GCE A LEVEL MARKING SCHEME

SUMMER 2024

A LEVEL
PSYCHOLOGY – UNIT 3
1290U30-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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GCE A LEVEL PSYCHOLOGY – UNIT 3

SUMMER 2024 MARK SCHEME

SECTION A: The study of behaviours

0 1 **Addictive behaviours**

(a) Describe the characteristics of addictive behaviours. [10]

Credit **will** be given for:

Griffiths (2005) identification of 6 characteristics of addictive behaviours:

- **Salience:** When a particular activity becomes the most important activity in the addict's life, dominating their thinking, feelings and behaviour.
- **Mood modification:** The addictive behaviour has the ability to cause different mood modifying effects at different times.
- **Tolerance:** Over time more of the addictive activity is required to achieve the previous effects.
- **Withdrawal symptoms:** Unwanted/unpleasant effects that occur when the addictive activity is stopped or suddenly reduced.
- **Conflict:** This can be interpersonal conflict- for example relationship conflicts with spouses, siblings and peers. Intrapersonal conflict is conflict with your own thoughts or activity conflict which can be when your addictive behaviour conflicts with work or education.
- **Relapse:** The tendency to revert back to addictive behaviour after a period of abstinence.

- Any other appropriate content.

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Marks	AO1
9-10	• Description of characteristics of addictive behaviours 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 addictive behaviours is reasonably detailed and accurate. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description of characteristics of addictive behaviours 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 addictive behaviours is superficial. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(b) ‘Some psychologists believe that social psychological explanations do not explain the cause of addictive behaviours.’
With reference to this statement, evaluate social psychological explanations of addictive behaviours. [15]

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

- Co-morbidity with mental illness
- Peer pressure
- Role of the media

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

AO3 Credit **will** be given for:

- Points are likely to include:
- 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.

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

AO2 Credit **will** be given for:

- Links to the statement that some psychologists believe that social psychological explanations do not explain the cause of addictive behaviours.
- Clearly developed arguments that social psychological explanations do or do not explain addictive behaviours.
- Comparison with other explanations.
- Comments in relation to the statement.

- Any other appropriate content.

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Marks	AO3
9-10	• A thorough evaluation made of social psychological 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 social psychological 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 social psychological explanations of addictive behaviours. • Structure is reasonable. • Depth or range. • A basic conclusion is reached. **OR** • A thorough evaluation made of one social psychological explanation of addictive behaviours.
1-2	• Superficial evaluation is made of social psychological explanations of addictive behaviours. • Answer lacks structure. • There is no conclusion. **OR** • A reasonable evaluation made of one social psychological 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) Describe Picture Exchange Communication System (PECS) as a method of modifying autistic spectrum behaviours [10]

Credit **will** be given for:

- Replaces spoken words with pictures.
- Based on applied behavioural analysis to improve social communication.
- The programme was proposed by Frost and Bondy (2002) and includes the following steps:
  - Pre- programme preparation.
  - Stage 1- Physical Exchange.
  - Stage 2- Increasing independence.
  - Stage 3- Learning to discriminate.
  - Stage 4- Sentence Structure.
  - Stage 5- Answering direct questions.
  - Stage 6- Commenting.
- Any other appropriate content.

Marks	AO1
9-10	• Description of the Picture Exchange Communication System (PECS) is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of Picture Exchange Communication System (PECS) is reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description of the Picture Exchange Communication System (PECS) is basic in detail, there may be some inaccuracies. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Description of the Picture Exchange Communication System (PECS) is superficial. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(b) Evaluate individual differences explanations of autistic spectrum behaviours. [10]

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

- Gender differences.
- Theory of mind.
- Weak central coherence theory.

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

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 individual differences explanations evaluated to access the top bands (6-10 marks).

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

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

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

- Gender differences
- Theory of mind
- Weak central coherence theory

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

- Picture Exchange Communication System (PECS).
- Relationship Development Intervention.

