GCE A LEVEL MARKING SCHEME

SUMMER 2023

A LEVEL
PSYCHOLOGY – UNIT 3
1290U30-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

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GCE A LEVEL PSYCHOLOGY – UNIT 3

SUMMER 2023 MARK SCHEME

SECTION A: The study of behaviours

0 1 **Addictive behaviours**

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

Credit **will** be given for:

The characteristics of addictive behaviour could be addressed in different ways:

- Characteristics of the behaviour that need to be present to be considered an addiction. (DSM-V definitions and updates to include gambling).
- Griffiths (2005) states there are 6 factors that should be considered for behaviour to become an addiction – salience, mood modification, tolerance, withdrawal symptoms, conflict, relapse.
- Any other appropriate content.

Marks	AO1
5	• Description of the characteristics of addictive behaviours is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of the characteristics 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 the characteristics of addictive behaviours is superficial in detail and accuracy. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(b) Briefly describe **one** method of modifying addictive behaviours. [5]

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

- agonist and antagonist substitution
- aversion therapy.

however, any appropriate method of modifying addictive behaviours can be used.

Credit **will** be given for:

- Agonist and antagonist substitution is designed for the treatment of substance abuse. Antagonist substitution might discuss the use of methadone to treat addiction to substances such as heroin. NICE guidelines may be discussed; 10-40mg per day to begin with and then each day there will be an increase of 10mg until there are no signs of weaning. Naltrexone is likely to be discussed with regards to antagonist substitution and perhaps some discussion of its use with gambling as well as substances (NHMRC Australia).
- 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.

Marks	AO1
5	• Description of one method of modifying addictive behaviours is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of one method of modifying 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 method of modifying addictive behaviours is superficial in detail and accuracy. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(c) Of all the explanations of addictive behaviours, the biological explanations allow for a more detailed account.

With reference to this statement, evaluate biological explanations of addictive behaviours. [15]

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

- addiction genes
- disease of the brain
- dopamine

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

AO3 Credit **will** be given for:

- Points are likely to include:
  - 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.

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

AO2 Credit **will** be given for:

- Links to the statement that biological explanations allow for a more detailed account of addictive behaviours.
- Clearly developed arguments that biological explanations do / do not allow for a more detailed accounts of addictive behaviours.

- Any other appropriate content.

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

Marks	AO2
5	• Details are accurate. • Evidence used is well-chosen and thoroughly applied to the statement.
3-4	• Details are mostly accurate. • Evidence used is appropriate and reasonably applied to the statement.
1-2	• There may be inaccuracies throughout. • Evidence used is appropriate and superficially applied to the statement.
0	• No attempt at application.

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0 2 **Autistic spectrum behaviours**

(a) Briefly describe **two** methods of modifying autistic spectrum behaviours. [5+5]

The methods of modifying autistic spectrum behaviours identified in the specification are:

- Picture Exchange Communication Systems (PECS)
- Relationships Development Intervention

however, any appropriate method of modifying autistic spectrum behaviours can be used.

Credit **will** be given for:

- PECS was designed as an alternative communication system. The description may include an explanation of the 6 different steps put forward by Frost and Bondy (2002).
- Relationships Development Intervention (RDI) is based on the Theory of Mind and was developed by Gustein and Sheely (2002). The description is likely to explain the process of RDI and the 6 aims of the method of modifying the behaviours.
- Any other appropriate content.

Marks	AO1
5	• Description of one method of modifying autistic spectrum behaviours is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of one method of modifying autistic spectrum 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 method of modifying autistic spectrum behaviours is superficial in detail and accuracy. • There is depth or range only in material used. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(b) Only the biological explanations can fully explain autistic spectrum behaviours.

With reference to this statement, evaluate the biological explanations of autistic spectrum behaviours. [15]

The biological explanations of autistic spectrum behaviours identified in the specification are:

- amygdala dysfunction
- chloride ions at birth
- genetic predisposition

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

AO3 Credit **will** be given for:

- Points are likely to include:
  - 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.

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

AO2 Credit **will** be given for:

- Links to the statement that biological explanations can only fully explain autistic spectrum behaviours.
- Clearly developed arguments that biological explanations can only fully explain autistic spectrum behaviours.

- Any other appropriate content.

