

# AQA PSYCHOLOGY

## For A Level & AS

### *Your Guide to Exam Success!*

*AS and AL mock exams: suggested answers and mark schemes (from Chapter 8 of the book)*

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# AS LEVEL PSYCHOLOGY

## Paper 1 Introductory Topics in Psychology

### Section A

#### Social influence

Answer all questions in this section.

This is the page number in *Your Guide to Exam Success*.

### Question 01

page 114

#### Mark scheme

Marks for this question: AO1 = 2

**2 marks** for an appropriate and clear definition of the Authoritarian Personality.

**1 mark** for a limited/muddled definition.

A type of personality that is especially susceptible to obeying people in authority. Such individuals are also thought to be submissive to those of higher status and dismissive of inferiors.

Note: Do not credit examples unless these add to the definition.

#### Suggested answer

*A person who is likely to obey and admire authority, and also shows contempt for inferiors.*

### Question 02

page 114

#### Mark scheme

Marks for this question: AO1 = 4

Level	Marks	Knowledge and accuracy	Detail	Clarity	Organisation and coherence	Specialist terminology
2	3–4	Generally accurate	Some detail missing	Mostly clear	Mostly focused	Some appropriate
1	1–2	Limited, inaccuracies	Lacks detail	Lacks clarity	Poorly organised	Absent or inappropriate
	0	No relevant content				

#### Possible points:

- Locus of control relates to how much personal control a person feels they have over their behaviour and, ultimately, their lives (Rotter 1966).
- People with a high internal locus of control are more likely to resist social influence (i.e. resist pressures to obey or conform).
- High external locus of control associated with less resistance to social influence.
- Greater sense of control associated with more self-confidence and general well-being.

Full marks can be awarded for depth or breadth.

Credit other relevant material.

#### Suggested answer

*Locus of control refers to the extent that a person feels in control of their behaviour and the things that happen to them. If you have an internal sense of control that means you feel responsible for your actions instead of 'blaming' other people for your behaviour. This means that when other people behave in a bad way you are more able to resist that influence because you consult your own principles. For example, if some friends decided to go out the night before an exam you might resist because you don't think that's a good idea.*

(97 words)

**Question 03.1 (RM question)**

page 114

**Mark scheme****Marks for this question: AO2 = 2****2 marks** for identification of the operationalised dependent variable.

The operationalised DV is conforming with the majority on six or more trials or conforming on less than six trials.

**1 mark** for a dependent variable which is not operationalised.

The operationalised DV is conforming or not conforming.

**0 marks** for stating just 'conforming' or referring to the IV (group size).**Suggested answer***Conforming with the majority on six or more trials or conforming on less than six trials.***Question 03.2 (RM question)**

page 114

**Mark scheme****Marks for this question: AO2 = 2****2 marks** for an appropriate and clear explanation of how demand characteristics might affect the findings of the study.

The explanation will make it clear that participants altered their behaviour in some way because of a belief they have about their participation in the study, and this could affect the findings.

**1 mark** for a limited/muddled explanation that is linked to the study.**Possible application points:**

- The participants may conform more in a large group than in a small group because it is clearer what they are expected to do, and therefore the findings are what the researcher expected.
- Participants might respond in the opposite direction to that expected in order to 'spoil' the outcome, i.e. they deliberately resist social influence because they guess that is what the study is about.
- The participants know they are in a study and therefore look to the other participants to work out how to behave. This inevitably leads to greater conformity. In a small group there are fewer cues.

Note: Do not credit answers which just describe how group pressure operates.

Credit other relevant material.

**Suggested answer***The participants know they are in a study and therefore look to the other participants to work out how to behave. This inevitably leads to greater conformity. In a small group there are fewer cues.***Question 03.3 (Maths question)**

page 114

**Mark scheme****Marks for this question: AO3 = 2****2 marks** for an appropriate and clear explanation of why a volunteer sample would be better than using a random sample in this study.**1 mark** for a limited/muddled explanation.**Possible points:**

- A random sample takes a long time to organise: need a list of the population, then select possible participants using a random technique and finally contact them, whereas volunteers can be accessed by just putting a notice on a noticeboard.
- With a random sample some people may not agree to take part but volunteers have already agreed.

Credit other relevant material.

**Suggested answer***With a random sample some people who are selected may not agree to take part but volunteers have already agreed which makes the process quicker.*

**Question 03.4 (Maths question)** page 114

**Mark scheme**

**Marks for this question: AO3 = 2**

**1 mark** for saying that a smaller group has the least effect on conformity and/or a larger group has a greater effect.

**Plus**

**1 mark** for further detail that conformity rate levels off at about four people.

Accept other valid conclusions.

No marks for restating the data.

**Suggested answer**

*The data in the table shows that conformity doesn't occur in the presence of a few people but may only need a group of four people for a maximum effect to occur.*

**Question 03.5 (RM question)** page 114

**Mark scheme**

**Marks for this question: AO3 = 2**

**2 marks** for an appropriate and clear explanation of an improvement.

**1 mark** for a limited/muddled explanation.

**Possible points:**

- The students could add another condition with eight confederates to see if conformity rates rise further or the rate remains similar.
- The students could test the effect of different kinds of confederates e.g. older people only or peers.

Accept other valid improvements.

**Suggested answer**

*One improvement would be to add further conditions such as three, five and seven confederates to see if the pattern of levelling off was confirmed.*

**Question 04** page 114

**Mark scheme**

**Marks for this question: AO1 = 4 and AO3 = 4**

Level	Marks	Knowledge, detail and accuracy	Evaluation	Clarity, organisation and coherence	Specialist terminology
4	7–8	Some detail, accurate	Effective	Clear, coherent and focused	Used effectively
		Minor detail and/or expansion of argument may be lacking			
3	5–6	Evident, occasional lack of detail/inaccuracies	Some effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	3–4	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–2	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

- Milgram's baseline procedure involving a Learner (a confederate, Mr Wallace), an Experimenter (a confederate dressed in a grey lab coat) and a Teacher (true participant).
- The procedure involved the Learner being asked questions to test his memory and if he got the answer wrong he received an electric shock which increased in intensity with each wrong answer.

- In the proximity variation the Teacher and Learner were in the same room (in the baseline procedure the Teacher couldn't see the Learner but could hear him).
- In the touch proximity variation the Teacher pressed the Learner's hand onto the 'electroshock plate' if he refused, after a wrong answer, to put his hand on the plate to receive the shock.
- Obedience was measured in terms of the participants who continued giving shocks to the highest level (450 volts). In the proximity condition levels dropped from a baseline 65% to 40% and in the touch proximity condition to 30%.

**Possible evaluation:**

- Milgram's findings with proximity have been replicated (e.g. Beauvois *et al.* 2012, Meeus and Raaijmakers 1986).
- Some research shows that proximity does not reduce obedience (Sheridan and King 1972, Mandel 1998).
- Participants may have been play-acting (low internal validity), Perry (2013) found that about 60% of participants didn't believe the shocks were real.
- The situational perspective is dangerous because it suggests people can excuse their behaviour. Obedience in the real world may be more to do with social identity (Haslam *et al.* 2014).

Note: Evaluations are only creditworthy if linked to proximity/situational variables.

Credit other relevant material.

**Suggested answer**

*In the proximity variation Milgram tested obedience using the original setup. Participants were given the role of a 'Teacher' and two confederates played the role of Learner (who apparently received the electric shocks) and of Experimenter (who gave the orders). The Learner in the proximity condition was in the same room as the Teacher and in the touch proximity variation the Teacher pressed the Learner's hand onto the 'electroshock plate' if he refused, after a wrong answer, to put his hand on the plate to receive the shock. The level of electric shock increased by 15 volts with each wrong answer – though of course the shocks were not real.*

*In the baseline study 65% of participants continued to the highest level of 450 volts i.e. they were fully obedient. Whereas, in the proximity variation, obedience dropped to 40%.*

*One issue is the question about whether participants actually believed the experimental set up and just went along because they were good research participants, so they weren't really obeying orders. Perry listened to tapes of Milgram's original research and said that about half of the participants didn't believe the shocks were real. This suggests that participants might have been responding to demand characteristics in the situation.*

*However some research challenges these findings. For example Sheridan and King asked participants to give shocks to a puppy each time the puppy responded to a command incorrectly. The shocks were not strong but strong enough to make the puppy howl. 54% of the men and 100% of the women continued until the puppy became unconscious (due to an anaesthetic). This suggests that proximity does not always reduce obedience.* (273 words)

<b>End of Section A</b>	<b>24 marks</b>
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**Section B**  
**Memory**  
 Answer all questions in this section.

**Question 05** page 114

**Mark scheme**

**Marks for this question: AO1 = 3**

**3 marks** for an appropriate, clear and coherent description of **one** store in the multi-store model.

**2 marks** for a less detailed description using some of the detail given below.

**1 mark** for a limited/muddled description.

**Possible points:**

**Sensory memory**

- Coding – Modality-specific e.g. visual data in iconic store.
- Capacity – Very large e.g. each eye has over one hundred million cells.
- Duration – Very short e.g. vision less than half a second (demonstrated with visual persistence).

**Short-term memory**

- Coding – Generally acoustic (Baddeley 1966).
- Capacity – Limited, possibly 7 plus or minus 2 (Miller 1956).
- Duration – Limited, about 18 seconds unless rehearsed (Peterson and Peterson 1959).

**Long-term memory**

- Coding – Generally semantic (Baddeley 1966), different kinds of long-term memory e.g. episodic may use other coding.
- Capacity – Very large.
- Duration – Potentially as long as your lifetime.

Note: If more than one store described credit the best answer.

Credit other relevant material.

**Suggested answer**

*Short-term memory has three key features:*

1. *The way it is coded – information is thought to be coded acoustically (i.e. it is based on sounds).*
2. *The capacity is limited possibly to less than nine items, though chunking means a person may be able to store more than nine individual items but there would still be a limited number of chunks that can be stored.*
3. *Duration is also limited, probably to about 18 seconds unless rehearsed (Peterson and Peterson).* (80 words)

**Question 06** page 114

**Mark scheme**

**Marks for this question: AO3 = 1**

**1 mark** for stating that retroactive interference is when new information interferes with the old memories and proactive is the opposite (old memories interfere with new information).

Note: No marks if the two definitions are stated – the difference must be identified.

Credit other relevant material.

**Suggested answer**

*Proactive interference is when old memories interfere with the new memories and retroactive is the opposite (new memories interfere with old memories).*

**Question 07** page 114

**Mark scheme**

**Marks for this question: AO2 = 4**

Level	Marks	Knowledge, detail and accuracy	Application	Clarity and organisation	Specialist terminology
2	3–4	Generally accurate	Mostly effective	Generally coherent	Used appropriately
1	1–2	Limited, inaccuracies	Limited effectiveness or absent	Lacks clarity and organisation	Absent or inappropriate
	0	No relevant content			

**Possible application points:**

- Mr X was shaken. Anxiety affects the accuracy of memory. There is evidence that it reduces the accuracy of what is remembered (e.g. Johnson and Scott 1976).

- There is also evidence that anxiety increases the accuracy of recall (e.g. Yuille and Cutshall 1986).
- Mr X discussed what he saw with one of his friends. His friend provided post-event information and their discussion may have altered what Mr X actually remembered. Therefore his recall may be unreliable (e.g. Gabbert *et al.* 2003).
- The jury should be advised of psychological research in order to effectively evaluate the accuracy of Mr X’s testimony.

Note: Material on leading questions would not be creditworthy as there is no mention of them in the stem (scenario).

Credit other relevant material as long as it relates to factors that may affect eyewitness testimony.

**Suggested answer**

*It is important that the jury knows how to assess the accuracy of Mr X’s testimony. One factor is assessing how anxiety may have affected his recall as he was distressed after the event. One study found that people who were distressed (because they saw a man holding a knife covered in blood) gave less accurate information (Johnson and Scott). However another study looked at a real-life crime and found that witnesses who said they had felt stressed still gave very accurate information.*

*Another point is about post-event discussion – the fact that Mr X discussed what happened with his friend after the event means his memory may have been altered. Research shows that recall can be distorted by hearing such information (Gabbert).*  
(120 words)

**Question 08** page 114

**Mark scheme**

**Marks for this question: AO1 = 4 and AO3 = 4**

Level	Marks	Knowledge, detail and accuracy	Discussion	Clarity, organisation and coherence	Specialist terminology
4	7–8	Some detail, accurate Minor detail and/or expansion of argument may be lacking	Effective	Clear, coherent and focused	Used effectively
3	5–6	Evident, occasional lack of detail/inaccuracies	Some effective		
2	3–4	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–2	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

- Forgetting is due to the absence of appropriate cues.
- External contextual cues, where the environment for learning and recall are different (e.g. different room).
- Internal contextual cues, where physical/mental state during learning and recall are different (e.g. emotion).
- Some cues are linked meaningfully to material to-be-remembered (e.g. an abbreviation) whereas internal/external cues are coincidental cues.

**Possible discussion:**

- Research evidence shows that cues lead to better recall, e.g. Godden and Baddeley (1975).
- Useful applications, e.g. as a revision method.
- Contexts have to be very different to have any significant effects.
- Context effects only occur in certain types of recall – free recall not recognition memory tests.

Credit other relevant material.

**Suggested answer**

*People may ‘forget’ information even though it is stored in their memory – but with the right cues they would remember it. For example, if you learn information in one classroom and are tested in a different classroom the absence of external contextual cues may mean you don’t remember things that you would remember if you had contextual cues. The same thing applies to internal contextual cues, such as your emotional state. This explains why when you feel depressed you remember other times you have been depressed but don’t remember those depressed occasions when you are in a happy mood.*

*There is considerable research evidence to support the effect of contextual cues. For example Godden and Baddeley showed that divers didn't recall material to-be-remembered as well if they tried to recall it in a different environment from where they learned it (underwater or on the beach).*

*However, contexts have to be very different for the effect to occur – which was the case between being on land and underwater. In everyday life this occurs less. However cues do have an application to revision when you associate key words with the material to-be-remembered. Without the cue you may not recall the information. This is an example of free recall – the same does not apply to recognition memory, so retrieval failure due to the absence of cues does not apply to all situations or types of memory.*

(233 words)

**Question 09.1 (Maths question)** page 115

**Mark scheme**

**Marks for this question: AO2 = 2**

**1 mark** for naming a suitable measure of central tendency (the median or the mean).

**Plus**

**1 mark** for explaining the choice.

**Possible application points:**

- The median might be chosen if there were some extreme scores in either group.
- The mean might be chosen because it is the most sensitive measure of central tendency due to the fact that all values are used in the final calculation.

The mode would not be suitable as the data is not in categories (nominal).

Credit other relevant material.

**Suggested answer**

*The mean would be most suitable as it is the most sensitive measure of central tendency due to the fact that all values are used in the final calculation.*

**Question 09.2 (RM question)** page 115

**Mark scheme**

**Marks for this question: AO2 = 2**

**2 marks** for an appropriate and clearly-worded closed question that collects relevant material about how difficult participants found it to recall information from the film.

**1 mark** for a limited/poorly-expressed closed question that is relevant.

Note: A closed question has a restricted number of possible responses so would include yes/no questions and questions that present a fixed set of answers. If there is an 'other' category that would be an open-ended question.

Do not credit an explanation of closed questions.

**Suggested answer**

*Did you find it difficult to recall information from the film? Yes/No (circle your answer)*

**Question 09.3 (RM question)** page 115

**Mark scheme**

**Marks for this question: AO3 = 2**

**2 marks** for an appropriate and clear explanation of why it might be better to use a repeated measures design OR for two limited explanations.

**1 mark** for a limited/muddled explanation.

**Possible points:**

- A repeated measures design controls participant variables because the same person is tested twice.
- A repeated measures design requires fewer participants because you use half as many participants to get the same set of data.

Credit other relevant material.

**Suggested answer**

*Repeated measures is better because the same participants are tested twice and this controls for any differences, for example with independent groups it might be that one group had people with a better memory and this would be a confounding variable.*

<b>Question 09.4 (RM question)</b>	page 115
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**Mark scheme**

**Marks for this question: AO2 = 2**

**2 marks** for an appropriate and clear explanation of the aims of piloting with reference to this study.

**1 mark** for a limited/muddled explanation.

**Possible application points:**

- To test procedures to see if they work effectively, e.g. testing out standardised instructions to see if participants understand what the interview will entail.
- To see if any modifications need to be made to the design, e.g. to see if some questions about the film lacked clarity.

Credit other relevant material.

**Suggested answer**

*The aims of piloting are to test the intended procedures with a small group of participants and see if anything requires modification. For example, participants might report that they didn't understand some of the questions about the film.*

<b>End of Section B</b>	<b>24 marks</b>
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**Section C**  
**Attachment**  
 Answer **all** questions in this section.

<b>Question 10</b>	page 115
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**Mark scheme**

**Marks for this question: AO1 =1**

**Correct answer A** Moderate separation anxiety, moderate stranger anxiety, accept comfort from caregiver.

<b>Question 11</b>	page 115
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**Mark scheme**

**Marks for this question: AO1 = 1**

**Correct answer D** Low separation anxiety, low stranger anxiety, reject/avoid comfort from caregiver.

**Question 12** page 115

**Mark scheme**

Marks for this question: AO1 = 2 and AO3 = 2

Level	Marks	Knowledge and accuracy	Criticism	Clarity and organisation	Specialist terminology
2	3–4	Generally accurate	Mostly effective	Mostly clear and focused	Some appropriate
1	1–2	Limited, inaccuracies	Limited	Lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

For **2 marks either** outline **or** criticism is done well.

**Possible points:**

- The role of the internal working model is to create a template for what relationships are like.
- The role of the internal working model is to create expectations about how others will treat you, e.g. if a child has a loving early relationship the internal working model creates an expectation that other relationships will be like this.

Note: The question asks about the role of the model, it does not ask for a definition.

**Possible criticism:**

- There is research support e.g. Hazan and Shaver (1987, the ‘Love Quiz’), Fearon and Roisman (2017, review of research), shows that early attachment consistently predicts later attachment.
- Some research shows no evidence of continuity (e.g. Becker-Stoll *et al.* 2008).
- Alternative explanation – temperament may be inherited and this could explain link between parental behaviour and child’s later attachments/relationships.

Credit other relevant material.

**Suggested answer**

*The role of the internal working model is to create expectations about how others will treat you e.g. if a child has a loving early relationship, then the internal working model creates an expectation that other relationships will be like this. This will affect the child’s adult relationships.*

*One limitation to the role of the internal working model is that the apparent link between early and later relationships may be because temperament is inherited – being warm and loving is not due to the relationship with a parent that creates a ‘warm and loving’ internal working model. It is because of an inherited disposition.* (103 words)

**Question 13.1** page 115

**Mark scheme**

Marks for this question: AO2 = 4

Level	Marks	Knowledge, detail and accuracy	Application	Clarity and organisation	Specialist terminology
2	3–4	Generally accurate	Mostly effective	Generally coherent	Used appropriately
1	1–2	Limited, inaccuracies	Limited effectiveness or absent	Lacks clarity and organisation	Absent or inappropriate
	0	No relevant content			

**Possible application points:**

- Research on Romanian orphans (The ERA project) has found that children under six months showed better recovery after adoption to UK families compared with children adopted over the age of six months.
- We would expect Irena’s IQ to be near the norm of 100 but Tomas’s would be lower. This would have implications for school performance.
- Tomas may have attachment difficulties e.g. show disinhibited attachment (attention-seeking, clinginess and being equally social to both familiar and unfamiliar adults).