Credit **will** be given for:

- A demonstration of the understanding of the way that the general individual differences approach could be applied to modifying autistic spectrum behaviours.
- Linking the individual differences approach to a broad (or specific named) method of modifying autistic spectrum behaviours, for example, Joint Attention, RDI.
- Any other appropriate content.

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

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

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0 3 **Bullying behaviours**

(a) Rebecca is increasingly concerned about her son Samuel and his behaviour at school. She has received numerous phone calls from teachers regarding his bullying behaviour towards a younger pupil. Rebecca is struggling to understand why Samuel is behaving in this way. When questioned about this, Samuel thinks the pupil 'deserves it'.

Describe how **two** explanations of bullying behaviour could be applied to the above scenario. [15]

AO1 Credit **will** be given for:

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

- Bullying genes- This explanation suggests that there are genes that underpin bullying behaviours with an emphasis on studies that show a genetic component to aggression.
- Evolved gender differences- This suggests that bullying behaviour has some adaptive advantage such as successful reproduction dominance.
- Hormones- Testosterone and cortisol have been linked to bullying behaviours.

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

- Cognitive biases- Bullies have the tendency to interpret others' behaviour as hostile and provocative and underestimate their own responsibilities in experiencing problems relating to others.
- Narcissistic personality- The three key features of this personality type are grandiosity, arrogance, and lack of empathy. Narcissists are oversensitive to criticism, and this can also lead to them bullying others.
- Theory of mind- Bullies are more socially skilled than most people think- selecting and manipulating victims.

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

- Cultural differences- More common in some cultures than in others. There are also important differences in the way that bullying is perceived and responded to in different cultures. This is thought to reflect cultural norms relating to aggression and anti-social behaviour.
- In-group/out-group- In order to feel positive about ourselves, we need to identify our in group and our out group – putting the out group down, discriminating against them etc. is a way of making our in group more positive.
- Moral disengagement- We use cognitive strategies that allow us to behave inhumanely without the feeling of guilt. This means we disengage from our moral standards.

however, any explanation of bullying behaviours can be used.

- Any other appropriate content.

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AO2 Credit **will** be given for:

- General application of the explanations of bully behaviour to Samuel's situation.
- Specific links between the behaviours described in the scenario and the explanations chosen, e.g. evolved gender differences would explain the behaviour as Samuel trying to establish dominance amongst his peers; narcissistic personality would indicate lack of empathy, need for attention and admiration from peers, teachers and at home; moral disengagement would suggest Samuel has blamed his victims, suggesting they are deserving.

- Any other appropriate content.

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

Marks	**AO1**
9-10	• Description of two explanations of bullying behaviours is thorough and accurate. • There is depth and range to material included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of two explanations of bullying 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 explanations of bullying 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 bullying behaviours is thorough and accurate.
1-2	• Description of two explanations of bullying behaviours is superficial. • Very little use of appropriate terminology • Answer lacks structure. **OR** • Description of one explanation of bullying behaviours is reasonably detailed and accurate.
0	• Inappropriate answer given. • No response attempted.

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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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(b) Evaluate social psychological explanations of bullying behaviours. [10]

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

- Cultural differences
- In-group/out-group
- Moral disengagement

however, any appropriate social psychological explanations of bullying behaviours can be used.

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 social psychological explanations of bullying behaviours evaluated to access the top bands (6-10 marks).

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

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0 4 Criminal behaviours

(a) Briefly describe and evaluate restorative justice as a method of modification of criminal behaviours. [10]

AO1 Credit **will** be given for:

- Restorative Justice is based upon the principle of putting right their wrong, and according to current Home Office data restorative justice is now a central method in the attempt to reduce recidivism.
- It addresses two main aims: rehabilitation and for the atonement of wrongdoing.
- It allows the victims of crime some input into the process, a voice, and a sense of power in the criminal process.
- The best models of restorative justice involve three parts: the criminal, the victim, and the wider community.
- Any other appropriate content.