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

Marks	AO2
5	• Details are accurate. • Evidence used is well-chosen and thoroughly applied to the statement.
3-4	• Details are mostly accurate. • Evidence used is appropriate and reasonably applied to the statement.
1-2	• There may be inaccuracies throughout. • Evidence used is appropriate and superficially applied to the statement.
0	• No attempt at application.

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0 3 **Bullying behaviours**

(a) Outline the characteristics of bullying behaviours. [5]

Credit **will** be given for:

- Dan Olweus (1993) – definition of bullying, 5 key characteristics of the definition – the bullying includes negative actions, repeated behaviour, the bully intends to harm, the bully has more power, there are different kinds of bullying.
- Any other appropriate content.

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

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(b) Briefly describe **one** individual differences explanation of bullying behaviours. [5]

The individual differences explanations of bullying behaviours identified in the specification are:

- cognitive biases
- narcissistic personality
- theory of mind

however, any appropriate individual differences explanation of bullying behaviours can be used.

Credit **will** be given for:

- Cognitive biases – an error in thinking that occurs when people are processing and interpreting information in the world around them.
- Narcissistic personality. Three key characteristics to a narcissistic personality - ostentation; inflated ego; lack of empathy. These combined with a need to be admired and fuelling their need for attention can link to bullying.
- Theory of mind. Jon Sutton (1999) put forward the idea that bullying behaviour is expressed as bullies do not have the social skills to respond in any other way.

- Any other appropriate content.

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

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(c) Mr Dale has recently started working as the Head of Year 7 and would like to make changes to the way his school modifies bullying behaviours.

With reference to **either** Creating a Peaceful School Learning Environment (CAPSLE) **or** Olweus Bullying Prevention Programme, discuss the strengths and weaknesses of using this method to modify the bullying behaviours at Mr Dale's school. [15]

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

- Creating A Peaceful School Learning Environment (CAPSLE);
- Olweus Bullying Prevention Programme

AO3 Credit **will** be given for:

- Points are likely to include:
  - Research that supports/refutes the effectiveness of **either** Creating a Peaceful School Learning Environment (CAPSLE) **or** Olweus Bullying Prevention Programme.
  - Evaluation of ethical issues of **either** Creating a Peaceful School Learning Environment (CAPSLE) **or** Olweus Bullying Prevention Programme.
  - Evaluation of social implications of **either** Creating a Peaceful School Learning Environment (CAPSLE) **or** Olweus Bullying Prevention Programme
  - Comparison to other methods of modifying bullying behaviours.
  - The validity of the explanation that **either** Creating a Peaceful School Learning Environment (CAPSLE) **or** Olweus Bullying Prevention Programme is based on.

- Any other appropriate content.

AO2 Credit **will** be given for:

- Links to the scenario – Mr Dale, school, Head of Year 7, new role, changing school behaviour.
- Clearly developed arguments that the chosen method of modification is the best for Mr Dale's school.

- Any other appropriate content.

N.B. Both strengths and weaknesses must be included to access the top bands (6-10 marks).

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Marks	AO3
9-10	• A thorough evaluation made of the chosen method of modification for 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 the chosen method of modification for 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 the chosen method of modification for bullying 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 bullying behaviours. • Answer lacks structure. • There is no conclusion.
0	• Inappropriate answer given. • No response attempted.

Marks	AO2
5	• Details are accurate. • Evidence used is well-chosen and thoroughly applied to the scenario.
3-4	• Details are mostly accurate. • Evidence used is appropriate and reasonably applied to the scenario.
1-2	• There may be inaccuracies throughout. • Evidence used is appropriate and superficially applied to the scenario.
0	• No attempt at application.

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0 4 **Criminal behaviours**

(a) Briefly describe how social psychological explanations could be applied to modifying criminal behaviours. [5]

The social psychological explanations of criminal behaviours identified in the specification are:

- differential association theory
- gender socialisation
- normalisation theory

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

- anger management.
- restorative justice.