Credit other relevant material as long as it relates to the effects on Irena and/or Tomas.

**Suggested answer**

*The key factor is the age at adoption. As Irena was adopted at three months old we would expect a fairly normal development after adoption – according to the ERA team the age of six months is a watershed point. Irena might initially take a while to settle and be quite clingy but, by the time she gets to school, we would expect her IQ to be in the normal range and she would be securely attached and make friends easily.*

*On the other hand Tomas, who was adopted after the age of six months, is likely to show a lower-than-average IQ and a disinhibited attachment style through his childhood even with good emotional care, which means he may struggle at school and be attention-seeking.* (122 words)

**Question 13.2** page 115

**Mark scheme**

**Marks for this question: AO2 = 2**

**2 marks** for an appropriate and clear explanation of the steps Irena’s family might take to ensure no negative effects.  
**1 mark** for a limited/muddled explanation.

**Possible application points:**

- Irena would still be under the age of 2 years. Bowlby’s maternal deprivation hypothesis identified this as being in the critical period where maternal deprivation might cause long-term emotional harm.
- Irena’s family, especially her mother-figure, should ensure continuous emotional care.

Credit other relevant material.

**Suggested answer**

*Irena is still in the period of development (under age 2) where Bowlby said maternal deprivation would cause long-term psychological harm. Therefore, the family should make sure they spend lots of time with Irena in hospital, and her mother might even stay in the hospital.*

**Question 14** page 115

**Mark scheme**

**Marks for this question: AO1 = 6 and AO3 = 6**

Level	Marks	Knowledge, detail and accuracy	Discussion	Clarity, organisation and coherence	Specialist terminology
4	10–12	Generally well-detailed, accurate	Effective	Clear, coherent and focused	Used effectively
3	7–9	Evident, occasional inaccuracies	Some effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	4–6	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–3	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

- Fathers may have a role as a child’s primary attachment figure – Schaffer and Emerson (1964), in 27% of their sample the father was the joint first object of attachment with the mother.
- Fathers may have a role as secondary attachment figures – an important emotional safety net because mothers are not always present. This ensures continuity of emotional care.
- Fathers may have a different kind of role in development – Grossmann *et al.* (2002), the quality of fathers play with babies was related to the quality of adolescent attachments.

**Possible discussion:**

- Different methodologies used – short-term and long-term studies yield different results. Long-term studies e.g. Grossmann *et al.* are more likely to find positive results for the role of the father.

- Stereotypes – fathers may be influenced by stereotypes about how men should behave. Therefore the reason they don't appear to be primary attachment figures is due to expectations.
- Children from one-parent families do not development differently from those from two-parent-families (e.g. McCallum and Golombok 2004), therefore men do not have a distinctive role (and neither do women).
- Real-world application – educating parents about their role in their child's development.

**Suggested answer**

*A father may act as a child's primary attachment figure. In the early study by Schaffer and Emerson about a quarter of the babies formed a primary attachment to their father. However this was just one sample and is from a long time ago. We might expect that more men today are the primary attachment figure as often mothers are the main earner in a family and, even if they are not the main earner, they are less likely to be stay-at-home mums, so fathers have more opportunity to be the primary attachment figure.*

*Even if fathers are not the primary attachment figure they play an important role in emotional development as secondary attachment figures. Multiple attachments are important as a safety net for when the primary attachment figure is not present. Traditionally men might not have played this role because they were not always present. Having multiple attachments means a child is rarely without some support and this helps prevent the negative effects of maternal deprivation.*

*Research has especially shown that, while fathers may not offer emotional support the way mothers do, they may offer a different kind of care which is also important for development. For example they offer rough-and-tumble play and reading to children. This is supported by Grossmann et al. (2002) who found that the quality of fathers' play with babies was related to the quality of adolescent attachments.*

*The conclusions drawn about fathers are time-sensitive because today we are less constrained by stereotypes about how men ought to behave. This means that in the past babies may have been less likely to form primary attachments with their fathers because men believed they should not offer emotional support – that was a woman's role. Men also had less opportunity as they tended to be the main breadwinner in a family.*

*This research is important so that people stop seeing women as the main emotional carer and it can encourage couples to be more flexible in the roles they undertake. It also means that gay men can feel confident about being good parents. (345 words)*

[Note: Some of the A03 content is embedded in the A01 paragraphs.]

	<b>End of Section C</b>	<b>24 marks</b>
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# AS LEVEL PSYCHOLOGY

## Paper 2 Psychology in Context

### Section A

#### Approaches in Psychology

Answer all questions in this section.

This is the page number in *Your Guide to Exam Success*.

#### Question 01

page 116

#### Mark scheme

Marks for this question: AO1 = 1

**Correct answer C** Negative reinforcement increases the likelihood that a behaviour is repeated.

#### Question 02

page 116

#### Mark scheme

Marks for this question: AO3 = 2

**2 marks** for an appropriate and clear explanation with some elaboration.

**1 mark** for a limited/muddled explanation.

#### Possible points:

- The behaviourist approach is only concerned with direct reinforcement (classical and operant conditioning) whereas social learning includes indirect (vicarious) reinforcement.
- The behaviourist approach does not include any cognitive element whereas the social learning approach does (observed behaviours have to be remembered which is a cognitive process).

Credit other relevant differences.

#### Suggested answer

*The behaviourist approach suggests all learning is through direct reinforcement whereas social learning theory introduced indirect reinforcement (learning through observation).*

#### Question 03

page 116

#### Mark scheme

Marks for this question: AO1 = 3

**1 mark** for identifying one type of neuron.

**Plus**

**1 mark** for what connections are made.

**Plus**

**1 mark** for length of dendrites and axons.

#### Possible points:

- Sensory neuron – carry messages from PNS to CNS, long dendrites and short axons.
- Relay neuron – connect sensory neurons to motor or other relay neurons, short dendrites and short axons.
- Motor neuron – connect CNS to effectors, short dendrites and long axons.

Credit other relevant material.

**Suggested answer**

*A motor neuron connects the CNS to effectors, it has a short dendrite and long axon.*

**Question 04** page 116

**Mark scheme**

Marks for this question: AO1 = 2 and AO3 = 2

Level	Marks	Knowledge and accuracy	Discussion	Clarity and organisation	Specialist terminology
2	3–4	Generally accurate	Mostly effective	Mostly clear and focused	Some appropriate
1	1–2	Limited, inaccuracies	Limited	Lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

For **2 marks** either AO1 or AO3 is done well.

**Possible points:**

- Late 19<sup>th</sup> century (1879), Wundt opened first laboratory for the scientific study of human behaviour, using introspection.
- Late 19<sup>th</sup> century, Freud used case studies to understand mental disorders.
- 1900s behaviourists (Watson) sought a more objective study of behaviour based on work of Pavlov and later Skinner.
- 1950s cognitive approach reintroduced the role of the mind in behaviour using information-processing models.
- Biological approach has always embraced scientific principles.

Note: Material needs to be focused on the *emergence* of Psychology as a science not on Psychology as a science.

**Possible discussion:**

- Are these methods scientific? Requires objective methods which can be replicated.
- The humanistic approach challenged the scientific approach’s relevance to understanding human behaviour.
- Psychology is not scientific because it has no single paradigm (Kuhn).

Credit other relevant material.

**Suggested answer**

*In the late 19th century scientific Psychology emerged with Wundt using introspection to understand the way people thought. The procedures were standardised and well-controlled so could be seen as scientific and in fact similar methods came back into fashion with the rise of qualitative research as a more appropriate way to study human behaviour.*

*In the early 20th century Pavlov’s classical conditioning led Watson to establish the behaviourist approach which claimed that the only way psychology could be truly scientific would be through objective measurements, and generalising from animal behaviour. However, even though this research was well-controlled, it lacked key elements of human behaviour, namely cognitive elements. This means that the findings can’t really explain what people do.*

*In the 1950s the cognitive approach emerged and used the computer metaphor as a way of understanding behaviours such as memory. This was later criticised by humanistic psychologists as being too mechanistic. Human behaviour should be understood from the perspective of experience (i.e. subjective) if we are truly going to understand it.* (170 words)

**Question 05** page 116

**Mark scheme**

Marks for this question: AO1 = 2

**2 marks** for an appropriate and clear explanation of classical conditioning.

**1 mark** for a limited/muddled explanation.

Classical conditioning is learning by association – two stimuli (unconditioned and neutral stimulus) are repeatedly paired together, and the neutral stimulus eventually produces the unconditioned response (now called the conditioned stimulus which produces the conditioned response).

Do not credit examples unless these add to the definition.

Note: Diagrams should not be credited unless the explanation is clear.

**Suggested answer**

*An unconditioned stimulus is repeatedly paired with a neutral stimulus. Eventually the neutral stimulus (now called the conditioned stimulus) produces the unconditioned response (now called the conditioned response).*

**Question 06** page 116

**Mark scheme**

Marks for this question: AO1 = 6, AO2 = 2 and AO3 = 4

Level	Marks	Knowledge, detail and accuracy	Application	Discussion	Clarity, organisation and coherence	Specialist terminology
4	10–12	Generally well-detailed, accurate	Effective	Effective	Clear, coherent and focused	Used effectively
3	7–9	Evident, occasional lack of detail/inaccuracies	Mostly effective	Some effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	4–6	Limited, lacks accuracy	Limited effectiveness	Limited effectiveness	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–3	Very limited, many inaccuracies	Limited, poorly focused or absent	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content				

**Possible points:**

- Learning occurs through direct and indirect (vicarious) reinforcement.
- Observing other people being rewarded or punished increases or decreases the likelihood that the observer will repeat the same behaviour.
- People are more likely to observe models they identify with.
- Mediational processes affect behaviour e.g. attention, retention, motivation, motor reproduction.

**Possible application:**

- Cultural differences (e.g. how close together people stand when they are talking) can only be explained by vicarious learning (observation and imitation).
- Identification with people from your culture.

**Possible discussion:**

- Research evidence, e.g. Bandura’s Bobo doll studies (1961, 1963).
- Includes role of cognition in human learning (human research instead of behaviourist focus on non-human animals).
- Explains cultural differences in behaviour.
- Real-world applications, e.g. reducing aggressive behaviour in cartoons to reduce aggressiveness.
- Based on contrived laboratory studies.
- Little attention paid to role of biological factors e.g. genes or maturational factors.
- Comparison with other approaches.

Credit other relevant material.

**Suggested answer**

*The main process in social learning is indirect (vicarious) reinforcement. Social learning also includes direct reinforcement but the more important process is learning by observing others. Observing other people being rewarded or punished increases or decreases the likelihood that the observer will repeat the same behaviour. This is especially relevant to learning about cultural norms because these are learned by seeing other people rewarded for behaving in a culturally appropriate way, such as standing a certain distance apart when talking to each other. People learn whether it is appropriate in their culture to stand close or at a distance.*

People are more likely to observe models they identify with, such as a music star or TV personality or indeed someone from their cultural group because they identify strongly with them. People often identify with a number of different groups (e.g. being British but also identifying with other young people), so they adapt their behaviour to fit in with that social/cultural group.

Social learning involves four key mediational processes: attention (watching others in your cultural group), retention (remembering what you observed and whether it was rewarded or punished), motivation (the strength of your identification motivates you to imitate it) and motor reproduction (the ability to perform the behaviour).

A strength of the social learning approach is the research evidence that supports it, especially Bandura's original research where children imitated the general behaviour of a model but also specific acts (shouting the same words). However this research has been criticised for being a rather contrived laboratory study and the behaviour may have been due to demand characteristics.

Another strength is real-world applications. Understanding social learning theory might help cross-cultural relationships because diplomats or the military might apply social learning principles to understanding how they might shape their behaviour to be more cultural acceptable. They could look at the four key mediational processes and use this as a framework.

One limitation of the social learning approach is that it does not specifically mention the role of biological factors (e.g. inherited behaviours) and these might be overlooked if you focus too much on social learning. Some apparent cultural differences might be related to biology or other factors.

(363 words)

<b>End of Section A</b>	<b>24 marks</b>
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**Section B**

**Psychopathology**

Answer all questions in this section.

**Question 07**

page 116

**Mark scheme**

**Marks for this question: AO1 = 2 and AO2 = 2**

**2 marks** for an appropriate and clear outline of the deviation from social norms definition of abnormality.

Deviation from social norms is behaviour which goes against/contravenes unwritten rules/expectations (in a given society/culture).

**1 mark** for a limited/muddled outline.

**Plus**

**2 marks** for mostly effective application of the deviation from social norms definition to a diagnosis of depression.

A depressed person may show some socially unacceptable behaviours, e.g. being verbally or physically aggressive, angry towards others, not performing as expected at work.

**1 mark** for some effective application.

**0 marks** for no application.

No credit for an explanation of depression.

No credit for behaviours which are statistically infrequent rather than being a deviation from social norms.

Credit other relevant material.

**Suggested answer**

*Deviation from social norms is behaviour which goes against unwritten rules or expectations (in a given society).*

*A depressed person may be judged as abnormal because they engage in some socially unacceptable behaviours, e.g. being verbally or physically aggressive or they may not perform as expected at work (they might sit and gaze out of the window).*

**Question 08** page 116

**Marks for this question: AO1 = 2 and AO2 = 2**

**2 marks** for an appropriate and clear outline of the failure to function adequately definition of abnormality.

Failure to function adequately is behaviour which means that a person cannot cope with everyday life. This is maladaptive and may cause personal distress or distress to others.

**1 mark** for a limited/muddled outline.

**Plus**

**2 marks** for a mostly effective application of the failure to function adequately definition to a diagnosis of a phobia.

A person with a phobia may not be able to function adequately because their fear prevents them leaving the house which makes it hard to go to work.

**1 mark** for some effective application.

**0 marks** for no application.

No credit for an explanation of a phobia.

Credit other relevant material.

**Suggested answer**

*Failure to function adequately is behaviour which means that a person cannot cope with everyday life. This is maladaptive and may cause personal distress or distress to others.*

*A person with a phobia may not be able to function adequately because their fear prevents them leaving the house which makes it hard to go to work, and may cause them distress.*

**Question 09** page 116

**Mark scheme**

**Marks for this question: AO2 = 4**

Level	Marks	Knowledge, detail and accuracy	Application	Clarity and organisation	Specialist terminology
2	3-4	Generally accurate	Mostly effective	Generally coherent	Used appropriately
1	1-2	Limited, inaccuracies	Limited effectiveness or absent	Lacks clarity and organisation	Absent or inappropriate
	0	No relevant content			

**Possible application points:**

- Client learns the principles of relaxation first.
- An anxiety hierarchy is drawn up, e.g. situations which arouse least anxiety such as talking about the dark or looking at pictures of darkness, and then increasing to being alone in the dark.
- Client works through each stage, practising relaxation at each stage.
- The process means that a new conditioned response to darkness is learned – darkness no longer leads to a fear response but instead to a relaxation response.

Maximum of 2 marks for no specific application to darkness.

**Suggested answer**

*The client should learn the principles of relaxation first. Then an anxiety hierarchy is drawn up, e.g. situations which arouse least anxiety such as talking about the dark or looking at pictures of darkness, and then situations increasing in anxiety such as watching a film of someone in the dark and then being in a dark room with someone else and then being alone in the dark.*

*The client then works through each stage, practising relaxation at each stage. The process means that a new conditioned response to darkness is learned – darkness no longer leads to a fear response but instead to a relaxation response. (105 words)*

## Question 10

page 116

## Mark scheme

Marks for this question: AO1 = 6 and AO3 = 6

Level	Marks	Knowledge, detail and accuracy	Discussion	Clarity, organisation and coherence	Specialist terminology
4	10–12	Generally well-detailed, accurate	Effective	Clear, coherent and focused	Used effectively
3	7–9	Evident, occasional inaccuracies	Some effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	4–6	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–3	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

## Possible points:

- General aim is to increase/decrease levels of neurotransmitters or increase/decrease the activity of neurotransmitters in the brain.
- SSRIs (antidepressants) act on serotonin, inhibit reuptake and prolong activity in the synapse in order to reduce anxiety/normalise the 'worry circuit'.
- Tricyclics block the transporter mechanism that reabsorbs both serotonin and noradrenaline, again prolonging their activity.
- SNRIs are more recent drugs that also increase levels of serotonin as well as noradrenaline and are tolerated by those for whom SSRIs are not effective.
- Anti-anxiety drugs (e.g. benzodiazepines) enhance the activity of GABA and therefore slow down the CNS causing relaxation.

Credit other relevant material.

## Possible discussion:

- Evidence for effectiveness, e.g. Soomro *et al.* (2009) reviewed 17 studies, concluded SSRIs superior to placebos for OCD.
- Research evidence often sponsored by drug companies and therefore may be biased (Goldacre 2013).
- Drugs may not be a long-term solution because symptoms return when stop taking drugs.
- Drugs are cost-effective and non-disruptive.
- Serious side effects – SSRIs may lead to indigestion and blurred vision, tricyclics can have more serious side effects e.g. heart problems or weight gain.
- Comparison with other psychological methods, e.g. CBT or exposure therapy.

Credit other relevant material.

## Suggested answer

*Drug therapies for OCD generally aim to increase or decrease levels of neurotransmitters in the brain. One of the drugs that is used for OCD (as well as depression) is an SSRI (antidepressant). This prevents the reuptake of serotonin and prolongs its activity in the synapse in order to reduce anxiety and normalise the 'worry circuit'.*

*Another class of drug used for OCD is tricyclics. These block the transporter mechanism that reabsorbs both serotonin and noradrenaline, again prolonging their activity.*

*SNRIs are a more recent group of drugs which also increase levels of serotonin as well as noradrenaline. They are used because some people find that SSRIs are not effective.*

*Anti-anxiety drugs (e.g. benzodiazepines) may also be used to reduce anxiety levels common in OCD. These drugs enhance the activity of GABA and therefore slow down the CNS causing relaxation.*

*A number of research studies have demonstrated the effectiveness of drugs in treating OCD. For example Soomro *et al.* reviewed 17 studies and concluded that SSRIs were superior to placebos for treating OCD. However one of the question marks over research on drug therapies is that studies are often funded by the big pharmaceutical companies and therefore may be biased.*

*Using a drug treatment appeals to many people with OCD because drugs don't require the same kind of effort as psychological therapies (such as CBT or exposure therapy). Drugs are also non-disruptive to one's life as you don't have to attend regular therapy sessions and they are a cheaper alternative for the NHS. However they may not be a long-term solution because symptoms may return when the person stops taking the drugs. Often drugs may just be useful as a means of reducing anxiety levels so the person can tackle the behavioural issues. On the other hand drugs have side effects, some quite serious. SSRIs may lead to indigestion and blurred vision, tricyclics can have more serious side effects e.g. heart problems or weight gain.*

(324 words)

<b>End of Section B</b>	<b>24 marks</b>
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**Section C**  
**Research methods**  
 Answer all questions in this section.

**Question 11 (RM question)** page 117

**Mark scheme**

**Marks for this question: AO2 = 3**

**3 marks** for an appropriate, clear and coherent directional operationalised hypothesis.

**2 marks** for a statement with both conditions of the IV and a DV that lacks clarity and coherence or has only one variable operationalised.

**1 mark** for a muddled statement with both conditions of the IV and DV present or where neither variable is operationalised.