AO3 Credit **will** be given for:

- Points are likely to include:
  - Research that supports/refutes the effectiveness of restorative justice.
  - 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.

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

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(b) Briefly describe and evaluate **one** social psychological explanation of criminal behaviours. [10]

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

- Differential association theory
- Gender socialisation
- Normalisation theory

however, any appropriate social psychological explanation of criminal behaviours can be used.

AO1 Credit **will** be given for:

- Differential association theory - processes of social learning (observation and imitation of behaviour).
- Gender socialisation- Through observational learning of (same sex) role models gendered behaviours.
  Normalisation theory - suggests that if a (criminal) behaviour is shown by a majority within a group – those that do not show that behaviour become the "deviants".
- 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.

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Marks	AO1
5	• Description of one social psychological 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 social psychological 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 social psychological explanation of criminal behaviours is superficial in detail and accuracy. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

Marks	AO3
5	• A thorough evaluation made of one social psychological explanation of criminal behaviours. • Structure is logical throughout. • Depth and range included.
3-4	• A reasonable evaluation is made of one social psychological explanation of criminal 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 criminal behaviours. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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

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

- Eysenck's criminal personality
- Intelligence factors
- Psychopathic personality

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

- Anger management
- Restorative justice

Credit **will** be given for:

- A demonstration of the understanding of the way the general individual differences explanation could be applied to modifying criminal behaviours.
- Linking the individual differences explanations to a broad (or specific named) method of modifying criminal behaviours.
- Individual differences explanations focusing on Anger Management: based on the principles of CBT.
- Any other appropriate content.

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

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

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0 5 **Schizophrenia**

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

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

- Cultural norms
- Dysfunctional families
- Expressed emotion

however, any appropriate social psychological explanation of schizophrenia can be used.

AO1 Credit **will** be given for:

- Cultural norms: Individuals who live in urban areas are more likely to suffer from schizophrenia than individuals in rural areas; poverty**,** tress (especially maternal stress), substance abuse, ethnicity.
- Dysfunctional families: Double bind theory - communication issues, conflicting messages.
- Expressed emotion: critical comments, hostility, warmth, positive regard.
- 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. In situations where the candidate has described and evaluated two explanations, examiners should read both and credit the explanation that allows the candidate to achieve the higher mark. However, where a candidate has described and evaluated both double bind theory and expressed emotion, they can be credited as one explanation if the candidate has included both as part of a 'dysfunctional families' explanation. Where a candidate has described and evaluated more than one sociocultural factor (such as urbanicity, social isolation or discrimination), these can be credited as one explanation if the candidate has included all as part of a 'sociocultural factors' explanation.

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Marks	AO1
5	• Description of one social psychological 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 social psychological 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 social psychological explanation of schizophrenia is superficial in detail and accuracy. • Some use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

Marks	AO3
5	• Thorough evaluation is made of one social psychological explanation of schizophrenia. • Structure is logical throughout. • Depth and range included.
3-4	• Reasonable evaluation is made of one social psychological explanation of schizophrenia. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation is made of one social psychological explanation of schizophrenia. • Structure is reasonable.
0	• Inappropriate answer given. • No response attempted.

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(b) Briefly describe and evaluate cognitive behavioural therapy as a method of modifying schizophrenia. [10]

AO1 Credit **will** be given for:

- Cognitive behavioural therapy combines both cognitive and behavioural approaches.
- It works by challenging the interpretation of events and making connections between disordered thinking and illness.
- Techniques involved allow the patient to learn how to ignore symptoms; it primarily deals with positive symptoms.
- Cognitive behavioural therapy does not cure schizophrenia, rather aims to make the patient deal with and behave more normally.

- Any other appropriate content.

AO3 Credit **will** be given for:

- Points are likely to include:
  - Research that supports/refutes the effectiveness of cognitive behavioural therapy.
  - Evaluation of ethical issues of cognitive behavioural therapy.
  - Evaluation of social implications of cognitive behavioural therapy.
  - Comparison to other methods of modifying cognitive behavioural therapy.
  - The validity of the explanation that cognitive behavioural therapy is based on.

