual differences explanations of criminal behaviours identified on the specification are as follows:

- Eysenck's criminal personality – He suggested that personality traits include dimensions of extraversion, neuroticism and psychoticism. These traits can be linked to criminal behaviours by looking at stimulation. Neurotic personalities tend to be unstable and are likely to over-react in threatening situations.
- Intelligence factors – The idea that there may be a relationship between lower intelligence and crime (James Freeman, 2012). There is a consensus that individuals with below average functioning are disproportionately represented in the prison population. Individuals with below average IQ may be considered a vulnerable group for reasons including being scholastically, vocationally and socially disadvantaged.
- Psychopathic personality – mainly indicative and not determinative of the effect. It is traditionally a personality disorder characterised by persistent antisocial behaviour, impaired empathy and remorse, and bold, disinhibited and egotistical traits. The Myth of Psychopathic Personality Disorder. (Blackburn 1988).
- Any other appropriate content.

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Marks	AO1
5	• Description of one biological/individual differences explanation of criminal behaviours is thorough and accurate. • There is depth and range to the material used. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of one biological/individual differences explanation of criminal behaviours 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 one biological/individual differences explanation of criminal behaviours is superficial 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) Over the last 25 years, the UK prison population has almost doubled in size. However, research has found that around 20% of ex-prisoners will reoffend within a year of leaving prison.

With reference to the above statement, evaluate the effectiveness and social implications of **one** method of modifying criminal behaviours. [15]

The methods of modifying criminal behaviour identified on the specification are as follows: – Restorative Justice and Anger Management.

AO3 credit **will** be given for:

- Research that supports/refutes the effectiveness.
- Ethical and/or social implications.
- Comparison to other methods.
- The validity of the explanation that the method is based on.
- Any other appropriate content.

Credit application to the statement as AO2 – such as 25 years, UK prison population doubled, 20% of ex-prisoners reoffend within a year or any other appropriate content.

N.B. To access the full mark scheme candidates will need to discuss both effectiveness and social implications.

Marks	AO3
9-10	• A thorough evaluation made of the method of modification for 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 method of modification for 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 method of modification for criminal behaviours. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• Superficial evaluation is made of the method of modification for criminal behaviours. • Answer lacks structure. • There is no conclusion.
0	• Inappropriate answer given. • No response attempted.

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

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Schizophrenia

5. (a) Briefly describe the characteristics of schizophrenia. [5]

Credit **will** 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.
- Duration of symptoms necessary for diagnosis.
- 'Negative' symptoms: social withdrawal, deterioration of personal hygiene, inability to cry or express joy, unable to concentrate.
- Any other appropriate content.

Marks	AO1
5	• Description of characteristics of schizophrenia is thorough and accurate. • There is depth and range to the material used. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of characteristics of schizophrenia 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 characteristics of schizophrenia is superficial 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) Briefly describe and evaluate **one** biological explanation of schizophrenia. [10]

AO1 credit **will** be given for:

The named biological explanations of schizophrenia are:

- Cannabis influence on brain chemistry – This biological explanation considers the role of early cannabis use in the development of schizophrenia, particularly where there is also a genetic predisposition to the disorder.
- Dopamine hypothesis – This explanation focusses on the role of the neurotransmitter, dopamine. Too much or too little of a neurotransmitter can affect the messages that are sent across synapses and may account for the symptoms of schizophrenia such as delusions and hallucinations.
- Enlarged ventricles – This explanation focusses on abnormalities of brain structure. There is evidence to suggest that the four ventricles in the brain are enlarged in those with schizophrenia.
- Any other appropriate content.