**0 marks** for expressions of aim/questions/correlational/null/non-directional hypotheses or statements with only one condition of the IV present OR if the IV is incorrectly described as group A and group B.

Possible application points:

- Participants who are told the test is difficult have lower scores on the maths test (on average) than participants who are told the test is easy. Accept alternative wording.
- Participants who are told the test is difficult have higher scores on the maths test (on average) than participants who are told the test is easy. Accept alternative wording.

Credit other relevant material.

**Suggested answer**

*Participants who are told the test is difficult have lower scores on the maths test (on average) than participants who are told the test is easy.*

**Question 12 (Maths question)** page 117

**Mark scheme**

**Marks for this question: AO2 = 3**

**2 marks** for correct answer 16.875

**1 mark** for correct workings only  $16 + 21 + 22 + 9 + 12 + 15 + 21 + 19 = 135$ , divided by 8.

**Plus**

**1 mark** for correct to one decimal place 16.9

**Suggested answer**

*$16 + 21 + 22 + 9 + 12 + 15 + 21 + 19 = 135$ , divided by 8 = 16.875*

*Correct to 1 decimal place = 16.9*

## Question 13 (Maths question)

page 117

## Mark scheme

Marks for this question: AO3 = 2

2 marks for an appropriate and clear explanation of why the median would be better.

The median would be better than the mean with this data because there is one extreme value (7) which would unduly affect the mean (make it lower, not reflecting the data).

1 mark for a muddled explanation of why the median would be better.

Credit other relevant material.

## Suggested answer

*The median would be better because there is one extreme value (7) which would unduly affect the mean.*

## Question 14 (Maths question)

page 117

## Mark scheme

Marks for this question: AO2 = 2

1 mark for each of the following:

The design is not repeated measures/the data items are not related pairs.

The data is not nominal.

## Suggested answer

*The two reasons are: the design is not repeated measures and the data is not nominal.*

## Question 15 (RM question)

page 117

## Mark scheme

Marks for this question: AO2 = 3

1 mark for identifying a possible confounding variable in this study, e.g. each group also had different researchers.

Plus

2 marks for an appropriate and clear explanation of the effect this confounding variable might have on the results.

1 mark for a limited/muddled explanation.

Note: A confounding variable must vary systematically with the IV. Variables such as noise, lighting etc are extraneous and not confounding unless an explanation is offered.

## Possible application points:

- Each group had a different researcher so the different test performances of group A and B were due to something about the researchers (e.g. more likeable/less likeable) rather than because of the way the researcher described the test (easy or difficult).
- If each group did the test at a different time of day this might have been confounding – if group A did the test in the afternoon their worse performance might have been because they were less able to concentrate.

Credit other relevant material.

## Suggested answer

*One possible confounding variable would be the fact that each group had different researchers. This means that the lower test performance of group A might be due to something about the researcher rather than being told the test was difficult. For example one researcher might have been better known to the group and therefore made a bigger impression on the students.*

**Question 16 (RM question)**

page 117

**Mark scheme****Marks for this question: AO1 = 1****1 mark** for an appropriate and clear explanation of a positive correlation.**Possible points:**

- The co-variables increase together.
- The co-variables decrease together.
- Aggression and midday temperatures increase together

Note: The answer does not need to be contextualised for 1 mark.

Credit other relevant material.

**Suggested answer***In a positive correlation the co-variables increase together.***Question 17 (RM question)**

page 117

**Mark scheme****Marks for this question: AO2 = 2****2 marks** for an appropriate and clear explanation of why the headline is misleading.

The headline is misleading because it suggests hot weather causes aggression, whereas a correlation cannot demonstrate this.

**1 mark** for a muddled explanation of why the headline is misleading.

Credit other relevant material.

**Suggested answer***The headline is misleading because it suggests hot weather causes aggression, whereas a correlation cannot demonstrate this.***Question 18 (Maths question)**

page 117

**Mark scheme****Marks for this question: AO2 = 2****1 mark** for identifying the population, e.g. the names of all the students in the four year groups.**1 mark** for selection method, e.g. 80 names drawn from a container or using a random method on computer.

Credit other relevant material.

**Suggested answer***The Psychology students would obtain the names of all the students in the four year groups and number them. Then they could use a random number table to select 80 numbers for their sample.*

**Question 19 (Maths question)** page 117

**Mark scheme**

Marks for this question: AO2 = 1 and AO3 = 2

Level	Marks	Knowledge and accuracy	Application	Clarity and coherence	Specialist terminology
3	3	Generally accurate	Mostly effective	Clear, well-organised, focused	Used appropriately
2	2	Evident, occasional inaccuracies	Some effectiveness	Lacks clarity in places	Some appropriate
1	1	Limited, inaccuracies	Limited effectiveness or absent	Whole answer lacks clarity and organisation	Absent or inappropriate
	0	No relevant content			

**Possible points:**

- The population is the group of individuals/all the students in Years 10, 11, 12 and 13 about whom the researcher wishes to make a statement.
- Whereas the sample is a small section of that population (i.e. the 80 students) selected to be representative of the population.

Credit other relevant material.

**Suggested answer**

*The population is the group of individuals about whom the researcher wishes to make a statement. In this case it would be all the students in Years 10, 11, 12 and 13.*

*Whereas the sample is a small section of that population (i.e. in this case the 80 students) who are selected to be representative of the population.*

(58 words)

**Question 20 (RM question)** page 117

**Mark scheme**

Marks for this question: AO2 = 3

**1 mark** for a clear explanation of an ethical issue that might have occurred in the study.

- In this study the issue of informed consent is important.
- Deception may be necessary so that students give honest answers.

**Plus**

**2 marks** for an appropriate and clear suggestion of how the identified issue could be dealt with, for example offering withdrawal of data or giving debriefing. These must be clearly matched with the chosen ethical issue.

**1 mark** for a limited/muddled suggestion of how the issue could be dealt with.

Credit other relevant material.

**Suggested answer**

*The students collecting the data may deceive the participants about the purpose of the questionnaire in order to avoid social desirability bias, i.e. if the participants knew the purpose they might try to give answers that put them in a good light.*

*The students could deal with deception afterwards by telling participants the true aims of the study (it is collecting information about homework habits for the headteacher) and offering them the opportunity to withdraw their data if they wish.*

(80 words)

<b>End of Section C</b>	<b>24 marks</b>
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# A LEVEL PSYCHOLOGY

## Paper 1 Introductory Topics in Psychology

### Section A

#### Social influence

Answer all questions in this section.

This is the page number in *Your Guide to Exam Success*.

#### Question 01

page 118

#### Mark scheme

Marks for this question: AO1 = 2

Correct answers

A Consistency

D Flexibility

#### Question 02

page 118

#### Mark scheme

Marks for this question: AO3 = 6

Level	Marks	Evaluation	Clarity, organisation and coherence	Specialist terminology
3	5–6	Effective	Clear, well-organised and coherent	Used effectively
2	3–4	Evident, occasional inaccuracies/ omissions	Lacks clarity in places	Used appropriately
1	1–2	Limited, inaccuracies	Whole answer lacks clarity and organisation	Absent or inappropriate
	0	No relevant content		

#### Possible evaluation:

The two most likely answers will focus on informational social influence or normative social influence.

Informational social influence

- Evidence to support, e.g. Lucas *et al.* (2006) – participants conformed to incorrect answers to maths problems more when the problems were difficult, and conformed less when answers were written down.
- Distinction between ISI and NSI may not be valid because results can often be explained using either.
- Other explanations, e.g. conformity to social roles, social identity theory.

Normative social influence

- Evidence to support, e.g. Asch (1951) – participants reported afterwards that they conformed to avoid rejection by others.
- Individual differences in how much people want to be liked by others (nAffiliators).
- Real-world application – used to change behaviour e.g. tell people that most others are reducing energy usage (Nolan *et al.* 2008).
- Distinction between ISI and NSI may not be valid because results can often be explained using either.
- Other explanations, e.g. conformity to social roles, social identity theory.

Credit other possible explanations e.g. conformity to social roles, social identity theory. Variables investigated by Asch (group size, unanimity, task difficulty) may be used as explanations but each one equals one explanation.

Answers on types of conformity (internalisation, identification, compliance) are not creditworthy as explanations.

If more than one explanation for conformity is included credit the best one.

Credit other relevant material.

**Suggested answer**

*One explanation for conformity is informational social influence. There is evidence to support this, such as Lucas et al. who found that participants conformed to incorrect answers to maths problems more when the problems were difficult. Presumably this was because they didn't know the answers to the more difficult questions and looked to the others for information – they didn't want to look stupid.*

*Sometimes it is hard to be sure whether it is informational social influence (ISI) that is operating, or normative social influence (NSI). In the study by Lucas et al. it could also be explained as NSI because the participants might have conformed in order to be liked. Therefore the distinction between NSI and ISI may not be realistic as they may operate jointly.*

*The NSI+ISI perspective is not the only way to look at conformity. Another perspective is the influence of social roles and/ or social identity. We conform to be part of a group. These approaches support NSI as being more important than ISI, so ISI probably applies to a more limited set of situations.* (179 words)

**Question 03** page 118

**Mark scheme**

Marks for this question: AO1 = 6, AO2 = 4 and AO3 = 6

Level	Marks	Knowledge, detail and accuracy	Application	Discussion	Clarity, organisation and coherence	Specialist terminology
4	13–16	Generally well-detailed, accurate	Effective	Effective	Clear, coherent and focused	Used effectively
3	9–12	Evident, occasional lack of detail/inaccuracies	Mostly effective	Some effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	5–8	Limited, lacks accuracy	Limited effectiveness	Limited effectiveness	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–4	Very limited, many inaccuracies	Limited, poorly focused or absent	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content				

**Possible points:**

- Legitimacy of authority – genuineness/status of authority figure.
- Agentic shift/state – a person 'unthinkingly' carries out orders, diffusion of responsibility.
- Situational factors/variables that affect obedience, e.g. proximity, location, uniform.
- Authoritarian Personality – obedient/servile towards people of perceived higher status.
- Locus of control – people with external locus of control are less able to resist pressures to obey.
- Accept other possible explanations, e.g. social identity theory.

**Possible application:**

- Individual differences – could be explained by upbringing, or external locus of control.
- Culture in classroom – situational factors, social identity.
- Location – legitimacy of authority in classroom.

**Possible discussion:**

- Supporting research evidence, e.g. Milgram's baseline research and variations, Adorno's research, Bickman (1974) research on uniform.
- Methodological evaluation of research, e.g. demand characteristics (Perry 2013), criticisms of the F-scale (e.g. internal/ external validity).
- Use of evidence/real-life examples to support or contradict, e.g. Mandel (1998) Polish civilians were killed despite permission to be excused and close proximity.
- Alternative explanations for obedience to the ones given in the description.

Note: Descriptions of research procedures are creditworthy only insofar as they are used to explain why people obey.

Credit other relevant material.

**Suggested answer**

*Aleisha has noticed that some of her students are more obedient than others. This suggests that some of the students might have a more obedient personality. Adorno suggested this might be explained in terms of parenting styles. He observed that parents who use strict discipline tend to have children who are more likely to obey presumably because they fear being punished.*

*This theory of the Authoritarian Personality was supported by Milgram who found that the most obedient participants in his studies did score high on Adorno’s F-scale (the questionnaire used to measure authoritarianism). However when the individual sub-scales were analysed researchers found that obedient participants actually didn’t have many of the key characteristics of the Authoritarian Personality. A further issue with this dispositional approach is it can’t explain why situational factors have been shown to be significant, as in Milgram’s original study where, for example, proximity was a key factor as well as uniform and location.*

*These situational factors can explain why Aleisha has observed that her students tend to be more likely to obey her in the classroom than when she disciplines them in the corridor. In her classroom she has more authority. In Milgram’s original study he changed location from the prestigious lab to a more rundown building and found that obedience rates fell from 65% to 47.5%, indicating that the prestige of the location enhanced obedience.*

*Other research has supported Milgram’s findings, for example studies of people wearing uniforms such as Bickman who found that people obeyed someone in a uniform more than someone with no uniform, which would also be related to prestige. On the other hand there have been some criticisms of what this research actually tells us about obedience as many cross-cultural replications have not found the same high levels of obedience. There is also some question about Milgram’s original studies and whether participants actually believed the set up or were just responding to demand characteristics (Perry).*

*Aleisha also observed that in some classes there was a ‘culture’ of obedience, which would point to social factors as an explanation for why people obey. Reicher and Haslam prefer a social identity approach to understanding obedience, i.e. we obey in some situations because we identify with the group and want to be like them. In the case of Milgram’s research it may be that participants identified with the aims of doing scientific research and that was why they went along with it. So in Aleisha’s classrooms this may explain why in some classes there is a greater tendency to be obedient because it has become a norm.*

(431 words)

<b>End of Section A</b>	<b>24 marks</b>
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**Section B**  
**Memory**  
 Answer all questions in this section.

**Question 04** page 118

**Mark scheme**

**Marks for this question: AO1 = 4**

For each technique:

**2 marks** for an appropriate and clear outline of **one** technique.

**1 mark** for a limited/muddled outline.

**Possible points:**

- Report everything – witness encouraged to include every detail of event, even if seems irrelevant or unimportant, or witness is unsure of accuracy.
- Reinstate the context – witness asked to mentally recreate the crime scene, imagine their surroundings (e.g. buildings, weather conditions) and their emotional state (e.g. feelings at the time of the incident).
- Reverse the order – witness asked to recall the scene in a different order from the original sequence, e.g. from the end to the beginning.
- Change perspective – witness asked to mentally recreate the situation from different points of view, e.g. describing what the perpetrator or another witness present at the scene would have seen.

Credit features of the enhanced cognitive interview, e.g. relax, speak slowly.

Credit other relevant material.

**Suggested answer**

*One technique is ‘report everything’. An interviewer encourages the witness to include every detail of the event, even if seems irrelevant or unimportant. The witness might sometimes be unsure of the accuracy but should report it anyway. Reporting everything may trigger other memories.*

*Another technique is ‘reinstatate the context’. The witness tries to mentally recreate an image of the situation, including details of their surroundings, for example to think about surrounding buildings or the weather conditions. They also might think of their feelings at the time of the incident. Thinking about the context triggers other memories, as we know from research on context-dependent recall.*

(104 words)

**Question 05.1 (Maths question)** page 118

**Mark scheme**

**Marks for this question: AO2 = 2**

**1 mark** for initial calculation: if 30% had problems with their memory, then 70% did not have problems with their

memory =  $\frac{70}{100}$

**1 mark** for simplest form =  $\frac{7}{10}$

**Suggested answer**

*70% did not have problems with their memory =  $\frac{70}{100}$ . Simplest form =  $\frac{7}{10}$*

**Question 05.2 (RM question)** page 118

**Mark scheme**

**Marks for this question: AO2 = 4**

Level	Marks	Knowledge, detail and accuracy	Application	Clarity and organisation	Specialist terminology
2	3–4	Generally accurate	Mostly effective	Generally coherent	Used appropriately
1	1–2	Limited, inaccuracies	Limited effectiveness or absent	Lacks clarity and organisation	Absent or inappropriate
	0	No relevant content			

Note: Answers which do not link research on memory to the economy are limited to Level 1.

**Possible application points:**

- Findings from psychological research on long-term memory may increase understanding of the effects of brain damage and also memory loss in old age, leading to improved treatments and less cost for the NHS.
- Findings from psychological research on forgetting may provide strategies to help people remember sensitive information such as their bank card details, reducing the cost of fraud.
- Findings from psychological research on eyewitness testimony may help improve crime detection, reduce false arrests and streamline court processes saving time for the police and judicial system and reducing criminals on the streets.

Credit other relevant material.

**Suggested answer**

*The findings from psychological research on long-term memory may increase understanding of the effects of brain damage and also memory loss in old age, leading to improved treatments which might mean that more people can return to work and also mean reduced costs for the NHS because less treatment is needed in the long run.*

*The findings from psychological research on forgetting may provide strategies to help people remember sensitive information such as their passwords and bank card details. You are always told not to keep such information written down and therefore need advice on how to remember it. This would be more secure and reduce what banks currently spend on fraud protection.*

(113 words)

**Question 06** page 118

**Mark scheme**

**Marks for this question: AO2 = 6**

**1 mark** for correctly identifying each type of memory with reference to what Nadia's brother said:

- Episodic memory – he remembers his birthday party and the friends who were there.
- Semantic memory – he remembers a TV series which was all about the planets and he learned their names.
- Procedural memory – he learned how to switch the TV on and off.

**1 mark** for a clear explanation:

- Episodic memory – he is remembering personal events.
- Semantic memory – he is remembering knowledge about the world.
- Procedural memory – he is remembering how to do something.

Credit other relevant material.

**Suggested answer**

*Nadia's brother remembers his birthday party and the friends who were there. This is an episodic memory because he is recalling a personal event.*

*Nadia's brother also remembers a TV series he watched which was all about the planets and he learned their names. This is a semantic memory because he is remembering knowledge about the world.*

*Nadia's brother learned how to switch the TV on and off. This is a procedural memory because he is remembering how to do something.* (81 words)

**Question 07 (RM question)** page 118

**Mark scheme**

**Marks for this question: AO1 = 3 and AO3 = 5**

Level	Marks	Knowledge, detail and accuracy	Discussion	Clarity, organisation and coherence	Specialist terminology
4	7–8	Some detail, accurate	Effective	Clear, coherent and focused	Used effectively
		Minor detail and/or expansion of argument may be lacking			
3	5–6	Evident, occasional lack of detail/inaccuracies	Some effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	3–4	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–2	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

Note: Answers which lack sustained engagement with social influence research are limited to Level 2.

**Possible points:**

- Ecological validity – the extent to which findings from research can be generalised to other settings and situations.
- Knowledge of ecological validity in memory research and/or specific examples of research where this occurs.
- Research on memory and forgetting generally limited to studies of word lists or meaningless trigrams, e.g. Peterson and Peterson (1959), McGeoch and McDonald (1931).
- Participants in studies on eyewitness testimony don't experience real involvement, e.g. Loftus and Palmer (1974), may exaggerate effects of leading questions.

**Possible discussion:**

- Strengths of 'artificial' settings – can control variables.
- Research set in more everyday settings challenges memory research, e.g. Shepard (1967) found poor long-term memories compared to Bahrck *et al.* (1975).
- Some research set in more everyday settings e.g. Baddeley and Hitch (1977) studied rugby games. Confirms lab studies.

- Other more 'natural' settings, e.g. Godden and Baddeley (1975) are not that representative of everyday context effects.
- Some EWT research in more natural settings, e.g. Valentine and Mesout (2009) found negative effects of anxiety.

Credit other relevant material.

**Suggested answer**

*Memory research is often low in ecological validity. For example, many studies involve recalling fairly meaningless material such as Peterson and Peterson who used three-letter trigrams to assess the duration of short-term memories. Such studies tell us little about how our everyday memories function. In fact a study of long-term memory using US high school year books data (more like everyday memory) showed people do remember a lot compared to a study by Shepard where meaningless pictures had to be remembered.*

*Research on eyewitness testimony is often criticised for low ecological validity. Loftus and Palmer used film clips of a car accident. This was not like a real accident where a person would feel more emotionally involved and therefore might be more accurate with their testimony. On the other hand, research on the effects of anxiety suggest that emotional involvement may reduce accuracy (Johnson and Scott).*

*Another area of memory research which has been criticised for low ecological validity is interference effects. The original research again involved artificial stimuli (word lists) but Baddeley and Hitch demonstrated such effects with rugby players' recall of game played, supporting the ecological validity of interference effects though such effects only occur in very specific conditions.*

*Overall, the use of artificial stimuli may be a useful part of memory research because it gives good control but the findings do need to be compared with more real-world research.* (232 words)

<b>End of Section B</b>	<b>24 marks</b>
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**Section C**  
**Attachment**  
 Answer all questions in this section.