- Any other appropriate content.

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Marks	AO1
5	• Description of cognitive behavioural 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 cognitive behavioural 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 cognitive behavioural therapy is superficial in detail and accuracy. • Some use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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

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(c) Biological explanations can be applied to methods of modifying schizophrenia. Briefly explain how. [5]

The biological explanations of schizophrenia identified in the specification are:

- Cannabis influence on brain chemistry
- Dopamine hypothesis
- Enlarged ventricles.

The methods of modifying schizophrenia named on the specification are:

- Antipsychotic drugs
- Cognitive behavioural therapy

Credit **will** be given for:

- A demonstration of the understanding of the way the general biological explanation could be applied to modifying schizophrenia.
- Linking the biological explanation to a broad (or specific named) method of modifying schizophrenia.
- Biological explanations focusing on antipsychotic drugs: based on the principles of the dopamine hypothesis.
- Any other appropriate content.

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

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

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0 6 **Stress**

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

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

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

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

Credit **will** be given for:

- Hardiness: Kobasa et. al. suggested that those with a hardy personality (control, commitment, challenge) seemed to show a resilience to stress and stress related illnesses.
- Type A, Type B personalities: Friedman and Rosenhan (1950s) suggested that a type A personality was an individual characterised by competitiveness and hostility toward others making them more susceptible to stress. Unlike Type B personality who show greater calmness and expression emotion- making them more resilient to stress.
- Self-efficacy: refers to one's belief about one's ability to handle and deal with stressful situations.

- Any other appropriate content.

N.B. There must be at least **two** individual differences explanations of stress described to access the top bands (6-10 marks).

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Marks	AO1
9-10	• Descriptions of two individual differences explanations of stress are thorough and accurate. • There is depth and range to material included. • Effective use of terminology throughout. • Logical structure.
6-8	• Descriptions of two individual differences explanations of stress are reasonably detailed and accurate. • Theres is depth and range to material used, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Descriptions of two individual differences explanations of stress are basic in detail, there may be some inaccuracies. • There is depth or range only in material used. • Some use of appropriate terminology. • Reasonable structure. **OR** • Description of one individual differences explanation of stress is thorough and accurate.
1-2	• Descriptions of two individual differences explanations of stress are superficial. • Very little use of appropriate terminology. • Answer lacks structure. **OR** • Description of one individual differences explanation of stress is reasonably detailed and accurate.
0	• Inappropriate answer given. • No response attempted.

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(b) ‘Biological explanations are probably the most accurate and useful way of explaining stress in modern society.’

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

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.

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.

AO2 Credit **will** be given for:

- Links to the statement that biological explanations are probably the most accurate and useful way of explaining stress in modern society.
- Clearly developed arguments that biological explanations are, or are not, the most accurate and useful way of explaining stress in modern society.
- Comparison with other explanations.
- Comments in relation to the statement.

- Any other appropriate content.

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

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Marks	AO3
9-10	• A thorough evaluation is made of biological explanations of stress. • Structure is logical throughout. • An appropriate conclusion is reached based upon evidence presented.
6-8	• A reasonable evaluation is made of biological explanations of stress. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented.
3-5	• Basic evaluation is made of biological explanations of stress. • Structure is reasonable. • A basic conclusion is reached. **OR** • A thorough evaluation is made of one biological explanation of stress.
1-2	• Superficial evaluation is made of biological explanations of stress. • Answer lacks structure. • There is no conclusion. **OR** • A reasonable evaluation is made of one biological explanation of stress.
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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SECTION B: Controversies

0 7 **Sexism**

'Although gender bias in psychology may be reducing, other aspects of sexism are still a problem.'
Using your knowledge of psychology, discuss this statement. [25]

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

- Gender Bias or gender difference.
- Heterosexism
- Historical and social context
- The invisibility of women in psychology.