AO3 credit **will** be given for:

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

Marks	AO1
5	• Description of one biological explanation of schizophrenia is thorough and accurate. • There is depth and range to the material used. • 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 to the material used but not in equal measure. • Good use of terminology. • Structure is mostly logical.
1-2	• Description of one biological explanation of schizophrenia is superficial 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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Marks	AO3
5	• A thorough evaluation made of one biological explanation of schizophrenia. • Structure is logical throughout. • Depth and range included.
3-4	• A reasonable evaluation is made of one biological explanation of schizophrenia. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation is made of one biological explanation of schizophrenia. • Structure is reasonable. • Depth or range.
0	• Inappropriate answer given. • No response attempted.

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(c) One of Siwan's symptoms of schizophrenia is disorganised thinking. In addition, from time to time she suffers from hallucinations and delusions.

Briefly evaluate how effective cognitive behavioural therapy could be in modifying Siwan's symptoms. [10]

Credit **will** be given for:

- Research that supports/refutes the effectiveness (e.g. Kuipers *et. al.* 1997, after 9 months of CBT 50% improved and only 1 patient's symptoms became worse).
- Ethical and/or social implications (e.g. is CBT available to all? Somewhat of a postcode lottery. Kuipers *et. al.* (1997) states that patients who partake in CBT feel it's an appropriate way to deal with schizophrenia).
- Comparison to other methods (e.g. more time spent on therapy, element of free will to CBT in comparison to antipsychotic drugs).
- The validity of the explanation that the method is based on (e.g. based on maladaptive thoughts and processing – is placing schizophrenia within the free-will of the patient fair?).
- Any other appropriate content.

Credit application to the scenario as AO2 – disorganised thinking (CBT helps to make clients aware of the links between their disorganised thinking and their illness, where they are then challenged to discuss the evidence for these thoughts), suffering from time to time form hallucinations and delusions (relapse prevention strategies – where individuals identify thoughts, behaviours and feelings they experience before becoming unwell) or any other appropriate content.

Marks	AO3
5	• A thorough evaluation made of CBT as a method of modifying schizophrenia. • Structure is logical throughout. • Depth and range included.
3-4	• A reasonable evaluation is made of CBT as a method of modifying schizophrenia. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation is made CBT as a method of modifying schizophrenia. • Structure is reasonable. • Depth or range.
0	• Inappropriate answer given. • No response attempted.

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

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Stress

6. (a) Describe the characteristics of stress. [10]

Credit **will** be given for:

- Stress is a biological and psychological response experienced on encountering a threat that we feel we do not have the resources to deal with.
- A stressor is the stimulus (or threat) that causes stress, e.g. exam, divorce, death of loved one, moving to a new house, loss of job.
- Sudden and severe stress generally produces increase in heart rate, increase in breathing (lungs dilate), decrease in digestive activity (don't feel hungry), liver released glucose for energy.
- Firstly, our body judges a situation and decides whether or not it is stressful. This decision is made based on sensory input and processing (i.e. the things we see and hear in the situation) and also on stored memories (i.e. what happened the last time we were in a similar situation). If the situation is judged as being stressful, the hypothalamus (at the base of the brain) is activated. The hypothalamus in the brain is in charge of the stress response. When a stress response is triggered, it sends signals to two other structures: the pituitary gland, and the adrenal medulla. These short-term responses are produced by The Fight or Flight Response via the Sympathomedullary Pathway (SAM). Long term stress is regulated by the Hypothalamic Pituitary-Adrenal (HPA) system.
- According to Lazarus and Folkman (1984), "psychological stress is a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being". Phase 1 - Cognitive appraisal - is the "process of categorizing an encounter, and its various facets, with respect to its significance for well-being". Before we actually begin coping with a situation, it has to be cognitively evaluated as potentially stressful. Phase 2 - secondary appraisal - is an assessment of coping resources and answers to the question: "Can I cope with this situation?" It indicates confidence in one's ability to cope with the situation because one has the resources to cope with it. Resources can be physical (e.g. health, energy), social (e.g. social support one can get from family, friends and social network), psychological (e.g. beliefs, self-esteem, perceived control, morale), or material (e.g. financial, tools).
- Any other appropriate content.