**Question 08** page 119

**Mark scheme**

**Marks for this question: AO1 = 1**

**Correct answer B** Great Britain.

**Question 09** page 119

**Mark scheme**

**Marks for this question: AO1 = 2**

**2 marks** for an appropriate and clear explanation of institutionalisation in relation to the Romanian orphan studies.

**1 mark** for a limited/muddled explanation of institutionalisation in relation to the Romanian orphan studies OR an explanation of institutionalisation with no mention of the Romanian orphan studies.

Institutionalisation refers to the effects that come from living in a place such as an orphanage, like the Romanian orphans did. They spent their first few months or years living in such a place with little individual emotional attention.

Credit other relevant material.

**Suggested answer**

*Institutionalisation refers to the effects that come from living in a place such as an orphanage, like the Romanian orphans did. They spent their first few months or years living in such a place with little individual emotional attention.*

**Question 10** page 119

**Mark scheme**

Marks for this question: AO2 = 5

Level	Marks	Knowledge, detail and accuracy	Application	Clarity, organisation and coherence	Specialist terminology
3	4–5	Generally well-detailed, accurate	Mostly effective	Clear, well-organised, coherent	Used appropriately
2	2–3	Evident, occasional lack of detail/inaccuracies	Some effectiveness	Lacks clarity in places	Some appropriate
1	1	Limited, inaccuracies	Limited effectiveness or absent	Whole answer lacks clarity and organisation	Absent or inappropriate
	0	No relevant content			

**Possible application points:**

- Later in life Harlow’s monkeys did not develop normal social behaviour, they were more aggressive and less sociable.
- Those reared with the wire mother only showed the most severe effects.
- They bred less and were unskilled at mating.
- They were poor parents, neglecting their young and even attacking them.

Credit other relevant material.

**Suggested answer**

*Harlow studied some of the monkeys he reared later on in their life. One effect he observed was that their social behaviour was abnormal, for example they were more aggressive and less sociable. This could explain aggressiveness in humans as being the result of lack of emotional care in infancy.*

*In Harlow’s monkeys the ones reared with the wire mother were the most affected which suggests that the lack of contact comfort from an attachment figure would have the most serious effects in humans.*

*A further effect Harlow observed was that the motherless monkeys later failed to look after their young, so we would expect this in human children raised by someone who was unable to give contact comfort and responsiveness. It might be that you simply fail to learn how this is done and therefore can’t offer it to your children.* (142 words)

**Question 11** page 119

**Mark scheme**

Marks for this question: AO1 = 6 and AO3 = 10

Level	Marks	Knowledge, detail and accuracy	Discussion	Clarity, organisation and coherence	Specialist terminology
4	13–16	Generally well-detailed, accurate	Effective, thorough	Clear, coherent and focused	Used effectively
3	9–12	Evident, occasional lack of detail/inaccuracies	Mostly effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	5–8	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–4	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

Reciprocity

- Two-way interaction between caregiver and child/turn-taking/mirroring.
- Evidence, e.g. Brazelton *et al.* (1975) infant is actively involved in eliciting responses.

Interactional synchrony

- Simultaneous co-ordinated sequence of movements, communication, emotions.
- May appear very early, e.g. Meltzoff and Moore (1977) at two weeks interactional synchrony shown.
- Important in forming attachment, e.g. Isabella *et al.* (1989) degree of synchrony linked to higher quality attachment.

Note: The term 'research' includes theories, explanations and/or studies.

If studies are included, then only the findings are creditworthy.

**Possible discussion:**

- Research support (as above).
- Methodological issues, e.g. observing infants is difficult (e.g. subtle movements can be misinterpreted) and infant's intention is difficult to determine.
- Purpose of synchrony and reciprocity in attachment is not clear.
- Real-world application, e.g. assisting the formation of strong attachments.
- Research is socially sensitive – impact on working mothers.

Note: Material from other parts of the specification can only be credited if there is a specific focus on caregiver–infant interactions in humans.

Credit other relevant material.

**Suggested answer**

*Babies have meaningful interactions with caregivers from a very young age. Two specific kinds of interaction have been identified. One is reciprocity – a two-way interaction between caregiver and child. This is described as turn-taking because one person performs an action and then the other mirrors this action. It is a reciprocal action because each action elicits a response from the other. Brazelton *et al.* studied reciprocity and showed that babies are actively involved in eliciting responses, indicating that it is a reciprocal process, not just something that is adult-led. Both parent and baby look out and respond to each other.*

*The second kind of caregiver–infant interaction is called interactional synchrony. This differs from reciprocity because the actions are simultaneous and may involve imitating expressions or movements or even emotions. It's a bit like synchronised swimming where everyone does exactly the same things simultaneously. Meltzoff and Moore took photos of babies and showed that even at two weeks interactional synchrony is shown.*

*One issue with this research is that observing babies is difficult, the movements are very subtle and can be misinterpreted. For example a baby might be classed as smiling back when in fact it was a little yawn. This was a criticism of Meltzoff and Moore's research – that there was an assumption that a baby was smiling in response to the caregiver. There is no control to see if the baby might have been 'smiling' at other times when no one was present.*

*Alternatively an observer may just classify an expression as smiling because the observer has seen the caregiver doing that. One way to control for observer bias is if one observer classifies what the baby is doing and someone else classifies the adult (so the observation of one does not lead to expectations of what the other is doing) but even then you don't know what the babies' intentions are. This means that the implications of caregiver–infant interactions may be overstated.*

*Isabella *et al.* found that a high degree of synchrony between mother and baby was linked to higher quality attachments. This research was important because it did show what the purpose of these interactions might be i.e. that they are part of the process of forming an attachment. Sensitive responsiveness is seen as a fundamental part of forming an attachment. Presumably a baby who experiences sensitive responsiveness from a mother or other caregiver can start to develop an internal working model of the relationship that is forming. However such conclusions are tentative. The observations of babies' behaviour provides descriptions of what they are doing but we are then inferring what the purpose of these motions are. (440 words)*

	<b>End of Section C</b>	<b>24 marks</b>
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**Section D**

**Psychopathology**

Answer all questions in this section.

**Question 12**

page 119

**Mark scheme**

Marks for this question: AO1 = 4

Level	Marks	Knowledge and accuracy	Detail	Clarity	Organisation and coherence	Specialist terminology
2	3–4	Generally accurate	Some detail missing	Mostly clear	Mostly focused	Some appropriate
1	1–2	Limited, inaccuracies	Lacks detail	Lacks clarity	Poorly organised	Absent or inappropriate
	0	No relevant content				

**Possible points:**

Genetic explanations

- Candidate genes, e.g. COMT/SERT/5HT1-D beta (all genes that regulate serotonin).
- Polygenic influences, e.g. Taylor (2013) suggests up to 230 genes involved.
- Family studies, e.g. Lewis (1936) 37% of people with OCD had parents with OCD.

Neural explanations

- Low levels of neurotransmitters, e.g. serotonin (abnormal transmission of mood-related information/obsessive thoughts), dopamine (abnormally high, associated with stereotyped behaviour).
- Structural deficits: decision-making systems (frontal lobes), parahippocampal gyrus (processes unpleasant emotions), hyperactivity in the basal ganglia (repetitive actions i.e. compulsions), orbito-frontal cortex or 'the worry circuit' (caudate nucleus-thalamus loop, inability to filter small worries in OCD so worry circuit is overactive).
- Damage to neural mechanisms due to breakdown of immune functioning, e.g. via Lyme's disease.

Credit other relevant material.

**Suggested answer**

*One neural explanation focuses on the role of neurotransmitters, such as serotonin which regulates mood. Low levels of serotonin may mean that mood-relevant material is not transmitted and this leads to low moods and obsessive thoughts. High levels of dopamine have also been linked to OCD and may be associated with stereotyped compulsive behaviours.*

*A second neural explanation looks at structural abnormalities in the brain especially those related to decision-making. The orbito-frontal cortex (OFC) is also called 'the worry circuit'. If this loop is damaged then it fails to suppress minor 'worry' signals which then leads to obsessive thinking and anxiety. Both serotonin and dopamine are linked to this circuit. (110 words)*

**Question 13**

page 119

**Mark scheme**

Marks for this question: AO2 = 6

**2 marks** for identifying and providing an appropriate and clear explanation of **one behavioural** characteristic of depression that is present in Barry's behaviour.

**1 mark** for a limited/muddled explanation, or for an answer without application to Barry.

One behavioural characteristic of depression is poor eating and sleeping, which we can see in Barry's behaviour because he has lost weight and is exhausted.

**Plus**

**2 marks** for identifying and providing an appropriate and clear explanation of **one emotional** characteristic of depression that is present in Barry's behaviour.

**1 mark** for a limited/muddled explanation, or for an answer without application to Barry.

One emotional characteristic of depression is lowered self-esteem and Barry is feeling worthless and also quite emotional.

**Plus**

**2 marks** for identifying and providing an appropriate and clear explanation of **one cognitive** characteristic of depression that is present in Barry's behaviour.

**1 mark** for a limited/muddled explanation, or for an answer without application to Barry.

One cognitive characteristic is negative thinking such as Barry saying that nothing is going to make him feel better.

**Suggested answer**

*One behavioural characteristic of depression is poor eating and sleeping, which we can see in Barry's behaviour because he has lost weight and is exhausted.*

*One emotional characteristic of depression is lowered self-esteem and Barry is feeling worthless and also quite emotional.*

*One cognitive characteristic is negative thinking such as Barry saying that nothing is going to make him feel better. (61 words)*

**Question 14** page 119

**Mark scheme**

**Marks for this question: AO3 = 2**

**2 marks** for an appropriate and clear explanation of **one** limitation of the two-process model as used to explain phobias.

**1 mark** for a limited/muddled explanation.

**Possible limitations:**

- Ignores role of cognitive factors, e.g. irrational beliefs about phobic stimulus.
- Many people with phobias cannot identify incident/trauma (DiNardo 1990).
- Other explanations, e.g. biological/evolutionary (biological preparedness).
- Individual differences – people experience the same incident, but not all develop phobia (might be genetic predisposition).

Credit other relevant material.

**Suggested answer**

*One limitation is that the model cannot explain why everyone doesn't develop a phobia after a traumatic incident. DiNardo found that not everyone who has been bitten by a dog becomes phobic.*

**Question 15 (RM question)** page 119

**Mark scheme**

**Marks for this question: AO3 = 4**

Level	Marks	Evaluation	Clarity and organisation	Specialist terminology
2	3–4	Effective, occasional inaccuracies/omissions	Generally coherent	Some appropriate
1	1–2	Limited, inaccuracies	Lacks clarity and organisation	Absent or inappropriate
	0	No relevant content		

**Possible points:**

- Using repeated measures means that some participants might guess the purpose of the study, so independent groups is better.
- Order effects would be a problem for repeated measures because if participant took the drug first then their condition has already improved.

Note: Answers with no reference to research on effectiveness of drugs are limited to Level 1.

Credit other relevant material.

**Suggested answer**

*If the research used repeated measures then some participants would receive the actual drug first and they might get better. In which case then taking the placebo second would be hard to assess whether it had any effect because the person has already benefitted from the drug e.g. they might feel more in control of their condition. They might actually continue to improve even when taking the placebo because of continuing effects of the drug treatment.*

*In addition participants might guess something is going on because they would have to be tested halfway through the drug trial. Then their expectations might influence their behaviour and reports about how they feel. So the validity of the study would be challenged.*

(119 words)

**Question 16** page 119

**Mark scheme**

Marks for this question: AO1 = 3 and AO3 = 5

Level	Marks	Knowledge, detail and accuracy	Evaluation	Clarity, organisation and coherence	Specialist terminology
4	7–8	Some detail, accurate	Effective	Clear, coherent and focused	Used effectively
		Minor detail and/or expansion of argument may be lacking			
3	5–6	Evident, occasional lack of detail/inaccuracies	Some effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	3–4	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–2	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

- A cognitive approach, absolutist and negative thinking, faulty information processing.
- Negative self-schema.
- Triad – negative view of the world (life experiences), negative view of the future, negative view of the self.

**Possible evaluation:**

- Research support, e.g. Clark and Beck (1999) cognitive vulnerabilities precede depression.
- Real-world application to screening people for depressive tendencies, and also to cognitive behaviour therapy.
- A partial explanation, e.g. doesn't explain characteristics such as anger or delusions which can be associated with depression.
- An association, thinking doesn't cause the disorder.
- Blames the client.
- Alternative explanations, e.g. neurotransmitters supported by effectiveness of drugs.

Credit outline/evaluation of Beck's therapy if it provides relevant material.

Credit other relevant material.

**Suggested answer**

*This is a cognitive approach, which emphasises faulty ways of thinking as the key factor in depression. Beck's negative triad was:*

- *Negative view of the world – the belief that the world is a difficult place to live in and there is no hope anywhere.*
- *Negative view of the future – the belief that things are never going to get better, e.g. I am never going to have any friends.*
- *Negative view of the self – I am a failure and will always be a failure.*

*There is research support for this approach. For example Beck conducted his own research and showed that people with depression did have a negative view of the world and themselves but also that this preceded becoming depressed and therefore may be the cause rather than an effect.*

*An important positive of this theory is that it has real-world application as a form of therapy which has been successful. CBT generally has been shown to be superior to using drugs but is actually most effective when used with antidepressant drugs. However the success of CBT doesn't specifically support the negative triad, it supports the cognitive approach generally. Though, the negative triad may be a useful framework for therapists to use in discussion with their clients.* (207 words)

	<b>End of Section D</b>	<b>24 marks</b>
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# A LEVEL PSYCHOLOGY

## Paper 2 Psychology in Context

### Section A

#### Approaches in Psychology

Answer all questions in this section.

This is the page number in *Your Guide to Exam Success*.

#### Question 01

page 120

#### Mark scheme

Marks for this question: AO1 = 1

Correct answer D It plays an important role in the development of morality.

#### Question 02

page 120

#### Mark scheme

Marks for this question: AO1 = 3

**3 marks** for an appropriate, clear and coherent explanation of the use of theoretical and/or computer models to make inferences about mental processes.

**2 marks** for a less detailed explanation using some of the detail given below.

**1 mark** for a limited/muddled explanation.

#### Possible points:

- Cognitive psychologists study mental processes which can't be directly observed, and use theoretical models to simulate what is happening and test their ideas.
- For example, the multi-store model, working memory model, interference theory.
- Computer models involve actually testing the theory by programming a computer.

Credit other relevant material.

#### Suggested answer

*Cognitive psychologists study mental processes which can't be directly observed. They create theoretical models to represent what they believe is happening. For example, the multi-store model described memory processes in terms of a theoretical model with input, storage and output. This theoretical model created predictions about how the system would work which could be tested experimentally. When predictions are not supported, then the model needs to be adapted – as was the case with the working memory model which was a new way to represent short-term memory processes.* (87 words)

#### Question 03

page 120

#### Mark scheme

Marks for this question: AO1 = 2

**2 marks** for an appropriate and clear explanation of the role of mediational processes in social learning theory.

**1 mark** for a limited/muddled explanation.

#### Possible points:

- Mediational processes 'mediate' (intervene) in the learning process to determine whether a new response is acquired.
- Attention – learner needs to notice certain behaviours for learning to take place.
- Retention/memory – the observed behaviour must be held in memory.

- Competence/motor reproduction – learner must be able to repeat the observed behaviour.
- Motivation – learner must have the desire to repeat the behaviour.

Credit other relevant material.

**Suggested answer**

*Mediational processes are a key part of SLT because they represent the cognitive processes that are necessary for learning to take place. For example, a learner must pay attention to a behaviour and must be able to recall what was observed. This determines to what extent a new behaviour is learned.*

**Question 04** page 120

**Mark scheme**

**Marks for this question: AO2 = 4**

Level	Marks	Knowledge, detail and accuracy	Application	Clarity and organisation	Specialist terminology
2	3–4	Generally accurate	Mostly effective	Generally coherent	Used appropriately
1	1–2	Limited, inaccuracies	Limited effectiveness or absent	Lacks clarity and organisation	Absent or inappropriate
	0	No relevant content			

**Possible application points:**

- Kali has not satisfied his lower needs (for love and belongingness) and therefore is not psychologically able to address higher needs to self-actualise (learn the piano).
- According to Maslow higher needs are only addressed when lower needs are satisfied.
- The opposite is true for Bobby – his self-esteem needs are satisfied and he is able to move up the hierarchy.

Credit other relevant application.

**Suggested answer**

*Kali no longer wants to learn the piano but wants to stay close to his father. Learning the piano is an example of a growth need (a desire for self-actualisation) but Kali’s lower needs for love and belongingness are not being satisfied because his parents have split up. According to Maslow, higher needs can only be addressed when lower needs have been satisfied.*

*The opposite is true for Bobby – his self-esteem needs are now better satisfied than before when he was clinging to his parents. Doing well at school seems to have increased his self-esteem and he therefore is able to move up the hierarchy, and seek self-actualisation by looking for things that challenge him.* (115 words)

**Question 05** page 120

**Mark scheme**

**Marks for this question: AO2 = 3**

**3 marks** for an appropriate, clear and coherent application to the stem.

**2 marks** for a less detailed application to the stem using some of the detail given below.

**1 mark** for limited/muddled application to the stem.

**Possible application points:**

- Kai has a schema of the doctors’ surgery which makes him cry (he associates the place with being scared).
- Kai has a schema of the nurse as someone who is comforting (so he stops crying and feels relief).
- Kai’s schema of the doctor is more negative.

Credit other relevant application.

**Suggested answer**

*Kai has developed a schema of the doctors' surgery as a scary place and that would explain why he starts to cry when he arrives with his mother at the surgery. He assumes that it will be scary. His sense of relief when he sees the nurse instead of the doctor suggests that his doctor schema involves an expectation that the doctor will do something unpleasant whereas the nurse will be gentle. His nurse schema is a positive one.* (79 words)

**Question 06 (RM question)** page 120

**Mark scheme**

**Marks for this question: AO2 = 3**

**1 mark** for saying the genetic similarity is lowest in cousins and highest in MZ twins.

**Plus**

**1 mark** for explaining that individuals who have more similar genes have a higher concordance rate.

**Plus**

**1 mark** for conclusion about the genetic basis of depression.

**Suggested answer**

*MZ twins are more similar than DZ twins genetically (100% same genes in MZ compared to an average of 50% same genes in DZ), and DZ twins are more similar genetically than cousins. This means that MZ twins should be more similar (concordant) for depression than DZ twins who should be more similar than cousins.*

*This increasing genetic similarity matches the increasing concordance rates from cousins to DZ twins to MZ twins.*

*This suggests that depression has a significant genetic component.* (81 words)

**Question 07** page 120

**Mark scheme**

**Marks for this question: AO1 = 3 and AO3 = 5**

Level	Marks	Knowledge, detail and accuracy	Discussion	Clarity, organisation and coherence	Specialist terminology
4	7–8	Some detail, accurate	Effective	Clear, coherent and focused	Used effectively
		Minor detail and/or expansion of argument may be lacking			
3	5–6	Evident, occasional lack of detail/inaccuracies	Some effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	3–4	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–2	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible content:**

- Methodology – experiments with rats, pigeons (the Skinner box).
- Theory – operant conditioning (shaping behaviour through its consequences), positive and negative reinforcement, and punishment.
- Applications, e.g. to therapy (token economies, CBT).