Reasons to suggest sexism is still a problem:

- Varied research examples in psychology across many different topic areas that illustrate sexism i.e. Male researchers analysing male only or male and female participants- beta bias, Kohlberg, Raine, Milgram - illustrate a continued lack of appreciation of female perspective and difference of experience.
- The fact that early research with an androcentric focus represents historical or social contexts.
- When differences between genders are detected by psychologists but are not necessarily actual differences but rather, it could be due to a conscious gender bias held by the psychologist, or an unconscious gender bias has affected a psychologist's research design.
- The social impact of research conducted by male researchers making such research findings sexist e.g. John Bowlby, 1944.
- Clear evidence of bias in theories / explanations in psychology- Freud, biological research.
- Alpha/Beta Bias – hetero - and homosexual relationship research.
- Any other appropriate evaluation points

Reasons against this:

- Reference to and analysis of studies / research that have been conducted in ways that appreciate and accommodate the differing view of male and females.
- Is psychology biased – or does it simply show that differences exist between genders? E.g. Social psychological explanations e.g. stereotype threat.
- Increasingly, women now contribute towards the academic discipline of psychology, gradually the subject is becoming less androcentric in its focus and knowledge generation. For example, Elizabeth Loftus, Uta Frith, Harriet Ball.
- Varied research examples in psychology across many different topic areas that illustrate reduction of sexism and that the "female footprint" in psychology is increasing.
- Researchers are aware more of biases in research and thus utilise procedures that reduce bias. Female researchers analyse female participants etc.
- The fact that despite early research with an androcentric focus that clearly represented historical or social contexts, contemporary research illustrates movement towards balance.
- Clear evidence of reduction bias in theories / methods / explanations in psychology.
- Any other appropriate content.

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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 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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0 8 **Ethical costs of conducting research**

Certain studies in psychology are seen as unethical, but even these studies may be beneficial to society.
Using examples from psychology, discuss the potentially negative consequences and benefits to society of unethical 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 unethical 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. Watson and Rayne, it could be argued, that whilst one participant was harmed in the research, many have benefited from the development of systematic desensitisation (SD) as a treatment for phobias. Milgram has enhanced our understanding of war crimes and possibly reduced potential discrimination. The knowledge that people are more similar than they are different can also reduce prejudice and discrimination in future generations. Milgram's research has helped us understand the dynamics of war and acts as a warning to stop similar atrocities occurring in the future. Bowlby has positively shaped childcare **policy** and procedures worldwide. The importance of bond formation has been recognised and this has led to institutional change; for example foster care where a child receives individual attention.
- Ethical assessment of studies before they are performed ensures as review of impact of study on both society and individuals concerned; advantages of risk management techniques.
- The double obligation dilemma*:* Psychologists have an obligation to two sets of people.

The negative consequences:

- To the individual in society- Watson and Rayner's research was heavily criticised for causing a risk of stress, anxiety, humiliation and pain- Little Albert. Bowlby- Critics argue that Bowlby took advantage of his position by 'using' the children in his care. The individual's well-being deserves the same consideration as the possible benefits to society- Bowlby's research involved labelling maternally deprived children as affectionless psychopaths. This could be costly to society as it could lead to discrimination.
- Milgram suggested all human beings, regardless of culture are capable of acting outside their conscience and obeying an authority figure. This could encourage abdication for any personal responsibility. This has serious ethical concerns for many groups in society, for example soldiers.
- Discussion of studies that did not provide real benefit to society and are considered unethical due to the guidelines.
- Negative consequences for society - socially sensitive research and how it may be used- Blumstein & Schwartz (1983)- investigated the number of additional

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sexual partners of heterosexual and homosexual. Genetics research into crime (Raine) or addiction (Goldman, 2005).
- *The double obligation dilemma:* Psychologists have an obligation to two sets of people.
- 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 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.
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1-2	• Little credit-worthy evidence given. • Application of the evidence to the comment is inappropriate. • There is very little use of appropriate terminology.
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