GCE A LEVEL MARKING SCHEME

SUMMER 2025

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 2025 MARK SCHEME

SECTION A: The study of behaviours

0 1 Addictive Behaviours

(a)	Describe <u>one</u> biological explanation of addictive behaviours.	10

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

- Dopamine.
- Addiction genes.
- Disease of the brain.

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

Credit will be given for:

Dopamine:

- Description of the mesolimbic pathway.
- Reference to tolerance and withdrawal - downregulation.
- Description of the role of the cortex and maintaining addiction, including research, such as, Volkow et. al. 1992- a reduction in both the number of D2 receptors and a reduction in the release of dopamine.
- Any other appropriate content.

Addiction genes:

- Description of the genes associated with addiction (e.g. DRD2), including relevant research, such as, Comings et. al. 1996
- Reference research into alcohol-related problems-variations in alcohol metabolism which is controlled by genetic factors.
- Any other appropriate content.

Disease of the brain:

- Description of addiction being considered a chronic brain disease, such as research from verywellmind.com, particularly explanations by Buddy T (2021) that considers the neurology of the brain and focuses on the brains reward system and the effect of impulse control.
- Any other appropriate content.

Marks	AO1
9-10	• Description of one explanation 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 one explanation 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 one explanation 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 one explanation of addictive behaviours is superficial. • Very little use of appropriate terminology • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(b)	**Rhyd started smoking 20 years ago. More recently he has turned to opioid drugs as cigarettes were no longer having the desired effect. Although he often says he wants to give up, he still continues using both. When asked, he says craving a hit is the worst feeling in the world. His doctor has said that his addictions are having a serious effect on his health and has recommended a few ways that he could try and overcome this.** **With reference to this scenario, evaluate the effectiveness of two methods of modifying addictive behaviours.**	**15**

AO3 Credit will be given for:
Points are likely to include:

- Research that supports/refutes the effectiveness of methods of modifying addictive behaviours.
- Comparison to other methods of modifying addictive behaviours.

Any other appropriate content.
N.B. There must be at least two methods of modifying addictive behaviours evaluated to access the top bands (6-10 marks).

AO2 Credit will be given for:
Application to the scenario as AO2 – such as aversion therapy/rapid smoking experience in comparison to Rhyd's claim that 'going without is the worst feeling in the world'. The effectiveness of agonist and antagonist for Rhyd's craving the hit.

Any other appropriate content.

Marks	**AO3**
9-10	• A thorough evaluation made of methods of modifying addictive behaviours. • Structure is logical throughout. • Depth and range included. • An appropriate conclusion is reached based on evidence presented.
6-8	• A reasonable evaluation is made of methods of modifying addictive behaviours. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based on evidence presented.
3-5	• Basic evaluation is made of methods of modifying addictive behaviours. • Structure is reasonable. • Depth or range. • A basic conclusion is reached. **OR** • A thorough evaluation made of one method of modifying addictive behaviours.
1-2	• Superficial evaluation is made of methods of modifying addictive behaviours. • Answer lacks structure. • There is no conclusion. **OR** • A reasonable evaluation made of one method of modifying 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 scenario.
3-4	• Details are mostly accurate. • Evidence used is well-chosen 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 2 Autistic spectrum behaviours

(a)	**Lee is a youth club leader and has recently been told someone with autistic spectrum disorder will be attending the club. He has been told that they have poorly developed social skills, in particular an inability to see the world from the point of view of others. They also have difficulties in communication, such as understanding irony. Lee wants to learn more about the condition before they attend.** **With reference to the scenario, describe two explanations of autistic spectrum behaviours.**	**15**

Credit **will** be given for:

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

- Amygdala dysfunction-in adulthood there is no difference in the volume of the amygdala, it is during development that significant differences are found, with larger than normal growth in amygdala volume in children with ASD.
- Chloride ions at birth- While the foetus is in the womb, chloride ions are at a high level and this is reduced rapidly during birth, controlled by the release of oxytocin. When the release of oxytocin is blocked, the level of chloride ions remains high and this has been implicated in the development of ASD.
- Genetic predisposition- supported by a number of family / twin studies.

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

- Gender differences - Males are significantly more likely to develop ASD.
- Theory of mind - cognitive deficits, namely the inability to process other people's mental states-mind blindness.
- Weak central coherence- whilst some individuals with ASD may be skilled at some processing tasks, they struggle to put together 'the whole picture' or the broader context and may focus instead on tiny details.