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Marks	AO1
9-10	• Description of characteristics of stress is thorough and accurate. • There is depth and range to material included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of characteristics of stress is reasonably detailed and accurate. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description of characteristics of stress 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 characteristics of stress 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 **two** social psychological explanations of stress. [10]

Social Psychological – daily hassles, life events, locus of control.

Credit **will** be given for:

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

Marks	AO3
9-10	• A thorough evaluation made of social psychological 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 social psychological 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 social psychological explanations of stress. • Structure is reasonable. • Depth or range. • A basic conclusion is reached. **OR** • A thorough evaluation is made of one social psychological explanations of stress.
1-2	• Superficial evaluation is made of social psychological explanations of stress. • Answer lacks structure. • There is no conclusion. **OR** • A reasonable evaluation is made of one social psychological explanations of stress.
0	• Inappropriate answer given. • No response attempted.

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(c) Briefly explain how biological explanations could be applied to methods of modifying stress. [5]

Credit **will** be given for:

- A demonstration of the understanding of the way the general biological viewpoint could be applied to modifying stress.
- Linking the biological viewpoint to a broad (or specific named) method of modifying stress.
- Biological explanations focus on adrenaline, evolutionary adaptation and stress genes e.g. Beta-blockers block the receptor sites for the hormones adrenaline and noradrenaline. When adrenaline binds to a target receptor, it stimulates the associated muscle causing the heart muscle to increase the beat and reduce the normal physical response to stress.
- Any other appropriate content.

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

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Controversies

Cultural bias

7. Many psychological studies and theories are questioned due to cultural bias.

With reference to historical and social contexts, discuss how cross-cultural studies can improve our understanding of behaviour. [25]

The controversy of cultural bias on the specification includes the following bullet:

- Cross cultural studies
- Difference or bias
- Ethnocentrism
- Historical and social context

Candidates must make reference to historical and social context as this is identified in the question but may also make reference to any other relevant material. The controversy might include:

- The extent to which psychology / psychological research is culturally biased.
- Emics, etics and imposed etics.
- Natural tendency towards ethnocentrism.
- Alpha and beta bias.
- Western bias in textbooks.
- Little awareness of psychology in non-western countries.
- The use of cross-cultural studies.
- Funding and review mechanisms make widening participation unlikely.
- Ways of attempting to make psychology free from cultural bias (use of different sample, use of local researchers etc.).
- Greater understanding of different cultures through cross cultural research.
- Greater recognition of our own ethnocentrism through conducting research.
- Understanding that sub-cultures and time periods can also be understood as cultures and the importance of understanding the historical and social context in which the study was performed.
- Any other appropriate content.

Examples of studies, theories and approaches can be drawn from any part of the specification.

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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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Ethical costs of conducting research

8. Conducting psychological research can lead to potentially negative consequences for society.

With reference to the above statement, discuss the importance of using ethical guidelines appropriately to benefit society. [25]

The controversy of ethical costs of conducting research on the specification includes the following bullet points:

- Benefits to society
- Individual participants
- Potentially negative consequences for society
- Use of ethical guidelines

Importance of ethical guidelines include:

- Provide moral responsibility to protect research participants from harm.
- The individual's well-being deserves the same consideration as the possible benefits to society.
- Thanks to ethical guidelines, research which would not benefit society or individuals can be avoided.
- Discussion of studies that did not provide real benefit to society and would now be considered unethical due to the guidelines.

Costs of ethical guidelines include:

- Duty to respect rights and dignity of participants outweigh the importance of the issue under investigation.
- It is not always possible to understand the true extent and impact of the study prior to carrying out the research.
- Rosenthal and Rosnow (1984) discuss the potential costs of failing to carry out research.
- Consideration of studies which would now be impossible to conduct due to ethical guidelines but provided beneficial information to society.

- Any other appropriate content.

Examples of studies, theories and approaches can be drawn from any part of the specification.

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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.
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