Credit **will** be given for:

- A demonstration of the understanding of the way that the general social psychological approach could be applied to modifying criminal behaviours.
- Linking the social psychological approach to a broad (or specific named) method of modifying criminal behaviours (most likely anger management and/or restorative justice).
- Anger management aims to restructure cognitively, regulate the stimulation and to provide behavioural strategies. The use of CBT as part of many anger management interventions allows the client to understand that their behaviour can change; that they can learn and rehearse skills to avoid aggressive behaviour and to apply these skills through role play and real-life experiences.
- Restorative justice may be mentioned here with a focus on avoiding reoffending and making amends through taking responsibility for their actions within society.
- Any other appropriate content.

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

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

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(b) Briefly describe and evaluate **one** of the individual differences explanations of criminal behaviours. [10]

The individual differences explanations of criminal behaviours identified in the specification are:

- Eysenck's criminal personality
- intelligence factors
- psychopathic personality

however, any appropriate individual differences explanation of criminal behaviours can be used.

AO1 Credit **will** be given for:

- Eysenck's criminal personality. He suggested that personality traits include dimensions of extraversion, neuroticism and psychoticism.
- Intelligence factors. The idea that there may be a relationship between lower intelligence and crime (James Freeman, 2012).
- Psychopathic personality – mainly indicative and not determinative of the effect. The Myth of Psychopathic Personality Disorder. (Blackburn 1988)
- Any other appropriate content.

AO3 Credit **will** be given for:

- Points are likely to include:
  - 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 individual differences explanation of criminal behaviours is thorough and accurate. • Effective use of terminology throughout.
3-4	• Description of one individual differences explanation of criminal behaviours is reasonably detailed and accurate. • Good use of terminology.
1-2	• Description of one individual differences explanation of criminal behaviours is superficial in detail and accuracy. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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Marks	AO3
5	• Thorough evaluation made of one individual differences explanation of criminal behaviour. • Structure is logical throughout. • Depth and range included.
3-4	• Reasonable evaluation is made of one individual differences explanation of criminal behaviour. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation is made of one individual differences explanation of criminal behaviour. • Answer lacks structure. • Depth or range.
0	• Inappropriate answer given. • No response attempted.

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(c) Briefly describe restorative justice as a method to modify criminal behaviours and discuss its strengths and weaknesses. [10]

AO1 Credit **will** be given for:

- Restorative justice brings those harmed by crime or conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.
- Any other appropriate content.

AO3 Credit **will** be given for:

Points are likely to include:

- Research that supports/refutes the effectiveness of restorative justice (Dignan, 2005).
- Evaluation of ethical issues of restorative justice.
- Evaluation of social implications of restorative justice.
- Comparison to other methods of modifying criminal behaviours.
- The validity of the explanation that restorative justice is based on.
- Any other appropriate content.

N.B. Both strengths and weaknesses must be included to access the top band (5 marks).

Marks	AO1
5	• Description of restorative justice is thorough and accurate. • Effective use of terminology throughout.
3-4	• Description of restorative justice is reasonably detailed and accurate. • Good use of terminology.
1-2	• Description of restorative justice is superficial in detail and accuracy. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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

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0 5 **Schizophrenia**

(a) Briefly describe **one** individual differences explanation of schizophrenia and evaluate its strengths and weaknesses. [10]

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

- thought disorder
- schizophrenogenic mother
- sex differences

however, any appropriate individual differences explanation of schizophrenia can be used.

AO1 Credit **will** be given for:

- Schizophrenogenic mother: a dominating, over-protective but also rejecting parenting style.
- Thought disorder: profound disruption in cognition and emotion, affecting the most fundamental human attributes: language, thought, perception, affect, and sense of self and frequently includes psychotic manifestations, such as hearing internal voices or experiencing other sensations not connected to an obvious source (hallucinations) and assigning unusual significance or meaning to normal events or holding fixed false personal beliefs (delusions).
- Sex differences: the notion that different genders often exhibit different symptoms. It is suggested that men become more passive, apathetic, and socially withdrawn from society, while women become more impulsive, outgoing, and domineering. This has been called role reversal because each gender shows features opposite to their stereotyped gender role. Females are more likely to develop paranoid symptoms and men are more likely to develop religious delusions and delusions of grandeur.

- Any other appropriate content.

AO3 Credit **will** be given for:

- Points are likely to include:
  - 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.

N.B. Both strengths and weaknesses must be included to access the top band (5 marks).