**Possible discussion:**

- Well-controlled scientific research raised the status of psychology.
- Determinist and reductionist, over-simplifies human behaviour and may be more relevant to non-human animal behaviour than humans.
- Non-human animal research has ethical issues.
- Comparison with other approaches, e.g. social learning theory.

Credit other relevant material.

**Suggested answer**

*BF Skinner extended Pavlov's research on classical conditioning which is a passive process whereas Skinner introduced the idea that animals (including humans) operate on their environment and are rewarded or punished for their behaviours. Both positive and negative reinforcement lead to increases in the target behaviour whereas punishment leads to a decrease. This theory has been applied in many situations from childcare techniques (Skinner invented the air crib) to therapy (such as the use of token economies in prisons).*

*Skinner's contribution had an enormous influence on psychology. He conducted well-controlled research with animals such as rats and pigeons, making psychology seem more scientific because it was measuring observable behaviours. However his focus on observable behaviours means he oversimplified human behaviour. For example, he suggested that language was learned through reinforcement whereas research with animals has shown that human language can't be taught by reinforcement only – the structure of our brain appears to be a key element.*

*Skinner also created a view of human behaviour which was determinist and reductionist. He denied the possibility of free will and the complexity of human behaviour, suggesting that humans are basically machines that can be taught desirable behaviours through reinforcement and punishment. Attempts to apply his principles to behaviour have not worked, for example imprisonment should act as a deterrent for further bad behaviour but high recidivism rates suggest this is not true. (229 words)*

<b>End of Section A</b>	<b>24 marks</b>
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**Section B**  
**Biopsychology**  
 Answer all questions in this section.

**Question 08** page 120

**Mark scheme**

**Marks for this question: AO1 = 1**

**Correct answer C** Short dendrite, short axon.

**Question 09** page 120

**Mark scheme**

**Marks for this question: AO1 = 3**

Award **1 mark** for any three of the following bullet points.

**Possible points:**

- Danger or unusual activities alerts the hypothalamus which in turn alerts the pituitary gland, which sends a signal to the adrenal glands.
- Stress hormone adrenaline is released from adrenal gland/medulla.
- This causes the body to change from the parasympathetic to sympathetic state.
- Direct effects of adrenaline, e.g increases heart and breathing rate, dilates pupils, inhibits digestion etc.
- This prepares the body to fight or flee.
- If immediate threat passes, adrenaline levels reduce quickly and body returns to parasympathetic state (rest and digest).

**Suggested answer**

*The hypothalamus is the first step in the process of being alert to danger or another reason to be active. This in turn signals the pituitary and then the adrenal glands to release the stress hormone adrenaline. This causes the body to switch from the resting parasympathetic state to the sympathetic state of arousal. The direct effects of adrenaline are to create this arousal – increased heart and breathing rate, digestion inhibited etc. This prepares the body to fight or flee. (80 words)*

**Question 10** page 120

**Mark scheme**

Marks for this question: AO1 = 4

For each way of studying the brain:

2 marks for an appropriate and clear outline.

1 mark for a muddled or limited outline.

Possible points:

- fMRI – measures brain activity (areas rich in oxygen) using radio waves that detect magnetic fields.
- EEG – measures electrical activity in the brain (characteristic brainwave patterns), electrodes placed on scalp above the area to-be-studied.
- ERP – statistical analysis of EEG data focusing on specific sensory, cognitive or motor events.
- Post-mortem examination – brain analysed after death and structural abnormalities related to observed behaviours during lifetime.

Credit other ways of studying the brain including split-brain studies.

**Suggested answer**

*fMRI is a technique to assess brain activity by using magnetic fields that detect changes in blood flow to show areas of the brain that are active when a person is engaged in a specific task. The more active areas are the ones where more oxygen is being consumed and the blood flow measured by fMRI shows where the oxygen is used.*

*EEG measures electrical brainwave patterns from thousands of neurons using electrodes. The electrodes are placed on the scalp above the area to-be-studied and a record is produced of the activity of all these neurons so that different types of brain wave can be identified.* (106 words)

**Question 11** page 121

**Mark scheme**

Marks for this question: AO1 = 6, AO2 = 4 and AO3 = 6

Level	Marks	Knowledge, detail and accuracy	Application	Discussion	Clarity, organisation and coherence	Specialist terminology
4	13–16	Generally well-detailed, accurate	Effective	Effective	Clear, coherent and focused	Used effectively
3	9–12	Evident, occasional lack of detail/inaccuracies	Mostly effective	Some effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	5–8	Limited, lacks accuracy	Limited effectiveness	Limited effectiveness	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–4	Very limited, many inaccuracies	Limited, poorly focused or absent	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content				

Possible points:

- Sleep/wake cycle occurs once a day (circadian).
- Effect of internal endogenous pacemaker (suprachiasmatic nucleus), e.g. Siffre cave studies (1962) spent time underground without light and free running rhythm settled around 25 hours.
- Circadian rhythm also entrained by exogenous zeitgebers, e.g. social cues and dim lighting.
- Aschoff and Wever (1976) participants deprived of light established regular rhythm but individual differences.
- Folkard *et al.* (1985) forced change by setting a clock but people’s rhythms didn’t change below 22 hours.

Note: The term ‘research’ may include theories/explanations and/or studies.

Possible application:

- Quiet at night because most people stick to the circadian-controlled day.
- Exogenous zeitgebers (bright light, social cues, mealtimes) can help Darnell stay awake.

- Darnell finds it hard to sleep because daylight triggers the SCN to be awake.
- People find it difficult to adjust to a different time for waking/sleeping. Desynchronisation is associated with feeling unwell e.g. jet lag.

**Possible discussion:**

- Real-world applications e.g. understanding jet lag, shift work and chronotherapeutics.
- Negative effects of disrupting circadian rhythm, e.g. Knutsson (2003) found heart disease in shift workers three times more likely.
- Individual differences – some people find it easier to adjust to changes in circadian rhythms, and some people naturally stay up late (owls).
- Research based on small samples, e.g. case studies.

Credit other relevant material.

**Suggested answer**

*Circadian rhythms are patterns of bodily functions that repeat once a day. The most important is the sleep/wake cycle. This is controlled by an internal endogenous pacemaker – the suprachiasmatic nucleus, which responds to information about light. However Siffre demonstrated that even with no light he had a free-running sleep/wake cycle.*

*Driving at night is quiet because most people sleep at night and this quietness encourages sleep. Darnell’s body rhythms will also be set to sleeping at night time – though some people are naturally more nocturnal (night owls) and he may be one of them and, if so, he is suited to working at night. He does get sleepy but has found that bright lights and social cues (talking to other people) can help wake him up. Eating a meal would be good too. These are all exogenous zeitgebers – external cues that can help reset his circadian rhythm.*

*Nevertheless Darnell may find it hard to adjust his sleep/wake cycle to a different time of day which is why he doesn’t sleep that well when he gets home – the daylight and his internal body clock is telling him that it is time to wake up. Darnell has also been feeling out of sorts which may be due to desynchronisation – his body rhythms are readjusting to a different sleep/wake cycle. This can make you feel unwell – some people report such experiences when they have jet lag which occurs because your body clock is out of sync with the daylight.*

*This research on circadian rhythms is important because there are many jobs which require people to work through the night, such as people working in hospitals or power plants. They need advice on how to stay alert during the dark hours and how to get a good night’s sleep when they get home (for example by ensuring it is dark and quiet). There are other useful applications of research, for example chronotherapeutics where drugs are given at specific times of day to match natural body rhythms – heart attacks are reduced if medication is taken last thing at night because heart attacks are most likely in the early hours of the morning.*

*Research has shown that there are long-term health effects from doing shift work, for example Knutsson found heart disease was three times more likely in shift workers than people who work ‘regular’ hours. This again shows that research in this area is very important to help people who work irregular hours to stay safe and healthy.*

*One of the problems with the early research on circadian rhythms, such as the study of Siffre, was that the samples were very small and didn’t take individual differences into account as well as the variety of cues that set or reset our endogenous pacemaker. This has made it difficult to make generalisations about how to best manage circadian rhythms in our 24-hour world.*

(478 words)

	<b>End of Section B</b>	<b>24 marks</b>
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**Section C**  
**Research methods**  
 Answer all questions in this section.

**Question 12 (Maths question)** page 121

**Mark scheme**

**Marks for this question: AO2 = 2**

**2 marks** for an appropriate and clear explanation of how the sample in this study could be obtained using volunteer sampling.

**1 mark** for a limited/muddled explanation that is linked to the study.

**Possible points:**

- Place an advertisement in a newspaper or on a noticeboard or ask people to volunteer.
- You need people to volunteer in pairs so you have one person plus a friend.

Credit other relevant material.

**Suggested answer**

*Place an advertisement on a noticeboard asking for two friends to volunteer to answer a questionnaire.*

<b>Question 13 (Maths question)</b>	page 121
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**Mark scheme**

**Marks for this question: AO2 = 4**

**1 mark** for Mann–Whitney test.

**Plus**

**1 mark** for each of the following:

- The study is investigating the difference between participants with no siblings and those with one or more siblings.
- This is an independent groups (unrelated) design.
- The data is scores from a questionnaire on popularity, therefore ordinal level data.

Where more than three reasons are given, only the first three should be marked.

Note: Appropriate reasons can be credited even if an incorrect test is named or no test given.

**Suggested answer**

*The study is investigating the difference between participants with no siblings and those with one or more siblings.*

*This is an independent groups design.*

*The data is scores from a questionnaire on popularity, therefore ordinal level data.*

*So a Mann–Whitney test should be used.*

<b>Question 14 (Maths question)</b>	page 121
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**Mark scheme**

**Marks for this question: AO2 = 2**

**2 marks** for an appropriate and clear explanation in the context of this study.

**1 mark** for a limited/muddled explanation.

This means that the difference between the two groups is significant at the 10% level.

There is less than a 10% (1 in 10) likelihood/probability that the difference is due to chance/due to something other than the IV.

Accept any other valid answer.

**Suggested answer**

*This means that there is less than a 10% (1 in 10) likelihood/probability that the difference is due to chance/due to something other than the IV.*

<b>Question 15 (RM question)</b>	page 121
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**Mark scheme**

**Marks for this question: AO2 = 2**

**2 marks** for an appropriate and clear explanation in the context of this experiment.

**1 mark** for a limited/muddled explanation.

**Possible points:**

- 10% is a lenient level so they probably should have used a more stringent level.
- It is quite possible that there is no real difference in the population.
- Especially because this is a replication of an earlier study which found no difference.

**Suggested answer**

*They have accepted the alternative hypothesis at the 10% level but they may have made an optimistic (Type I error) because 10% is quite lenient and they should have used a more stringent level. Especially because this is a replication of an earlier study which found no difference.*

<b>Question 16 (RM question)</b>	page 121
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**Mark scheme**

**Marks for this question: AO1 = 2 and AO2 = 2**

**2 marks** for an appropriate and clear explanation of why replicability is a feature of science.

**1 mark** for a limited/muddled explanation.

Replicability is an important feature of science because it can confirm research findings. If the findings are true, then they should be repeatable across a number of different contexts and circumstances.

**Plus**

**2 marks** for an appropriate and clear explanation of why the researchers were replicating an earlier study that found no significant differences.

**1 mark** for a limited/muddled explanation with does still refer to the study.

This study sought to confirm the previous findings that there was no significant relationship between having siblings and popularity. By repeating the study and finding no significant difference (when using a more stringent level of 5%) the researchers are confirming the earlier finding.

**Suggested answer**

*Replicability is an important feature of science because it can confirm research findings. If findings are true, then they should be repeatable across a number of different contexts and circumstances.*

*This study sought to confirm the previous findings that there was no significant relationship between having siblings and popularity. By repeating the study and finding no significant difference (when using a more stringent level of 5%) the researchers are confirming the earlier finding.*

(73 words)

<b>Question 17 (RM question)</b>	page 121
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**Mark scheme**

**Marks for this question: AO1 = 2**

**2 marks** for an appropriate and clear explanation of what is meant by falsifiability.

**1 mark** for a limited/muddled explanation.

Falsifiability refers to the principle that a theory cannot be considered scientific unless it is possible to test the theory.

**Suggested answer**

*Falsifiability refers to the principle that a theory cannot be considered scientific unless it is possible to test the theory.*

<b>Question 18 (RM question)</b>	page 121
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**Mark scheme**

**Marks for this question: AO2 = 2**

**1 mark** each for two observable behaviours that could represent 'exploring'.

**Possible points:**

- Gorilla picks up and examines an object.
- Gorilla moves around the cage looking at things.
- Gorilla looks behind or under things.

Credit any relevant observable behaviour.

**Suggested answer**

1. Gorilla picks up and examines an object.
2. Gorilla moves around the cage looking at things.

<b>Question 19 (Maths question)</b>	page 121
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**Mark scheme**

**Marks for this question: AO3 = 2**

**2 marks** for an appropriate and clear explanation of why event sampling might be a better method to use than time sampling in this study.

**1 mark** for a limited/muddled explanation with reference to this study.

**Possible points:**

- If you use time sampling you might miss some behaviours that only occur occasionally, such as exploring which might only happen infrequently.
- If you use event sampling it makes sure the frequency of all the different kinds of behaviour is recorded, such as 'exploring' which might only happen infrequently.

Credit any relevant explanation.

**Suggested answer**

*If you use event sampling it makes sure the frequency of all the different kinds of behaviour is recorded, such as 'exploring' which might only happen infrequently and be missed if using time sampling.*

<b>Question 20 (RM question)</b>	page 121
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**Mark scheme**

**Marks for this question: AO2 = 4**

Award **1 mark** for any of the following points (up to 4 marks):

- Two observers each individually record the behaviours over the same period. This could be achieved using video recordings so both observers see identical input.
- The observers may use a predetermined set of operationalised behaviour categories or create their own. They should discuss these beforehand.
- Observers use time or event sampling and tally occurrences of each of the categories.
- Research team calculates the correlation between the data for each behavioural category OR simply compares them in a table.
- Researchers generally accept about +.8 correlation between data items as good reliability.

Note: All points need to be applied to this study.

**Suggested answer**

*Two observers each individually record the behaviours over the same period i.e. they must watch the gorillas during the same time periods and compare the record.*

*The observers use a predetermined set of operationalised behaviour categories and discuss these beforehand so they are agreed about what is in each category, such as discussing what will count as 'exploring' and refine the operationalisation of this category.*

*They use event sampling and then the research team calculates the correlation between the data for each of the behavioural categories.*

*If there is less than a +.8 correlation in a category then the inter-observer reliability may be regarded as low and they need to revisit the definitions for that category.*

(116 words)

**Question 21 (RM question)**

page 122

**Mark scheme**

**Marks for this question: AO2 = 2**

**2 marks** for an appropriate and clear explanation of why this study might be described as a naturalistic observation.

**1 mark** for a limited/muddled explanation with reference to this study.

**Possible points:**

- The gorillas are being observed in their normal zoo environment, where they would usually be.
- All aspects of the gorillas' normal routine at the zoo are free to vary.
- The observers are not introducing new things or restricting the zoo environment in any way.

Credit other relevant material.

**Suggested answer**

*This is a naturalistic observation because the gorillas are being observed in their usual ('normal') zoo environment, where they would usually be so it is natural to them and they will behave as they usually do.*

**Question 22 (Maths question)**

page 122

**Mark scheme**

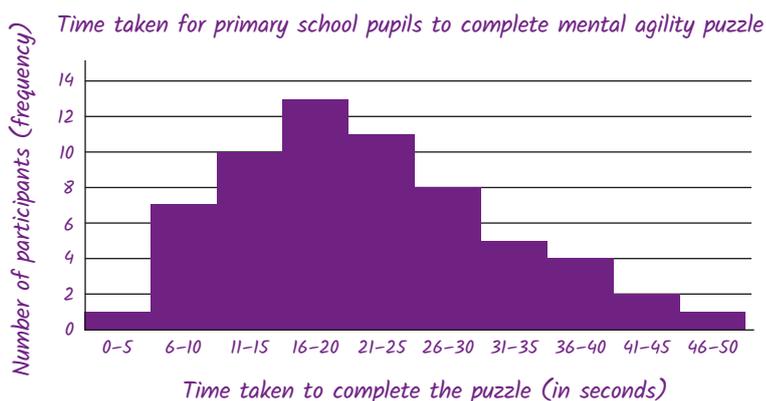
**Marks for this question: AO2 = 4**

**1 mark** for each of the following:

- Title for graph including details of participants (primary school pupils) and task (mental agility puzzle).
- Data plotted accurately, bars should touch as this is a histogram (continuous data).
- y-axis labelled, to include 'in seconds'.
- x-axis labelled.

Note: These are independently awarded marks, e.g. candidates can achieve marks for title or labelled axes even if graph is wrong.

**Suggested answer**



**Question 23 (Maths question)**

page 122

**Mark scheme**

**Marks for this question: AO2 = 2**

**1 mark** for identifying this as a positive skew.

**Plus**

**1 mark** for an explanation of why it is a positive skew.

**Possible points:**

- Most of the data is concentrated on the right (higher scores).
- The mean is higher than the median and the mode is lowest.

**Suggested answer**

*This is a positive skew. Most of the data is concentrated on the right (higher scores).*

**Question 24 (Maths question)** page 122

**Mark scheme**

**Marks for this question: AO2 = 2**

**2 marks** for correct answer (18 seconds) and correct workings ( $15 \times 1.2$  or  $15 + 15 \times 0.2$ ).

**1 mark** for correct workings only ( $15 \times 1.2$  or  $15 + 15 \times 0.2$ ).

**Suggested answer**

*$15 \times 1.2 = 18$  seconds*

**Question 25 (Maths question)** page 122

**Mark scheme**

**Marks for this question: AO2 = 2**

**1 mark** for identifying the level of measurement (interval).

**Plus**

**1 mark** for explanation with reference to this study.

It is interval data because the data is time taken to solve the puzzle counted in seconds which is a scale with precisely defined equal intervals.

**Suggested answer**

*It is interval data because the data is time taken to solve the puzzle counted in seconds which is a scale with precisely defined equal intervals.*

**Question 26 (Maths question)** page 122

**Mark scheme**

**Marks for this question: AO2 = 6 and AO3 = 6**

Level	Marks	Knowledge, detail and accuracy	Elements	Justifications	Clarity and organisation	Specialist terminology
4	10–12	Generally well-detailed, practical, showing sound understanding	All four covered appropriately	Appropriate	Clear and coherent	Used effectively
3	7–9	Mostly sensible and practical, showing some understanding	At least three covered appropriately	Some appropriate	Mostly clear and well-organised	Used appropriately
2	4–6	Some appropriate, some impractical or not adequately explained	At least two covered appropriately	Partial or muddled	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–3	Very limited, many inaccuracies	At least one covered appropriately	Absent	Whole answer lacks clarity and organisation	Absent or inappropriate
	0	No relevant content				

**Four elements of design to be credited:**

- **Participant selection and limitations** – random sampling (select child from school register, time-consuming), opportunity sampling (select child from contacts/people you know, biased), volunteer sampling (advertise, may respond readily to demand characteristics).
- **Collect quantitative data** – child’s age, age at adoption, use a questionnaire with fixed-choice questions, e.g. rate childhood experiences, psychological test scores (e.g. depression, IQ).
- **Collect qualitative data** – open-ended questions, semi-structured interview, thematic analysis.
- **Ethical issues** – socially sensitive topic, children should be allowed to give informed consent as well as parents, ensure confidentiality of sensitive data, avoid distressing questions, debriefing afterwards, follow-up meetings to check on any psychological harm.