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

- Male behaviour - male traits such as systemising are seen in extreme forms in ASD.
- Empathising-systemising theory - individuals with ASD have a preference for systemising over empathising.
- Refrigerator mother - psychodynamic theory and suggests that a certain type of parent (cold, unemotional and overly intellectual in their approach to parenting) may be implicated in the development of ASD.

- Any other appropriate content.

NB There must be at least two explanations described to access the top bands (6-10).

AO2 Credit will be given for:

- General application of the explanations of autistic spectrum behaviour to Lee's situation.
- Specific links between the behaviours described in the scenario and the explanations chosen, e.g. poorly developed social skills which could be linked to the empathising-systemising theory/theory of mind and difficulties in communication.
- Any other appropriate content.

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Marks	AO1
9-10	• Description of two explanations of autistic spectrum behaviour is thorough and accurate. • There is depth and range to material included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of two explanations of autistic spectrum behaviour is reasonably detailed and accurate. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description of two explanations of autistic spectrum behaviour is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Reasonable structure. **OR** • Description of one explanation of autistic spectrum behaviour is thorough and accurate.
1-2	• Description of two explanations of autistic spectrum behaviour is superficial. • Very little use of appropriate terminology • Answer lacks structure. **OR** • Description of one explanation of autistic spectrum behaviour is reasonably detailed and accurate.
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 well-chosen 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 Relationship Development Intervention (RDI) as a method of modifying autistic spectrum behaviours.**	**10**

AO3 Credit **will** be given for:

Points are likely to include:

- Research that supports/refutes the effectiveness of Relationship Development Intervention (RDI).
- Evaluation of ethical issues of Relationship Development Intervention (RDI).
- Evaluation of social implications of Relationship Development Intervention (RDI).
- Comparison to other methods of modifying autistic spectrum behaviours.
- The validity of the explanation that Relationship Development Intervention (RDI) is based on.

- Any other appropriate content.

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

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0 3 Bullying behaviours

(a)	**Describe one social psychological explanation of bullying behaviours.**	**10**

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

- Cultural differences.
- In-group/outgroup.
- Moral disengagement.

Credit **will** be given for:

- Cultural Differences: differences in social rules may contribute to a bully viewing victims as strange or weak. Pain from being bullied may lead some to feel they need to protect themselves and thus bullying others.
- In-group / out-group: Favouritism is shown to the in-group in contrast outgroup members are discriminated against. Bullying might also form part of the in-group norms.
- Moral Disengagement: Defined by Bandura as the social cognitive processes through which the average person is able to commit horrible acts against others; cognitive restructuring of harmful behaviour, obscuring or minimising one's role in causing harm, disregarding or distorting the impact of harmful behaviour, and blaming and dehumanising the victim.

- Any other appropriate content.

Marks	AO1
9-10	• Description of one social psychological explanation 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 one social psychological explanation 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 one social psychological explanation 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.
1-2	• Description of one social psychological explanation of bullying behaviours is superficial. • Very little use of appropriate terminology • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(b)	**Individual differences explanations can be applied to methods of modifying bullying behaviours. Briefly explain how.**	**5**

The individual differences explanations of bullying behaviours identified in the specification are:
- cognitive biases.
- narcissistic personality.
- theory of mind.

The methods of modifying bullying behaviours named on the specification are:
- Creating A Peaceful School Learning Environment (CAPSLE).
- Olweus Bullying Prevention Programme.

Credit **will** be given for:
- A demonstration of the understanding of the way the general individual differences explanation could be applied to modifying bullying behaviours.
- Linking the individual differences explanations to a broad (or specific named) method of modifying bullying behaviours.
- Individual differences explanations focusing on a specific method of modifying.
- Any other appropriate content.

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

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

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(c)	Evaluate individual differences explanations of bullying behaviours.	10

The individual differences explanations of bullying behaviours identified in the specification are:
- cognitive biases.
- narcissistic personality.
- theory of mind

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

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

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

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

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0	4	**Criminal behaviours**

(a)	**Describe the characteristics of criminal behaviours.**	**10**

Credit could be given for:

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

- Characteristics of the behaviour that need to be present to be considered a crime: The intended behaviour causes harm to a victim (physical, psychological, financial) and must be legally forbidden.
- Risk factors for criminal behaviours (genetic factors, prenatal factors, upbringing, exposure to violent models, birth trauma combined with early rejection, poverty, peer groups, use of drugs and alcohol, mental illness.).
- Types of individuals (age, ethnicity) committing different types (white collar, violent etc.) of crime.
- Farr and Gibbon (1990) is relevant when it is used to highlight the characteristics of criminal behaviour within the categories of crime they note. If the categories of crime are described without any description of the characteristics typically exhibited by those within those categories then credit is limited to the bottom of the 'basic' mark band (3 marks).
- Any other appropriate content.