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Marks	AO1
5	• Description of one individual differences explanation of schizophrenia is thorough and accurate. • Effective use of terminology throughout.
3-4	• Description of one individual differences explanation of schizophrenia is reasonably detailed and accurate. • Good use of terminology.
1-2	• Description of one individual differences explanation of schizophrenia is superficial in detail and accuracy. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

Marks	AO3
5	• Thorough discussion made of one individual differences explanation of schizophrenia. • Structure is logical throughout. • Depth and range included.
3-4	• Reasonable discussion is made of one individual differences explanation of schizophrenia. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial discussion is made of one individual differences explanation of schizophrenia. • Answer lacks structure. • Depth or range.
0	• Inappropriate answer given. • No response attempted.

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(b) Briefly describe and evaluate the use of antipsychotic drugs to modify schizophrenia. [10]

AO1 Credit **will** be given for:

- Antipsychotics developed from the late fifties onwards are generally higher potency, meaning that a lower dose needs to be given in order to achieve the same effect. For example, *haloperidol* is about 50 more powerful than chlorpromazine. A more recent antipsychotic is *fluphenazine* which unlike the previous two antipsychotics is given as an injection rather than orally. Schizophrenics are often moved on this medication when stabilised with oral medication.
- An example of an atypical antipsychotic is *aripiprazole*. Unlike other antipsychotics which work as a dopamine antagonist (blocking dopamine receptors), aripiprazole acts as a partial agonist. Antagonist drugs reduce the effect of dopamine all over the brain. This works great for areas of the brain where dopamine is too high, but in areas of the brain where dopamine levels are just right, it can reduce the levels of dopamine causing problems with motor control or weight gain.

- Any other appropriate content.

AO3 Credit **will** be given for:

- Points are likely to include:
  - Research that supports/refutes the effectiveness of antipsychotic drugs (Cole 1964).
  - Evaluation of ethical issues of antipsychotic drugs.
  - Evaluation of social implications of antipsychotic drugs.
  - Comparison to other methods of modifying schizophrenia.
  - The validity of the explanation that antipsychotic drugs is based on.

- Any other appropriate content.

Marks	AO1
5	• Description of antipsychotic drugs is thorough and accurate. • Effective use of terminology throughout.
3-4	• Description of antipsychotic drugs is reasonably detailed and accurate. • Good use of terminology.
1-2	• Description of antipsychotic drugs is superficial in detail and accuracy. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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Marks	AO3
5	• A thorough evaluation made of antipsychotic drugs. • Structure is logical throughout. • Depth and range included.
3-4	• A reasonable evaluation is made of antipsychotic drugs. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation is made of antipsychotic drugs. • Answer lacks structure. • Depth or range.
0	• Inappropriate answer given. • No response attempted.

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(c) Briefly explain how social psychological explanations could be applied to modifying schizophrenia. [5]

The social psychological explanations of schizophrenia identified in the specification are:

- cultural norms
- dysfunctional families
- expressed emotion

The methods of modifying schizophrenia named on the specification. These are:

- antipsychotic drugs
- cognitive behavioural therapy

Credit **will** be given for:

- A demonstration of the understanding of the way the general social psychological viewpoint could be applied to modifying schizophrenia.
- Linking the social psychological viewpoint to a broad (or specific named) method of modifying schizophrenia.
- Social psychological explanations focus on cultural norms, dysfunctional families and expressed emotion e.g. family intervention could decrease relapse rates in schizophrenic patients by modifying the relationship between the family members. This could include increasing the family members' ability to foresee and problem solve.
- Any other appropriate content.

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

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

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0 6 **Stress**

(a) Describe **two** biological explanations of stress. [10]

The biological explanations of stress identified in the specification are:

- adrenaline
- evolutionary adaptation
- stress genes

however, any appropriate biological explanation of stress can be used.

Credit **will** be given for:

- Adrenaline – The release of adrenaline into the body occurs very quickly, usually within a few seconds. It goes away once the possible threat has disappeared. This speed is what gives an adrenaline rush its name. Adrenaline triggers the following changes in the body: increasing the heart rate, which may lead to a feeling of the heart racing; redirecting blood toward the muscles, causing a surge in energy or shaking limbs; relaxing the airways to give the muscles more oxygen, which may cause breathing to become shallow; increasing the speed at which the brain works to plan an escape route; widening the pupils to let more light enter the eyes Side effects may include sweating as a reaction to stress, feeling lightheaded due to changes in blood and oxygen supply, and a change in temperature as a result of the blood redirection. The effects of adrenaline on the body can last for up to 1 hour after an adrenaline rush.