Credit other relevant material.

**Suggested answer**

*Research participants could be selected using opportunity sampling. This could involve contacting people who have previously been studied in research on Romanian orphans. One limitation with this method is that children who have had difficult lives may no longer be easily contacted or may be unwilling to take part so the sample would be biased as it would consist of children who have coped well.*

*The researcher would collect obvious quantitative data such as child’s age now and age at adoption. Physical measurements might be important such as height to assess both emotional and physical care (deprivation dwarfism occurs in children who have been emotionally distressed so low height might be an indicator of emotional issues). The researcher might use psychological tests to assess mental health since lack of attachment is associated with later depression and also affectionless psychopathy. IQ might also be assessed as low IQ has been associated with poor attachment experiences.*

*The researcher might also collect qualitative data by conducting interviews with open-ended questions in order to find out about unexpected experiences and outcomes. The interview might be semi-structured so it begins with a set of pre-determined questions but then new questions are developed on the basis of the answers given. This means that unexpected information might be collected. The data collected would be analysed using thematic analysis so that emergent themes could be identified, e.g. effect of other family members on the adopted child’s experiences. All details should be held confidentially so that the child’s privacy is protected.*

*Ethical issues would be very important in research on a socially sensitive topic such as this. Therefore informed consent is especially important. The child and parents should be informed about the purpose of the study and how the information will be used and stored. The interview should avoid any distressing questions. There should be debriefing afterwards, so that the child (and parents) can discuss any issues that have arisen and there should be follow-up meetings to check on any psychological harm.*

(333 words)

	<b>End of Section C</b>	<b>48 marks</b>
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# A LEVEL PSYCHOLOGY

## Paper 3 Issues and Options in Psychology

### Section A

#### Issues and debates in Psychology

Answer all questions in this section.

This is the page number in *Your Guide to Exam Success*.

### Question 01

page 123

#### Mark scheme

Marks for this question: AO1 = 2

**2 marks** for an appropriate and clear explanation of what psychologists mean by 'psychic determinism'.

**1 mark** for a limited/muddled explanation.

Psychic determinism is the belief that all behaviour is caused by unconscious psychodynamic conflicts that we cannot control.

#### Suggested answer

*Psychic determinism is the belief that all behaviour is caused by unconscious psychodynamic conflicts that we cannot control.*

### Question 2 (RM question)

page 123

#### Mark scheme

Marks for this question: AO2 = 4

Level	Marks	Knowledge, detail and accuracy	Application	Clarity and organisation	Specialist terminology
2	3–4	Generally accurate	Mostly effective	Generally coherent	Used appropriately
1	1–2	Limited, inaccuracies	Limited effectiveness or absent	Lacks clarity and organisation	Absent or inappropriate
	0	No relevant content			

#### Possible application points:

- Psychology aims to use scientific methods to investigate its theories/explanations e.g. free will in human behaviour.
- The empirical method is central to science i.e. gathering evidence through direct and systematic testing, e.g. conducting an experiment to test the situations where people feel most free.
- Key feature of empiricism is being objective as well as systematic and the ideal is experimental research, e.g. in this case giving all participants the same list of situations to rate. The IV was amount of responsibility and DV was rating of feeling free to make a choice.

Credit other relevant application.

#### Suggested answer

*Psychology aims to use scientific methods to investigate its theories/explanations, such as understanding free will in human behaviour. The empirical method is central to science where a researcher aims to gather evidence through direct and systematic testing. In this example a researcher is conducting an experiment to test the situations where people felt most free. The IV was amount of responsibility and DV was rating of feeling free to make a choice. Such research must be objective and systematic so the experiment would be designed so that each participant was tested in the same conditions with the same list of situations and instructions.*

(103 words)

**Question 03** page 123

**Mark scheme**

Marks for this question: AO1 = 2

**Correct answers**

- B Believing that women are better than men at verbal tasks.
- E The view that women have evolved to be the best caregivers.

**Question 04** page 123

**Mark scheme**

Marks for this question: AO1 = 6 and AO3 = 10

Level	Marks	Knowledge, detail and accuracy	Discussion	Clarity, organisation and coherence	Specialist terminology
4	13–16	Generally well-detailed, accurate	Effective, thorough	Clear, coherent and focused	Used effectively
3	9–12	Evident, occasional lack of detail/inaccuracies	Mostly effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	5–8	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–4	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

- Reductionism in Psychology is the belief that human behaviour can best be understood by breaking it down into smaller components and studying these.
- Levels of explanation – focus on different ways to explain behaviour where some explanations are at a lower level (e.g. biological) and some higher/more holistic.
- Different types of reductionism e.g. biological and environmental (stimulus-response).

**Possible discussion:**

- The scientific approach is reductionist – aims to study individual variables and can consider cause and effect.
- Objective and practical approach because makes it possible to operationalise behaviour and study it experimentally.
- Real-world application, e.g. associating the action of certain neurotransmitters with mental health problems and identify appropriate drug therapies.
- Not appropriate as a way to explain many human behaviours which involve complex interactions, e.g. social behaviours.
- Fails to explain human experience, e.g. your thoughts and emotions.
- Comparison between different approaches e.g. behaviourist versus humanistic.

Credit other relevant material.

**Suggested answer**

*Reductionism in Psychology is the belief that human behaviour can best be understood by breaking it down into smaller components and studying these. This may work well in some areas of Psychology but not others. For example, when studying the effects of addiction or of drug therapies psychologists look at the action of neurotransmitters on the brain. This kind of biological approach is an example of biological reductionism – the human body is a biological machine and so we can study our behaviour in terms of those biological processes.*

*There are real-world applications of such biological reductionism. For example drug therapies can be developed to treat psychological disorders as in the case of the use of SSRIs to treat depression. However often the drug therapy comes first and is then used to explain how brain processes relate to behaviour. In the case of SSRIs the fact that the drug appears to reduce depression supports the explanation that low levels of serotonin may cause depression.*

Another example of reductionism in Psychology is environmental reductionism i.e. the behaviourist approach which reduces all behaviour and experience to stimulus-response links. For example, the learning theory of attachment claims that attachment is the product of learned links between the mother and providing food. The problem is that research (e.g. Harlow) has shown that food is not the key factor in the formation of attachment but contact comfort or sensitive responding is more important (Bowlby). This means that reductionist explanations are probably only a part of the explanation for human behaviour.

One way to look at reductionism in Psychology is in terms of levels of explanation. Biological processes and behaviourism are lower levels of explanation but psychologists also turn to higher levels such as the social context. One example of this is to think of a person with OCD. We can look at biological processes that may be different from those in people without OCD and the reinforcements that may have led a person to develop OCD but we can also think about the person's experience of anxiety (the psychological level) and even at how the disorder affects that person's interaction with the world (the social level). In this way reductionism can be seen as a part of the process of understanding human behaviour.

A similar example can be considered in terms of research. A strength of the reductionist approach is experimental research. To do this we reduce behaviour to a small set of variables (IV and DV) and might use this approach as Asch did to investigate aspects of the conformity process. He showed that group size doesn't have an effect on conformity once you go above three people. So the experimental approach is important as a means of determining cause and effect but on its own it may not tell us much about real everyday behaviour. The qualitative approach avoids reductionism and seeks objectivity in other ways (e.g. reflexivity).

(483 words)

<b>End of Section A</b>	<b>24 marks</b>
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**Section B**

**Relationships or Gender or Cognition and development**

Choose **one** topic from **Section B**. Answer **all** questions on the topic you choose.

**Topic: Relationships**

**Question 05**

page 123

**Mark scheme**

**Marks for this question: AO3 = 1**

**Correct answer B** The theory ignores the importance of equity.

**Question 06**

page 123

**Mark scheme**

**Marks for this question: AO3 = 4**

In **each case** award marks as follows:

**2 marks** for an appropriate and clear strength/limitation with some elaboration.

**1 mark** for a limited/muddled strength/limitation.

**Possible strengths:**

- Real-world application for giving advice/suggesting interventions as part of relationships counselling.
- Research support, e.g. Monroe *et al.* (1999) students who had experienced depression often had relationship breakdown in recent past.

**Possible limitations:**

- May apply to individualist cultures more than collectivist ones because it relates to voluntary relationships.
- Incomplete – Duck and Rollie (2006) added a fifth phase (resurrection, applying new understandings to future relationships), this means current model is incomplete.
- Research is retrospective so early phases only investigated once breakdown is already established.

- Description rather than explanation.
- Individual differences – people in different types of relationship may respond differently e.g. short- versus long-term commitments.

Credit other relevant strengths/limitations.

**Suggested answer**

*One strength is that there are real-world applications of the model to relationship counselling, as a counsellor can identify the phase and work out appropriate strategies. For example, if the counsellor identifies that a couple are in the final stages then it may be more appropriate to help them construct a mutually acceptable version of the events leading up to the breakdown.*

*One limitation is that the model is really more of a description of what happens and lacks explanatory power. For example, the model identifies the characteristics of the intra-psychoic phase but doesn't offer any explanation of what might have caused this. This limits the usefulness of the theory in terms of helping us understand behaviour.* (117 words)

**Question 07** page 123

**Mark scheme**

**Marks for this question: AO1 = 3**

Level	Marks	Knowledge and accuracy	Detail	Clarity	Organisation and coherence	Specialist terminology
3	3	Generally accurate	Well-detailed	Clear	Coherent and focused	Used appropriately
2	2	Evident, occasional inaccuracies	Some detail missing	Mostly clear	Mostly focused	Some appropriate
1	1	Limited, inaccuracies	Lacks detail	Lacks clarity	Poorly organised	Absent or inappropriate
	0	No relevant content				

**Possible points:**

- McCutcheon (2002) suggested that people with deficiency in their lives may be triggered into a more intense parasocial relationship.
- Absorption – becoming preoccupied with a celebrity.
- Addiction – need to increase 'dose' to achieve satisfaction and this may lead to stalking, fantasies about a real relationship, being unable to lead a normal life.
- Maltby *et al.* (2006) identified three levels: entertainment-social (general interest in celebrities), intense-personal (obsession) and borderline-pathological (uncontrollable behaviours, divorced from reality).

Credit other relevant material.

**Suggested answer**

*The model was proposed by McCutcheon. Some people may be unhappy or depressed and a celebrity focus makes them feel better. When this becomes deeper we would describe the person as having become absorbed in this parasocial relationship. It isn't a real relationship because the two people don't know each other. Eventually this obsession may turn into something pathological – a kind of mental disorder. Like any mental disorder this interferes with being able to lead a normal life – the person may stalk the celebrity or even attack them.* (88 words)

**Question 08** page 123

**Mark scheme**

Marks for this question: AO1 = 6 and AO3 = 10

Level	Marks	Knowledge, detail and accuracy	Evaluation	Clarity, organisation and coherence	Specialist terminology
4	13–16	Generally well-detailed, accurate	Effective, thorough	Clear, coherent and focused	Used effectively
3	9–12	Evident, occasional lack of detail/inaccuracies	Mostly effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	5–8	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–4	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

- Sexual selection – selection of characteristics that promote successful reproduction.
- Genetic characteristics that maximise successful reproduction are passed on to subsequent generations.
- Inter-sexual selection – between sexes, the preferred female strategy. Females invest more in offspring therefore it pays to be choosy (Trivers 1972), choices determine the characteristics that are passed on (runaway process).
- Intra-sexual selection – within sexes, preferred male strategy. Males compete with other males, winners pass on their genes. Females compete with other females in attractiveness to be the one selected.

**Possible evaluation:**

- Research support for inter-sexual selection, e.g. Clark and Hatfield (1989) females choosier.
- Research support for intra-sexual selection, e.g. Buss (1989) cross-cultural survey, male and female preferences match evolutionary predictions.
- Simplistic view of relationships – humans may look for other characteristics e.g. friendship, loyalty.
- Ignores social and cultural factors, e.g. different pressures in non-industrialised cultures.
- Contraception means that evolutionary pressures less relevant.
- Can't easily explain non-heterosexual relationships.

Credit other relevant material.

**Suggested answer**

*The theory of evolution proposes that characteristics that promote survival and reproduction are naturally selected. Darwin proposed sexual selection to explain characteristics such as the gawdy peacock tail which would appear to reduce survival. The theory of sexual selection proposes that genetic characteristics that maximise successful reproduction will be selected and thus passed on to subsequent generations.*

*Inter-sexual selection is between sexes. It is the preferred strategy for females because females invest more in offspring (each egg uses resources whereas sperm are 'cheap'). It 'pays' for a female to be choosy about who she mates with – females who are not choosy may end up with inferior offspring which do not survive. Those females who pick genetically robust males are the ones whose genes are seen in subsequent generations.*

*Intra-sexual selection is the preferred strategy of males who compete with other males to be selected and the 'winners' pass on their genes, for example the male peacock tail advertises genetic robustness (a male who is not genetically fit couldn't have such a tail). Females compete with other females in attractiveness to be the one selected.*

*There is research support. For example, Buss conducted a survey of people from over 30 countries and asked them what characteristics they sought in a mate. Men valued signs of youthfulness which fits sexual selection theory because a man who mates with a younger woman is more likely to have reproductive success. Females valued men with resources which also fits evolutionary theory because females need a man who will provide an income for the years of raising children. However changing circumstances mean that such reasons may no longer apply, particularly in more industrialised societies where women work and have their own income and many couples do not plan to have children – so sexual selection may not be a good explanation of romantic relationships today.*

*Research by Clark and Hatfield looked at female choosiness. A confederate asked male and female students if they would go to bed with them. No female students said yes but 75% of the male students did. This suggests that males and females*

have different strategies in relationships and females are choosier about whom they have sex with. It should be remembered that this is a study of student behaviour and short-term relationships. It is very simplistic, looking at only one aspect of relationships.

Evolutionary explanations are determinist, which is appealing to scientists who seek to predict behaviour but may not be a good reflection of reality when considering complex behaviours such as relationships. People are influenced by a variety of factors when choosing a partner. For example in some societies family factors are important in partner choice and in fact it may be the parents doing the choosing. On the other hand parents may be making choices very much in line with evolutionary processes e.g. choosing a man who has money and good connections or a woman who will make a good mother. (491 words)

	<b>End of Relationships topic</b>	<b>24 marks</b>
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**Topic: Gender**

**Question 09** page 124

**Mark scheme**

**Marks for this question: AO3 = 1**

**Correct answer B** The methods used to assess gender constancy may lack validity.

**Question 10** page 124

**Mark scheme**

**Marks for this question: AO3 = 4**

In **each case** award marks as follows:

**2 marks** for an appropriate and clear strength/limitation with some elaboration.

**1 mark** for a limited/muddled strength/limitation.

**Possible strengths:**

- Support from Little Hans case study.
- Enduring influence on the way people think, e.g. about how men identify with fathers but are rivals.

**Possible limitations:**

- Pseudoscientific theory which cannot be falsified.
- Male-centred theory (androcentric bias and alpha-biased) suggesting men develop stronger moral sense because of resolution of castration anxiety.
- Inadequate account of female development.
- Based on case studies.

Credit other relevant strengths/limitations.

**Suggested answer**

*One strength is that Freud provided evidence from the Little Hans case study, which included a detailed analysis of one boy's development. This showed that Hans did experience feelings for his mother leading to castration anxiety. This was eventually resolved through identification with his father and taking on a male identity. This shows that at least some boys experience the process as described by Freud.*

*One limitation is the study and theory are androcentric. Freud assumed that girls were morally inferior to boys because they could not resolve the phallic stage and their Superego/moral development was weak as a consequence. But really Freud was biased by the fact that women had an inferior role in Victorian society, meaning there is an alternative explanation for his observations.* (126 words)

**Question 11** page 124

**Mark scheme**

Marks for this question: AO1 = 3

Level	Marks	Knowledge and accuracy	Detail	Clarity	Organisation and coherence	Specialist terminology
3	3	Generally accurate	Well-detailed	Clear	Coherent and focused	Used appropriately
2	2	Evident, occasional inaccuracies	Some detail missing	Mostly clear	Mostly focused	Some appropriate
1	1	Limited, inaccuracies	Lacks detail	Lacks clarity	Poorly organised	Absent or inappropriate
	0	No relevant content				

**Possible points:**

- Strong, persistent feelings of discomfort with one’s own assigned gender and identifying with the other gender.
- Leads to a sense of confusion (dysphoria).
- Person does not identify with the sex assigned at birth.
- May be explained psychologically, e.g. recognised as a psychological disorder in DSM-5.
- May be explained biologically e.g. brain difference in BST, (Zhou *et al.* 1995).

Credit other relevant material.

**Suggested answer**

*Some people feel a sense of confusion (dysphoria) because they don’t identify with the sex/gender assigned at birth. They might be chromosomally a female but identify as being male. There may be a biological basis e.g. a part of the brain (BST) correlates with the gender they identify with rather than their biological sex. There are also psychological theories, for example it may be a psychological disorder (it is classified in DSM-5) caused by a boy experiencing extreme separation anxiety before gender identity is established.* (85 words)

**Question 12** page 124

**Mark scheme**

Marks for this question: AO1 = 6 and AO3 = 10

Level	Marks	Knowledge, detail and accuracy	Evaluation	Clarity, organisation and coherence	Specialist terminology
4	13–16	Generally well-detailed, accurate	Effective, thorough	Clear, coherent and focused	Used effectively
3	9–12	Evident, occasional lack of detail/inaccuracies	Mostly effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	5–8	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–4	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

Culture influences

- Social learning theory – gender roles learned through observing others and imitating vicariously reinforced behaviour.
- Mead’s (1935) research showed cultural differences in gender roles, e.g. both men and women of the Arapesh were gentle whereas both men and women of Mundugumor were aggressive and Tchambuli women were masculine in behaviour (dominant organisers).
- Mead later conceded that her results may have been flawed but still felt gender roles are affected by cultural norms.

Media influences

- Role models in the media e.g. film stars, pop stars, cartoon characters.
- The media portray gender stereotypes, e.g. films, magazines, adverts show men as autonomous breadwinners and women seen in family roles (e.g. Bussey and Bandura 1999).
- Programmes designed to challenge gender stereotypes may be successful (e.g. Mitra *et al.* 2019).
- Counter-stereotypes are also used, Pingree (1978) found stereotyping reduced.

**Possible evaluation:**

Culture influences

- Mead’s research in general criticised by Freeman (1983) e.g. Mead misinterpreted what people had said, and influenced their answers.
- More recent research e.g. Hofstede (2001) shows that as cultures become industrialised women given more active roles away from the home.
- No cultural influences e.g. Buss (1995) found cultural similarities in cross-cultural survey of what men and women sought in a mate.

Media influences

- Media effects moderated by time spent watching TV – affects views of cultural reality (cultivation theory, Bond and Drogos 2014).
- Other factors may be more important e.g. family attitudes (Durkin 1985).
- Real-world applications – use counter-stereotypes in the media, may not be effective in all people e.g. adolescent boys (Pingree 1978).
- Globalisation is changing attitudes.