Marks	AO1
9-10	• Description of characteristics of criminal 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 criminal 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 criminal 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 criminal behaviours is superficial. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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(b)	**Briefly explain how biological explanations could be applied to modifying criminal behaviour.**	**5**

The biological explanations of criminal behaviours identified in the specification are:
- Disinhibition hypothesis.
- Inherited criminality.
- Role of the amygdala.

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 biological explanations could be applied to modifying criminal behaviours.
- Linking the biological explanations to a broad (or specific named) method of modifying criminal behaviours.
- Biological explanations focus on a specific method of modifying.
- Any other appropriate content.

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

Marks	AO2
5	• The way in which biological explanations could be applied to modifying criminal behaviours has been thoroughly explained. • The details are accurate.
3-4	• The way in which biological explanations could be applied to modifying criminal behaviours has been reasonably explained. • The details are mostly accurate.
1-2	• The way in which biological 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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(c)	**Evaluate the effectiveness and the ethical and social implications of one method of modifying criminal behaviour.**	**10**

The methods of modifying criminal behaviour identified in the specification are:
- Restorative Justice.
- Anger Management.

However, any method of modifying criminal behaviour can be used.

AO3 Credit **will** be given for:

Points are likely to include:
- Research that supports/refutes the effectiveness of methods of modifying criminal behaviours.
- Evaluation of the ethical issues of the method of modifying criminal behaviours.
- Evaluation of the social implications of the method of modifying criminal behaviours.
- Comparison to other methods of modifying criminal behaviours, in terms of effectiveness, ethical issues and social implications.
- Any other appropriate content.

N.B. Candidates who only address 'effectiveness' OR who only address 'ethical and social implications' will not be able to access the two higher mark bands (6-8 and 9-10).

Marks	AO3
9-10	• A thorough evaluation made of the effectiveness and the ethical and social implications of one method of modifying criminal behaviour. Structure is logical throughout. • 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 effectiveness and the ethical and social implications of one method of modifying criminal behaviour. • 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 effectiveness and the ethical and social implications of one method of modifying criminal behaviour. **OR** • A thorough evaluation made of either the effectiveness or the ethical and social implications of one method of modifying criminal behaviour. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• Superficial evaluation is made of the effectiveness and the ethical and social implications of one method of modifying criminal behaviour. **OR** • A reasonable evaluation made of either the effectiveness or the ethical and social implications of one method of modifying criminal behaviour. • Answer lacks structure. • There is no conclusion.
0	• Inappropriate answer given. • No response attempted.

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0 5 Schizophrenia

(a)	Briefly describe two explanations of schizophrenia.	5+5

Credit **wil**l be given for:

The biological explanations of schizophrenia identified in the specification are:

- Cannabis influence on brain chemistry. This biological explanation considers the role of early cannabis use in the development of schizophrenia.
- Dopamine hypothesis. This explanation focusses on the role of the neurotransmitter, dopamine. Too much or too little of a neurotransmitter can affect the messages that are sent across synapses in the mesolimbic and mesocortical pathways.
- Enlarged ventricles. This explanation focusses on abnormalities of brain structure. In some individuals with schizophrenia, the ventricles seem to be larger than in those individuals without schizophrenia. E.g. Andreason.

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

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

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

- Cultural norms - urbanity- rate of schizophrenia in urban areas is much higher than in rural areas. Research by Krabbendam and van Os, 2005, identified a number of contributing factors that could help explain the higher rates of schizophrenia in urban areas; poverty, stress (especially maternal stress), substance abuse and ethnicity.
- Dysfunctional families (failure to provide for physical or emotional needs of children, coupled with rigid expectations, authoritarianism, exploitation and other forms of abuse produce a variety of effects in children including 'reality shifting' and inappropriate communication patterns and emotional responses). Expressed emotion (or EE is a measure of how the relatives of someone suffering from schizophrenia talk about this person. Family members with high expressed emotion are hostile, very critical and not tolerant of the patient. High levels of EE can act as potential triggers for the development of schizophrenia and can worsen
- Any other explanation.