- Evolutionary adaptation – Evolution is the process in which traits such as physiological stress response systems are shaped by natural selection. A full understanding of any trait requires knowing its evolutionary history, how it has given a selective advantage, and the trade-offs and costs involved. Stress-related mechanisms emerged early in the history of life. Like all traits, they have costs as well as benefits. Because the stress response is so often associated with negative events, its utility has often been neglected.

- Stress genes – There are two main genes associated with your stress response: COMT and BDNF. COMT: how your genetics affect your performance under pressure. COMT is an enzyme which helps break down dopamine, epinephrine and norepinephrine. Dopamine plays a role in your reward response. Epinephrine and norepinephrine play a role in your stress response, and are responsible for your fight or flight response which triggers under extreme stress. The COMT gene helps regulate your brain's production dopamine. This affects how we make decisions under pressure. Depending on which version of this gene you have, your genotype is classified as either a Warrior, a Strategist (or Worriers) or a combination of the two.

- Any other appropriate content.

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

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Marks	AO1
9-10	• Description of two biological explanations 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 two biological explanations 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 two biological explanations of stress 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 biological explanation of stress is thorough and accurate.
1-2	• Description of two biological explanations of stress is superficial in detail and accuracy. • Very little use of appropriate terminology. • Answer lacks structure. **OR** • Description of one biological explanation of stress is reasonably detailed and accurate.
0	• Inappropriate answer given. • No response attempted.

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(b) Evaluate stress inoculation training as a method of modifying stress. [10]

AO3 Credit **will** be given for:

- Points are likely to include:
  - Research that supports/refutes the effectiveness of stress inoculation training (e.g. Saunders *et. al.*, Sheery & Horan).
  - Evaluation of ethical issues of stress inoculation training.
  - Evaluation of social implications of stress inoculation training.
  - Comparison to other methods of modifying stress inoculation training.
  - The validity of the explanation that stress inoculation training is based on.
- Any other appropriate content.

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

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

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

- hardiness.
- self-efficacy.
- type A, type B personalities.

The methods of modifying stress named on the specification are:

- beta blockers
- stress inoculation training

Credit **will** be given for:

- A demonstration of the understanding of the way the general individual differences viewpoint could be applied to modifying stress.
- Linking the individual differences viewpoint to a broad (or specific named) method of modifying stress (Beta blockers or SIT).
- Individual differences explanations focus on hardiness, self-efficacy and type A, type B personalities. Hardiness training could be used to teach individuals who suffer from stress ways to be hardier. Individuals would be trained to recognise stressful situations and to see the stressors as challenges that can be controlled.
- Any other appropriate content.

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

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

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SECTION B: Controversies

0 7 **Ethical costs of conducting research**

Ethical guidelines are designed to protect the individual, but may stop psychologists from truly benefitting society.

With reference to this statement, evaluate the use of ethical guidelines in psychological research. [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

Benefits 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 or psychology.

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Marks	AO2
9-10	• Evidence used is well-chosen and effective in supporting 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.

Marks	AO3
13-15	• A sophisticated and articulate interpretation of the key issues. • 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 issues. • 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 issues. • 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 issues 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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0 8 **Sexism**

With reference to historical and social context, discuss whether you believe psychology can ever be free from sexism. [25]

The controversy of sexism on the specification includes the following bullet points:

- gender differences or gender bias
- heterosexism
- historical and social context
- the 'invisibility' of women in psychology

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 gender biased.
- Alpha, beta bias.
- Natural tendency towards androcentrism.
- 'Invisibility' of women in textbooks.
- Feminist perspective.
- Research agenda follows male concerns, female concerns may be marginalised or ignored.
- Ways of attempting to make psychology free from sexism (consideration of research question, research design, sample selection, reporting results, interpretation of findings considered etc.)
- The importance of understanding the historical and social context in which the study was performed.
- Psychological research which does and does not display sexism.
- Any other appropriate content.

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

Marks	AO2
9-10	• Evidence used is well-chosen and effective in supporting 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 key 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 issue. • 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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