Credit other relevant material.

**Suggested answer**

*The influence of culture on gender roles was investigated in the 1930s by Margaret Mead who studied three different groups of people in Papua New Guinea. She concluded that they all had different kinds of gender roles (in one group both men and women were gentle, in another both were aggressive and in the third there was a gender difference and women were more masculine in their behaviour). This suggests that culture may play a role in gender roles. This can be explained by social learning theory – we learn behaviours by imitating others around us and especially imitate those behaviours we see rewarded.*

*However Mead’s research has been criticised by Freeman. He also interviewed people from Papua New Guinea (where Mead had previously conducted research) and came to different conclusions. He claimed that Mead had misinterpreted what had been said to her and she may also have influenced their answers. In fact she also later realised that she may have overestimated the role of cultural differences in gender roles but ultimately still felt that cultural norms were important in gender behaviour.*

*This is supported by recent research, such as by Hofstede who observed that women in industrialised cultures were more active in the workplace and less likely to take the role of home-maker. This shows that changing cultural roles can affect gender roles. However there is also evidence that biological factors are important. Buss’s very large cross-cultural study showed that men consistently sought partners who were younger and physically attractive whereas women sought a bread-winner who also had resources. This survey was done 25 years ago so things may have changed somewhat due to cultural influences but the universal patterns suggest some biological influence.*

*Media influences can also be understood in terms of social learning theory especially because people often admire and therefore identify with famous people, which means they are more likely to imitate them. Pop stars and TV favourites thus communicate gender roles. In the past TV programmes and adverts perpetuated stereotypes about gender roles. For example Bussey and Bandura showed that films, magazines, adverts etc. tended to show men as autonomous breadwinners whereas women were seen in family roles and being dependent.*

*The effect of the media on gender roles is moderated by a number of factors, such as the time a person actually spends watching TV – the more TV a person watches the more it affects their views of cultural reality (cultivation theory). This means that media influences are not necessarily important, it just depends on individual preferences. And also other influences may matter more e.g. family attitudes (Durkin).*

*The role of the media has important real-world applications in promoting counter-stereotypes in advertising and TV/films. The evidence does suggest that counter-stereotypes are valuable in bringing about change but for some groups this may have the opposite effect – Pingree found that was the case for adolescent boys who resisted counter-stereotypes.* (483 words)

	<b>End of Gender topic</b>	<b>24 marks</b>
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**Topic: Cognition and development**

**Question 13** page 124

**Mark scheme**

**Marks for this question: AO3 = 1**

**Correct answer A** Failure on the task may be due to a problem with memory rather than due to a lack of theory of mind.

**Question 14** page 124

**Mark scheme**

**Marks for this question: AO3 = 4**

In **each case** award marks as follows:

**2 marks** for an appropriate and clear strength/limitation with some elaboration.

**1 mark** for a limited/muddled strength/limitation.

**Possible strengths:**

- Real-world application to education.
- Generates testable predictions which are important to theory development.
- Research support from Piaget’s studies.

**Possible limitations:**

- Ignores the role of others in learning.
- Underestimated what children can do, e.g. McGarrigle and Donaldson (1974) showed children could conserve at a younger age, Baillargeon and Graber (1987) showed babies understood object permanence at a younger age.

Note: Strength/limitation must be related to the stages in development.

Credit other relevant strengths/limitations.

**Suggested answer**

*One strength is that Piaget’s stage theory has been applied in education to match the tasks that children are given to the kind of thinking that is typical for their age. For example primary school children are in the stage of concrete operations and therefore should be given tasks which do not involve abstract thinking.*

*One limitation is research has challenged some of Piaget’s claims. For example the naughty teddy study showed that children were capable of conservation at a younger age than Piaget claimed. This means that Piaget’s applications to education may be flawed because children can actually do more at an earlier age than he claimed.* (108 words)

**Question 15** page 124

**Mark scheme**

**Marks for this question: AO1 = 3**

Level	Marks	Knowledge and accuracy	Detail	Clarity	Organisation and coherence	Specialist terminology
3	3	Generally accurate	Well-detailed	Clear	Coherent and focused	Used appropriately
2	2	Evident, occasional inaccuracies	Some detail missing	Mostly clear	Mostly focused	Some appropriate
1	1	Limited, inaccuracies	Lacks detail	Lacks clarity	Poorly organised	Absent or inappropriate
	0	No relevant content				

**Possible points:**

- The ZPD is the gap between what a child is currently capable of understanding and what they can potentially do with help.
- Can assess what a child currently can do by testing them unaided.
- The ZPD shows that cognitive development is a social/cultural process.

Credit other relevant material.

**Suggested answer**

*The ZPD is the gap between what a child is currently capable of understanding and what they can potentially do with help. We can assess what a child currently can do by testing them unaided. The key importance of the ZPD concept is it explains how cognitive development is a social process – the assistance that others can give us to develop our thinking. Social interactions enable more complex thinking and we also acquire cultural concepts (higher mental functions such as maths).* (81 words)

**Question 16** page 124

**Mark scheme**

**Marks for this question: AO1 = 6 and AO3 = 10**

Level	Marks	Knowledge, detail and accuracy	Evaluation	Clarity, organisation and coherence	Specialist terminology
4	13–16	Generally well-detailed, accurate	Effective, thorough	Clear, coherent and focused	Used effectively
3	9–12	Evident, occasional lack of detail/inaccuracies	Mostly effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	5–8	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–4	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

- Perspective-taking is our ability to understand social situations from someone else’s point of view (their perspective).
- Selman identified different levels or stages in the way children’s perspective-taking develops.
- Stages shift from egocentricity (own point of view) to understanding the view of others and society in general.
- Selman’s levels – egocentric, social-informational role-taking, self-reflective role-taking, mutual/third-party role-taking, social and conventional system (societal) role-taking.
- Assessed thinking using dilemmas e.g. Holly climbing a tree.

**Possible evaluation:**

- Research support from Selman, used dilemmas to assess the way children of different ages were thinking, e.g. Selman (1971), Gurucharri and Selman (1982).
- Research support e.g. Buijzen and Valkenburg (2008) observed everyday behaviour.
- Research challenges, e.g. Gasser and Keller (2009) found bullies had no difficulties with perspective-taking.
- Theory focuses on cognitive factors only, other factors important in social development e.g. emotional self-regulation, parental style.
- Research is correlational.
- Real-world applications e.g. understanding the perspective of others e.g. in family therapy, conflict resolution.

Credit other relevant material.

**Suggested answer**

*Perspective-taking is our ability to understand social situations from someone else’s point of view (their perspective). Selman identified different levels or stages in the way children’s perspective-taking develops. His stages (levels) show a shift from a child being egocentric (thinking only from their own point of view) to understanding the view of others and society in general. The egocentric stage is from 3-6 years after which children start to be aware of other people’s perspectives and can distinguish their own thoughts from someone else’s perspective. The end is when a child/adult can make decisions based on what a third person might say and can also relate their view to social conventions.*

Selman developed social dilemmas where a situation was given to a child and then the child was asked a series of questions such as ‘What might the other person be thinking?’ or ‘Will the other person understand my point of view?’.

There is quite a bit of research support for these levels. Some from Selman himself in his original research with dilemmas as these showed how children progress through these stages. He also followed up some of his original sample (Gurucharri and Selman) and found that all of the participants had progressed to higher levels and none had regressed, as we would expect from a stage theory. However it is possible that these stages simply reflect general cognitive development along the lines of Piaget’s theory, moving from egocentric to a more abstract form of thinking. So we may not need a separate theory to explain social development.

Another criticism of Selman’s approach is that it has a strong cognitive emphasis whereas social understanding probably also involves emotional development which in turn may be related to family relationships. This might explain why research has found that bullies show the same progression as others in terms of social cognition (Gasser and Keller). It may be that bullies very much understand the perspective of others but what they lack is emotional understanding.

In addition the research is correlational. All that is observed is age-related changes which doesn’t mean that they happen through maturation or experience – we don’t know what has caused the changes. Which makes this theory more of a description rather than an explanation of how social cognition develops. This means the theory can’t explain, for example, how people who fail to develop mature social cognition might achieve this.

This research does have useful real-world applications, for example in family therapy. The dilemmas could be used to discuss perspective-taking within families and then develop skills that are lacking. This may help the family generally in their relationships within the family, and may reduce any distress experienced. The concepts in this theory might also be useful in marital guidance and generally any conflict resolution situation to help discussions about how to better understand a situation from another’s perspective. (476 words)

<b>End of Section B</b>	<b>24 marks</b>
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**Section C**  
**Schizophrenia or Eating behaviour or Stress**  
 Choose **one** topic from **Section C**. Answer **all** questions on the topic you choose.

**Topic: Schizophrenia**

**Question 17** page 124

**Mark scheme**

**Marks for this question: AO1 = 2**

**2 marks** for an appropriate and clear explanation of **one** cognitive explanation for schizophrenia.

**1 mark** for a limited/muddled explanation.

**Possible points:**

The answer will include examples of dysfunctional thought processing:

- Information that doesn’t reflect reality accurately, producing undesirable consequences.
- Delusional thinking – perceiving self as central component of events.
- Hallucinations – perceiving voices or images that don’t exist.
- Metarepresentation dysfunction – failure to recognise own actions and thoughts as your own (e.g. thought insertion).
- Central control dysfunction – inability to suppress automatic thoughts and speech triggered by other thoughts.

Credit other relevant material.

**Suggested answer**

*One cognitive explanation is dysfunctional thought processing i.e. where a person’s thought processes don’t match reality. For example delusional thinking is where the person has bizarre beliefs such as thinking they are someone else or thinking they are being followed.*

**Question 18 (RM question)** page 124

**Mark scheme**

Marks for this question: AO2 = 4

Level	Marks	Knowledge, detail and accuracy	Application	Clarity and organisation	Specialist terminology
2	3–4	Generally accurate	Mostly effective	Generally coherent	Used appropriately
1	1–2	Limited, inaccuracies	Limited effectiveness or absent	Lacks clarity and organisation	Absent or inappropriate
	0	No relevant content			

**Possible application points:**

- There would be no fixed questions.
- The interviewer would have a general aim to find out about individuals' experience with health professionals.
- Informed consent, should include e.g. right to withdraw and confidentiality and needs to be focused on what a person with schizophrenia might understand.
- It would be important to develop rapport with the interviewee as they have a mental disorder so trust may be an issue.
- Examples of possible follow-up questions.

Credit other relevant application.

**Suggested answer**

*The interviewer would have a general aim to find out about individuals' experience with health professionals but no fixed questions e.g. about specific health professionals.*

*It is important that informed consent is obtained at the outset but there is a need to be aware of the limitations for someone with schizophrenia, e.g. they might be delusional and need reassurance from the interviewer about the intentions of the interview. Discussion about confidentiality might be especially important if the interviewee is delusional and feels persecuted.*

*Given that this is an interview with someone experiencing schizophrenia, building up trust will be important, so initial discussions should be neutral such as 'What health professionals have you met?', 'What do you remember about that person?', 'Did you like him/her?'.* (124 words)

**Question 19 (RM question)** page 124

**Mark scheme**

Marks for this question: AO3 = 2

**2 marks** for an appropriate and clear explanation of why a structured interview would be better for this study compared with an unstructured interview.

**1 mark** for a limited/muddled explanation.

**Possible points:**

- As this is a socially sensitive interview, it might be better to decide in advance the way to frame the questions.
- It would be easier to compare answers between different people with schizophrenia if they were answering the same questions.
- Answers would be easier to analyse with structured interviews.

Note: No application is required but may contribute to the clarity of the explanation.

Credit other relevant material.

**Suggested answer**

*As this is a socially sensitive interview, it might be better to decide in advance the way to frame the questions. You could do a pilot study with the target participant group to find the best way to ask the questions.*

**Question 20** page 124

**Mark scheme**

**Marks for this question: AO1 = 6 and AO3 = 10**

Level	Marks	Knowledge, detail and accuracy	Discussion	Clarity, organisation and coherence	Specialist terminology
4	13–16	Generally well-detailed, accurate	Effective, thorough	Clear, coherent and focused	Used effectively
3	9–12	Evident, occasional lack of detail/inaccuracies	Mostly effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	5–8	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–4	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

Cognitive behaviour therapy (CBT for psychosis is CBTp)

- May be individual or in groups.
- Tackles dysfunctional thinking – aims to test the validity of faulty beliefs.
- Therapist can help client understand symptoms e.g. origins of voices.
- Behavioural assignments to improve functioning.
- Normalisation – challenge delusions using reality testing.
- CBT can be used just to reduce anxiety and depression associated with having schizophrenia.

Family therapy

- Based on theories such as double-bind and expressed emotion – focuses on role of family.
- Reduces negative emotions, helps prevent relapse.
- Helps family understand schizophrenia.
- Improves family’s ability to provide support (the therapeutic alliance).

**Possible discussion:**

Cognitive behaviour therapy

- Research support, e.g. Jauhar *et al.* (2014) significant effects on both positive and negative symptoms.
- Individual differences in effectiveness.
- May just improve quality of life but not a ‘cure’.
- Most effective in combination with drug therapy.
- Not widely available.
- Comparison with other treatments.

Family therapy

- Research support, e.g. McFarlane (2016) 50–60% reduction in relapse rates.
- Benefits whole family, therefore wider effectiveness, e.g. Lobban and Barrowclough (2016) review of evidence.
- May just increase compliance with drug therapy.
- Comparison with other treatments.

Credit other relevant material.

**Suggested answer**

*One psychological therapy used to treat schizophrenia is cognitive behaviour therapy. This may be conducted with individuals or as a form of group therapy. The two main processes are to deal with the cognitive elements of the disorder and the behavioural elements.*

One of the key features of schizophrenia is dysfunctional thinking so it makes sense to apply the cognitive component of CBT to this. For example testing the validity of some of the faulty beliefs, such as hallucinations. One process in particular that is used is normalisation where a client is helped to understand that hallucinations such as hearing voices are just an extension of the normal process of thinking in words.

The second key component of CBT is behavioural. A therapist can give a client behavioural assignments whereby the client might keep a diary of their experiences of hallucinations and they record how they challenged these.

Part of CBT may address the anxiety and depression that a person with schizophrenia also experiences as a consequence of their disorder.

The value of CBT has been demonstrated for people with schizophrenia in research studies such as Jauhar et al. who showed significant effects on both positive and negative symptoms. They looked at the findings of 34 studies. However, other research has pointed to individual differences in effectiveness.

CBT in general is not suited to everyone. A key issue is that schizophrenia can manifest itself in many different ways so some CBT techniques may work with one person with schizophrenia but not another. In addition, some people with schizophrenia may find it difficult to think rationally enough to address their symptoms. It also may be more valuable at particular stages of the disorder. In the acute stage people may find self-reflection especially difficult. Effectiveness may be improved by starting with drug therapy to reduce symptoms.

One issue is that CBT may not be a cure but may simply make symptoms more bearable and improve quality of life but may not tackle the underlying causes of the disorder. Of course the same can be said about drug therapy and drug therapy is generally easier than CBT where the client has to put a lot of time and effort in attending sessions and doing homework. A different psychological therapy – family therapy – may be preferable because that targets something that may be part of the problem, as well as providing a client with an improved support network. So, for the same kind of effort in self-reflection, there may be greater benefits.

(417 words)

<b>End of Schizophrenia topic</b>	<b>24 marks</b>
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**Topic: Eating behaviour**

**Question 21** page 125

**Mark scheme**

**Marks for this question: AO1 = 2**

**2 marks** for an appropriate and clear explanation of **one** neural explanation for anorexia nervosa.

**1 mark** for a limited/muddled explanation.

**Possible points:**

- Neurotransmitter levels may be different in people with AN, e.g. underactivity/low levels of serotonin related to obsessiveness and appetite reduction, both characteristics of AN.
- Dopamine may play a role in anxiety and may affect the way people interpret rewards, thus altered levels related to AN.
- Brain structures, e.g. limbic system dysfunction alters ability to regulate emotions.

Note: If more than one neural explanation is presented, credit the best one.

'Neurotransmitters' can count as one explanation.

Credit other relevant material.

**Suggested answer**

*Neurotransmitter levels may be different in people with AN. For example underactivity/low levels of serotonin may be related to obsessiveness and appetite reduction, both of these are characteristics of AN.*

**Question 22 (RM question)** page 125

**Mark scheme**

Marks for this question: AO2 = 4

Level	Marks	Knowledge, detail and accuracy	Application	Clarity and organisation	Specialist terminology
2	3–4	Generally accurate	Mostly effective	Generally coherent	Used appropriately
1	1–2	Limited, inaccuracies	Limited effectiveness or absent	Lacks clarity and organisation	Absent or inappropriate
	0	No relevant content			

**Possible application points:**

- There would be no fixed questions.
- The interviewer would have a general aim to find out about individuals’ experience with health professionals.
- Informed consent, should include e.g. right to withdraw and confidentiality and needs to be focused on what a person with AN might understand.
- It would be important to develop rapport with the interviewee, so first questions will be general and designed to make interviewee feel at ease.
- Examples of follow-up questions.

Credit other relevant application.

**Suggested answer**

*The interviewer would have a general aim to find out about individuals’ experience with health professionals but no fixed questions would be identified from the outset e.g. about specific health professionals.*

*It is important that informed consent is obtained at the outset but there is a need to be aware of the challenges for someone with AN, e.g. they may feel very defensive about their problems or in denial. Discussion about confidentiality might be especially important if the interviewee is defensive.*

*Given that this is an interview with someone experiencing AN, building up trust will be important, so initial discussions should be neutral such as ‘What health professionals have you met?’, ‘What do you remember about that person?’, ‘Did you like him/her?’.* (123 words)

**Question 23 (RM question)** page 125

**Mark scheme**

Marks for this question: AO3 = 2

**2 marks** for an appropriate and clear explanation of why a structured interview would be better for this study compared with an unstructured interview.

**1 mark** for a limited/muddled explanation.

**Possible points:**

- As this is a socially sensitive interview, it might be better to decide in advance the way to frame the questions.
- It would be easier to compare answers between different people with AN if they were answering the same questions.
- Answers would be easier to analyse with structured interviews.

Note: No application is required but may contribute to the clarity of the explanation.

Credit other relevant material.

**Suggested answer**

*As this is a socially sensitive interview, it might be better to decide in advance the way to frame the questions. You could do a pilot study with the target participant group to find the best way to ask the questions.*

**Question 24** page 125

**Mark scheme**

Marks for this question: AO1 = 6 and AO3 = 10

Level	Marks	Knowledge, detail and accuracy	Discussion	Clarity, organisation and coherence	Specialist terminology
4	13–16	Generally well-detailed, accurate	Effective, thorough	Clear, coherent and focused	Used effectively
3	9–12	Evident, occasional lack of detail/inaccuracies	Mostly effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	5–8	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–4	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

- Key food preferences are adaptive and appear to be innate.
- Preference for sweetness – indicates high-energy food, young children like sweetness.
- Preference for salt – necessary for cell functions, appears at 4 months (Harris *et al.* 1990).
- Preference for fat – reserves for energy, important when food supply is low.
- Neophobia – avoidance of eating new foods is adaptive.
- Taste aversion – people also avoid some food, e.g. bitter tastes signal toxic food (biological preparedness, Seligman 1971).