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

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(b)	**Biological explanations offer the best way of explaining schizophrenia as they have more strengths than weaknesses, for example they offer effective methods of modifying schizophrenia. However, some psychologists believe biological explanations may not offer a complete account.** **Evaluate biological explanations of schizophrenia, with reference to this statement.**	**15**

The biological explanations of schizophrenia identified in the specification are:

- cannabis influence on brain chemistry
- dopamine hypothesis
- enlarged ventricles

however, any appropriate biological explanation of schizophrenia 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 biological explanations evaluated to access the top bands (6-10 marks).

AO2 Credit **will** be given for:

- Links to the statement that biological explanations offer the best way of explaining schizophrenia.
- Clearly developed arguments that biological explanations do or do not have more strengths than weaknesses.
- Clearly developed arguments that biological explanations may or more not offer a complete account.
- 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 biological explanations of schizophrenia. • Structure is logical throughout. • Depth and range included. • An appropriate conclusion is reached based on evidence presented.
6-8	• A reasonable evaluation is made of biological explanations of schizophrenia. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based on evidence presented.
3-5	• Basic evaluation is made of biological explanations of schizophrenia. • Structure is reasonable. • Depth or range. • A basic conclusion is reached. **OR** • A thorough evaluation made of one biological explanation of schizophrenia.
1-2	• Superficial evaluation is made of biological explanations of schizophrenia. • Answer lacks structure. • There is no conclusion. **OR** • A reasonable evaluation made of one biological explanations of schizophrenia.
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 well-chosen 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 6 Stress

(a)	**Briefly describe and evaluate <u>one</u> social psychological explanation of stress.**	**10**

The social psychological explanations of stress identified in the specification are:
- daily hassles
- life events
- locus of control

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

AO1 Credit **will** be given for:
Daily hassles:
- Reference to hassles and uplifts.
- Research into the impact of hassles on stress and health, such as Kanner (1981) and the Hassles and Uplifts Scale.
- A description of the accumulation effect, amplification and lack of social support (Flett, 1995) to explain why hassles may have an effect.

Life events:
- Reference to research by Holmes and Rahe on life changes and a description of the Social Readjustment Rating Scale (SRRS).
- Description of further research evidence, such as Rahe's own use of the SRRS/variations to look into the relationship between stress and illness.

Locus of control:
- Reference to research explaining how having an internal or external locus of control can affect stress levels, such as James Neill's. People with an internal locus of control tend be more achievement orientated, get better paid jobs which may help to lower stress levels. However, the environmental factors, such as privilege and disadvantage may influence the type of locus of control a person leans towards.
- 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 stress is thorough and accurate. • Effective use of terminology throughout.
3-4	• Description of one social psychological explanation of stress is reasonably detailed and accurate. • Good use of terminology.
1-2	• Description of one social psychological explanation of stress is superficial in detail and accuracy. • Some use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.
Marks	**AO3**
5	• A thorough evaluation made of one social psychological explanation of stress. • Structure is logical throughout. • Depth and range included.
3-4	• A reasonable evaluation is made of one social psychological explanation of stress. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation is made of one social psychological explanation of stress. • Answer lacks structure. • Depth or range.
0	• Inappropriate answer given. • No response attempted.

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(b)	**Briefly describe and evaluate <u>one</u> biological explanation 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.

AO1 Credit **will** be given for:
Adrenaline:
- When faced with a stressor, via the hypothalamus and adrenal medulla the body releases adrenaline.
- 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.
- 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.
- The stress response was vital for our ancestors because the bodily changes (fight and flight) associated with stress were essential to deal with the environmental stressors of the time.
- Nowadays, although this stress response still exists, the nature of the stressor is different; it may no longer be adaptive-often associated with negative events, its utility has often been neglected.

Stress genes:
- COMT gene: COMT is an enzyme which helps break down dopamine (role in your reward response) and epinephrine and norepinephrine (responsible for your fight or flight response).
- The COMT gene helps regulate your brain's production dopamine. This affects how we make decisions under pressure.

- 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 biological explanation of stress is thorough and accurate. • Effective use of terminology throughout.
3-4	• Description of one biological explanation of stress is reasonably detailed and accurate. • Good use of terminology.
1-2	• Description of one biological explanation of stress is superficial in detail and accuracy. • Some use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.
Marks	**AO3**
5	• A thorough evaluation made of one biological explanation of stress. • Structure is logical throughout. • Depth and range included.
3-4	• A reasonable evaluation is made of one biological explanation of stress. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation is made of one biological explanation of stress. • Answer lacks structure. • Depth or range.
0	• Inappropriate answer given.

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(c)	**Individual differences explanations can be applied to methods of modifying stress. Briefly explain how.**	**5**

The individual differences explanations of stress identified in the specification are:
- Hardiness.
- Type A and B personalities.
- Self-efficacy.

The two methods of modifying stress identified in 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 explanations could be applied to modifying stress.
- Linking the individual explanations to a broad (or specific named) method of modifying addictive behaviours (beta blockers and stress inoculation training).
- Individual differences explanations focus on hardiness, Type A and B personalities, and self-efficacy.
- 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 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 have been superficially explained. • There may be inaccuracies throughout.
0	• Inappropriate answer given. • No response attempted.

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SECTION B: Controversies

0 7 Scientific status

Methodologies used by some approaches in psychology are unscientific and this stops psychology from being regarded as a science. **Using your knowledge of psychology, discuss this statement**	**25**

The controversy of scientific status on the specification includes the following bullet points:
- benefits of being a science
- changing nature of 'science'
- costs of being a science
- methodologies used by the various approaches.

Supporting Arguments
- The theoretical underpinnings of psychological approaches often involves an investigation through methods that are not traditionally scientific.
- Psychology examines human individuals – many variables affect behaviour. Can any human behaviour be studied that way?
- Some approaches in psychology do not advocate the importance of scientific processes and procedures. The focus on the individual is more important than a generalisable rule. Idiographic rather than nomothetic being a preferred focus.

Against Arguments.
- Some approaches in psychology illustrate nomothetic universal principles (e.g. Behaviourism).
- Some areas of psychology (e.g. Biological Psychology, Cognitive Psychology) make use of scientific methods of investigation emphasising objectivity and control (e.g. lab experiment, imaging techniques).
- Characteristics of science can be found in many areas of psychological research e.g. empirical research and objectivity.
- 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 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.
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	**Non-human animals**

Using non-human animals in psychology is necessary for the 'greater good' of humanity. **Using examples from psychology, discuss the use of non-human animals in research and as a therapeutic device.**	**25**

The controversy of the use of non-human animals on the specification includes the following bullet points:

- BPS Guidelines for Psychologists Working with Animals
- Comparative / ethological psychology
- use as a therapeutic device
- speciesism.

Arguments for:

- Animals as a therapeutic device - research involving animals has led to better human life experience.
- Research showing that non-human animals can have positive effects on stress, mental health and may aid with attachments. Evidence has shown effectiveness in many areas including schizophrenia, developmental disabilities and Down's syndrome.
- Research can be useful especially given the very clear structures set out by the BPS about non-human animal testing. Legislation (Animal Act) provides a safe and clear structured set of rules and regulations meaning needless experiments are avoided.
- Ethological study research involving non-human animals has limited impact on animals being observed. E.g. Lorenz (1935).
- Humans have a special duty of care towards humans. Therefore, the life of a human is worth more than that of an animal, and so animal experimentation is justified if it can help humans. This argument was proposed by Grey (1991).

Arguments against:

- Animals as a therapeutic device - is still a relatively new treatment, and the evidence into how effective it is remains mixed. This poses an ethical issue-it can be stressful for the animals involved; therefore, if the benefits to the patient's is minimal, it may be argued that it is unethical as the benefits are outweighed by the cost.
- Animals are not humans – so experimental research findings are only limited to the animal being tested. Generalisation to humans is difficult if not impossible. This means that the importance of such findings are reduced and the pain / suffering the animal has ensured is needless.
- Speciesism- discriminates on the basis of species- humans discriminate against animals on the basis of species, and that animal experimentation is akin to racism.
- Animal rights arguments can be absolutist. An absolutist, such as Regan (1984) would argue that no animal experiment is ever ethical, and therefore no study can be justified- every animal study is ethically wrong.
- Animals are sentient- they can feel and think and experience emotions. This would mean that animals in experiments can suffer much in the same way that humans do; animals show signs of being able to feel pain- in 2009, the Treaty of Lisbon declared that "all animals are sentient".
- Some research has been ethically questionable – and seen as detrimental to the animals concerned. Is the long-lasting impact of such studies worthwhile? For example – Harry Harlow's research into attachment of young monkeys.
- Any other appropriate content.

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

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