**Possible discussion:**

- Survival advantage of having food preferences, natural selection.
- Research support, e.g. Torres *et al.* (2008) preference for high-fat food when stressed.
- Research support for biological preparedness – rats learn to avoid sweet liquid paired with aversive chemical (Garcia and Koelling 1966).
- Neophobia no longer adaptive because foods are safer, individuals are unable to adapt to variability in food sources.
- Individual differences, e.g. ability to detect PROP (bitter taste) means a person avoids dangerous foods but not present in everyone (Drewnowski *et al.* 2001).
- Cultural differences suggest that food preference is not all related to survival.
- Link to issues/debates, e.g. nature–nurture, reductionism.

Credit other relevant material.

**Suggested answer**

*The basis of an evolutionary explanation is that genes for certain behaviours are naturally selected because they provide an advantage for the individual. There are various food preferences that are observed in people and can be linked to an adaptive outcome. For example people, especially children, have a preference for sweetness. A sweet food tends to be something (like fruit) with a high energy content.*

*Another common food preference is for salt which is necessary for our cells to function and therefore it is important to eat food containing salt. Research has shown this preference does appear early, around 4 months old. The fact that preferences are present early in life supports the view that these are innate and naturally-selected behaviours rather than learned ones.*

*People also show a preference for fatty foods which would be adaptive as our distant ancestors often had to face periods of time when food was scarce. Fat is valuable as a source of energy. Therefore it is useful to have in reserve and eating fatty food would mean that they would build up food reserves. There is research support for this such as Torres *et al.* who found that people showed preference for high-fat food when stressed which would be an adaptive behaviour.*

*People also have aversions to certain foods which would also be adaptive. For example bitter tastes signal toxic food. Seligman proposed the concept of biological preparedness – that we also inherit a predisposition to learn some behaviours more quickly than others because that learning is beneficial. For example one study showed that rats learned to avoid sweet-flavoured water that had been paired with radiation that made them nauseous (Garcia and Koelling). This shows a predisposition to learn food avoidance to something that threatens survival.*

*However, if such adaptations occur then we might expect neophobia to be disappearing. In our distant ancestors neophobia would have protected young children from eating dangerous foods. But today children don't live in the same kind of environments and their neophobias actually prevent them from being more flexible in what they eat and therefore less able to access nutritious food. So it would be adaptive to stop being neophobic.*

*The evolutionary explanation cannot account for cultural differences in food preferences, such as the fact that spicy foods are preferred in some cultures. So conditioning and vicarious learning are another part of the explanation. In addition these cultural differences show that food preferences are not just determined by their importance for survival. Food is often a part of rituals and social occasions so food preferences are about our social lives too. So evolutionary explanations are only part of our understanding of food preferences.*

(441 words)

	<b>End of Eating behaviour topic</b>	<b>24 marks</b>
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Topic: Stress

**Question 25** page 125

**Mark scheme**

**Marks for this question: AO1 = 2**

**2 marks** for an appropriate and clear explanation of one physiological method used to measure stress.

**1 mark** for a limited/muddled explanation.

**Possible points:**

- Skin conductance response assesses ANS activity, created when a person is stressed.
- Weak electrical current passed between two electrodes placed on the surface of the skin.
- More electricity conducted if the skin is sweaty – more sweatiness when ANS is aroused.
- Blood pressure can be measured as an indicator of ANS activity.
- Presence of adrenaline or cortisol in a person's urine can be measured as an indicator of ANS activity – both are produced when ANS is active. Adrenaline related to short-term stress and cortisol related to long-term stress.

Note: If more than one physiological measure is described, credit the best one.

Credit other relevant material.

**Suggested answer**

*Skin conductance response assesses ANS activity, created when a person is stressed. A weak electrical current is passed between two electrodes placed on the surface of the skin. More electricity is conducted if the skin is sweaty – therefore more transmission of electricity signals higher stress.*

**Question 26 (RM question)** page 125

**Mark scheme**

**Marks for this question: AO2 = 4**

Level	Marks	Knowledge, detail and accuracy	Application	Clarity and organisation	Specialist terminology
2	3–4	Generally accurate	Mostly effective	Generally coherent	Used appropriately
1	1–2	Limited, inaccuracies	Limited effectiveness or absent	Lacks clarity and organisation	Absent or inappropriate
	0	No relevant content			

**Possible application points:**

- There would be no fixed questions.
- The interviewer would have a general aim to find out about individuals' experience with teaching staff.

- Informed consent, should include e.g. right to withdraw and confidentiality and needs to be focused on what a person who is experiencing severe exam stress might be able to understand when they are in a state of high anxiety.
- It would be important to develop rapport with the interviewee as they are experiencing stress so sensitivity may be an issue.
- Examples of follow-up questions.

Credit other relevant application.

**Suggested answer**

*The interviewer would have a general aim to find out about individuals' experience with teaching staff but no fixed questions e.g. about specific teaching staff.*

*It is important that informed consent is obtained at the outset but the interviewer needs to be aware of the limitations of someone who is very stressed e.g. they might find it difficult to focus and don't listen well to the guidance. Discussion about confidentiality might be especially important if the interviewee is feeling that the interview may in some way affect their exams.*

*Given that this is an interview with someone experiencing stress building up trust will be important, so initial discussions should be neutral such as 'What teaching staff have you met?', 'What do you remember about that person?', 'Did you like him/her?'.*

(131 words)

**Question 27 (RM question)** page 125

**Mark scheme**

**Marks for this question: AO3 = 2**

**2 marks** for an appropriate and clear explanation of why a structured interview would be better for this study compared with an unstructured interview.

**1 mark** for a limited/muddled explanation.

**Possible points:**

- As this is a socially sensitive interview, it might be better to decide in advance the way to frame the questions.
- It would be easier to compare answers between different people with stress if they were answering the same questions.
- Answers would be easier to analyse with structured interviews.

Note: No application is required but may contribute to the clarity of the explanation.

Credit other relevant material.

**Suggested answer**

*As this is a socially sensitive interview, it might be better to decide in advance the way to frame the questions. You could do a pilot study with the target participant group to find the best way to ask the questions.*

**Question 28** page 125

**Mark scheme**

**Marks for this question: AO1 = 6 and AO3 = 10**

Level	Marks	Knowledge, detail and accuracy	Discussion	Clarity, organisation and coherence	Specialist terminology
4	13–16	Generally well-detailed, accurate	Effective, thorough	Clear, coherent and focused	Used effectively
3	9–12	Evident, occasional lack of detail/inaccuracies	Mostly effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	5–8	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–4	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

## Possible points:

### Personality type

- Friedman and Rosenman (1959) conducted Western collaborative group study of over 3000 American men, and identified Types A and B.
- Type A people are competitive, time-urgent and hostile, and therefore more stressed under pressure. Linked to higher rates of CHD.
- Type B are more relaxed and tolerant, less stressed and less likely to experience negative effects of stress.
- Type C are compliant, avoid conflict and repress emotions, especially anger. Linked to cancer.
- Type D are routine-bound, anxious therefore increased risk of CHD.

### Hardiness

- Kobasa (1979) suggested that hardy people are less likely to be affected by stress.
- The hardy personality has three key components:
  - Commitment – throw yourself into life.
  - Challenge – see stressful situations as opportunities not threats.
  - Control – stressful situations can be overcome through own efforts, feel autonomous.

## Possible discussion:

### Personality type

- Research support, e.g. Friedman and Rosenman (1974) found 70% of those who had CHD had been assessed as Type A.
- Real-world application – advice for people who are stressed, Ragland and Brand (1988) found lower CHD in some of the original study's Type A survivors perhaps because they reduced their stress.
- Participants were all men (beta bias).
- Type A may be more due to hostility than stress, e.g. Carmelli *et al.* (1991).
- Type C research support, e.g. Morris and Greer (1975) but inconsistent findings.

### Hardiness

- Research support, e.g. Kobasa (1979) and Maddi (1987) male managers, stress levels lower in those who were hardy. Also Contrada (1989) lab experiment with students.
- Real-world application – hardiness training used e.g. with US Army (Bartone *et al.* 2008).
- Hardiness measurement is difficult with three subscales.
- Concept may be too broad, boils down to sense of control.
- Correlation not a cause, and effects may be indirect e.g. hardy people more motivated to engage in healthy behaviours.

Credit other relevant material.

## Suggested answer

*One important individual difference is personality. Landmark research by Friedman and Rosenman looked at the role of Type A personality in stress. They described Type A people as competitive, time-urgent and hostile, and therefore such people are more stressed under pressure. In contrast Type B people are more relaxed and tolerant, less stressed and less likely to experience the negative effects of stress. Friedman and Rosenman proposed that feeling stressed is related to negative health outcomes most particularly CHD. So they measured stress in terms of CHD.*

*In their initial study of over 3000 men they measured personality type using a questionnaire and then over 8 years later revisited these people to see who had had CHD. Over 70% of those who had developed CHD had been assessed as having a Type A personality, and this was almost twice as many as the Type Bs who had developed CHD. This shows that their initial prediction was true.*

*However, interestingly, a later study by Ragland and Brand continued to follow the men in the original sample and found that the death rate from CHD for Type B participants was now higher than for Type As. They suggested that the reason for this switch was because the original Type A participants were scared by the first results and therefore changed their behaviours so they experienced less stress. This leads to a very useful real-world application of this research – that people who are stressed should be advised about the possible effects so they can moderate their behaviour.*

*However, there have been criticisms of the idea of a Type A personality. Some research (e.g. Carmelli *et al.*) has suggested that hostility is the key component in what leads to CHD. In this study some of the initial sample were followed for almost 30 years and they found that a large number of those who developed CHD scored high on hostility.*

*A further criticism of this research is that the Friedman and Rosenman sample was all men and was just Americans. Psychological research has often been criticised for having a beta bias – making generalisations about all people based on a*

sample with particular characteristics. Male physiology is different from females, for example females tend to have a different stress response (tend and befriend) and therefore personality type might not interact with stress and illness in the same way. Type A and B are not the only personality characteristics that have been linked to stress. There is also Type C – people who are characterised as compliant, avoiding conflict and repressing their emotions, especially anger. This has been linked with a greater likelihood of developing cancer (Dattore et al.). However not all research has supported these claims and it may be that the link is moderated by age and probably other biological factors.

It would seem overall that personality may not be a good explanation for the way stress is experienced because so many other factors are involved, making it a poor predictor in the long-run. (499 words)

<b>End of Section C</b>	<b>24 marks</b>
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**Section D**  
**Aggression or Forensic psychology or Addiction**  
 Choose one topic from Section D. Answer all questions on the topic you choose.

**Topic: Aggression**

**Question 29.1 (RM question)** page 125

**Mark scheme**

Marks for this question: AO2 = 2 and AO3 = 2

1 mark for each of the following points:

- Researcher must manipulate the IV, e.g. the hours spent watching TV.
- Researcher must measure a DV, e.g. use a questionnaire, or give participants a task.
- Laboratory experiment demonstrates cause and effect.
- Can control confounding/extraneous variables, e.g. the kind of programmes watched.

Note: Extraneous variables must be relevant.

**Suggested answer**

To conduct this as a laboratory experiment the IV would be hours spent watching TV. So you would have two groups of participants, one watches a film containing a lot of aggression for 1 hour and the other group watches several films containing aggression for 3 hours. The researcher measures aggressiveness before and after watching the film(s) using a questionnaire.

This would be an improvement because an experiment demonstrates a causal link between the IV and DV whereas in a correlation you only know that TV and aggression are associated but there may be another variable affecting both such as personality type.

In a laboratory experiment you can also control extraneous variables such as personality so you could assess personality and ensure that both groups of participants have similar personality profiles. (131 words)

**Question 29.2 (Maths question)** page 125

**Mark scheme**

Marks for this question: AO2 =2

1 mark for stating it is a strong negative correlation.

Plus

1 mark for stating it means that as amount of TV watched increases the aggression score decreases.

**Suggested answer**

This is a strong negative correlation. It means that as amount of TV watched increases the aggression score decreases.

**Question 29.3 (RM question)** page 125

**Mark scheme**

**Marks for this question: AO2 = 2**

**2 marks** for an appropriate and clear explanation of why the researcher used a sample of 20 participants in this study.  
**1 mark** for a limited/muddled explanation.

**Possible points:**

- A sample of 20 participants is a reasonable compromise between too few participants to have a reasonable representation of different TV viewing habits/levels of aggressiveness,
- And having to spend a lot more time recruiting and testing a large number of participants.

Credit other relevant application.

**Suggested answer**

*A sample of 20 participants is a reasonable compromise between having too few participants to have a reasonable representation of different TV viewing habits/levels of aggressiveness, and having to spend a lot more time recruiting and testing a large number of participants. If all the participants were very aggressive at the start or very non-aggressive that might skew the results.*

**Question 30** page 125

**Mark scheme**

**Marks for this question: AO1 = 4 and AO2 = 4**

Level	Marks	Knowledge, detail and accuracy	Application	Clarity, organisation and coherence	Specialist terminology
4	7–8	Some detail, accurate	Thorough and effective	Clear, coherent and focused	Used effectively
3	5–6	Evident, occasional lack of detail/inaccuracies	Mostly effective	Generally coherent	Used appropriately
2	3–4	Limited, lacks accuracy	Some effectiveness	Lacks clarity in places	Used appropriately on occasions
1	1–2	Very limited, inaccuracies	Limited or absent	Whole answer lacks clarity	Absent or inappropriate
	0	No relevant content			

Note: Answers which lack sustained engagement with the study – limited to Level 2.

**Possible points:**

- De-individuation refers to loss of identity and responsibility, e.g. in a crowd or when wearing a uniform.
- Leads to loss of self-awareness and ignoring social norms, and therefore more aggressiveness.
- Both private and public self-awareness affected.
- If group norms are pro-social, could lead to decreased aggressiveness.

**Possible application:**

- In condition A participants were de-individuated (wore sunglasses and a white gown).
- We would expect this de-individuation to lead to increased aggression, in this case more shocks.
- However the white gown might lead to identification with nurses which might reduce aggressiveness.

Credit other relevant material/application.

**Suggested answer**

*De-individuation refers to a person’s loss of identity and also a loss of their sense of responsibility. This may happen when you are a part of a crowd or also may happen when someone wears a uniform – they lose their individuality and take on the role given by the uniform. That was the intention in this experiment as participants in condition A were wearing dark glasses and an anonymous uniform.*

*This loss of identity means a person becomes less self-aware and may then ignore social norms. One such social norm is you shouldn’t be aggressive to other people e.g. by giving them more shocks. So we expect de-individuated people to become more aggressive.*

*That is what they found in this experiment – the number of shocks given was greater in the de-individuated group than in the individuated group who were dressed as themselves and therefore would have been more controlled by personal norms.*

*However, some research has pointed out that de-individuation doesn't necessarily mean you become more aggressive, what it means is you lose your individual norms and take on those of the group – so wearing a white gown might make some people think of being a nurse and then would lead us to expect that condition A would deliver fewer shocks.* (211 words)

**Question 31** page 125

**Mark scheme**

Marks for this question: AO1 = 3 and AO3 = 5

Level	Marks	Knowledge, detail and accuracy	Evaluation	Clarity, organisation and coherence	Specialist terminology
4	7–8	Some detail, accurate	Effective	Clear, coherent and focused	Used effectively
		Minor detail and/or expansion of argument may be lacking			
3	5–6	Evident, occasional lack of detail/inaccuracies	Some effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	3–4	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–2	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

- Desensitisation refers to the loss of sensitivity to a stimulus.
- May mean reduced emotional sensitivity (i.e. psychological) or reduced heart rate (i.e. physiological).
- Over-exposure to aggressive behaviour may cause this reduction in sensitivity.
- The consequence might be increased aggressiveness.

**Possible evaluation:**

- Research support, e.g. Krahé *et al.* (2011) habitual viewers of violent films showed less arousal to violent film clips.
- Counterargument – viewing aggression may be cathartic (a psychodynamic explanation).
- May be an adaptive response, e.g. soldier may cope better psychologically if he/she becomes less sensitive and deal better with the horrors of war.
- Individual differences – some people are generally less sensitive.
- Real-world application – evidence as to why violence on TV is potentially harmful.

Credit other relevant content.

**Suggested answer**

*Desensitisation refers to the loss of sensitivity to a stimulus, in this case a person has a reduced sensitivity related to aggression because of being exposed to it in the media (films, video games etc). This can have an effect on emotional sensitivity and also physiological sensitivity, for example over time a person's heart rate doesn't increase as much when viewing violence. It also means the person responds less both to the aggression they see and also to their own aggression – so they may behave more aggressively.*

*There is research support for such media effects on aggression. For example Krahé *et al.* found that people who were habitual viewers of violent films showed less arousal when shown violent film clips. Not only that but when given the opportunity to behave aggressively to a confederate they were more aggressive. This does suggest they may have been desensitised by always watching violent films.*

*There is a counterargument which is that viewing aggression may be cathartic i.e. it allows people who have built up aggressive feelings to vent that aggression in a safe environment. Therefore viewing violence or playing violent video games could be a good thing. So violent media could act as a safety valve.*

*This research has important applications in decisions around how much violence is acceptable in the media, so it is important to look at various explanations and research findings to decide how to regulate the media.* (239 words)

<b>End of Aggression topic</b>	<b>24 marks</b>
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## Topic: Forensic psychology

## Question 32.1 (RM question)

page 126

## Mark scheme

Marks for this question: AO2 = 2 and AO3 = 2

1 mark for each of the following points:

- Researcher must manipulate the IV, e.g. length of anger management course.
- Researcher must measure a DV, e.g. use a questionnaire or give participants a task.
- Laboratory experiment demonstrates cause and effect.
- Can control confounding/extraneous variables, e.g. the person conducting the course.

Note: Extraneous variables must be relevant.

## Suggested answer

*To conduct this as a laboratory experiment the IV would be the length of the anger management course. So you would have two groups of participants, one takes part in a 5-hour anger management course and the other group takes part in a 10-hour anger management course. The researcher measures aggressiveness before and after doing the course using a questionnaire.*

*This would be an improvement because an experiment demonstrates a causal link between the IV and DV whereas in a correlation you only know that taking part in the course and reduced aggressiveness are associated but there may be another variable affecting both, such as personality type.*

*In a laboratory experiment you can also control extraneous variables such as personality so you could assess personality and ensure that both groups of participants have similar profiles.*

(135 words)

## Question 32.2 (Maths question)

page 126

## Mark scheme

Marks for this question: AO2 = 2

1 mark for strong negative correlation.

Plus

1 mark for stating it means that as the length of the anger management course increases the aggression score decreases.

## Suggested answer

*This is a strong negative correlation. It means that as the length of the anger management course increases the aggression score decreases.*

## Question 32.3 (RM question)

page 126

## Mark scheme

Marks for this question: AO2 = 2

2 marks for an appropriate and clear explanation of why the researcher used a sample of 20 participants in this study.

1 mark for a limited/muddled explanation.

Possible points:

- A sample of 20 participants is a reasonable compromise between too few participants to have a reasonable representation of different personalities/anger management course experience/levels of aggressiveness,
- And having to spend a lot more time recruiting and testing a large number of participants.

Credit other relevant material.

## Suggested answer

*A sample of 20 participants is a reasonable compromise between having too few participants to have a reasonable representation of individual differences in aggressiveness levels, and having to spend a lot more time recruiting and testing a large number of participants. If all the participants were very aggressive at the start or very non-aggressive that might skew the results.*

**Question 33** page 126

**Mark scheme**

Marks for this question: AO1 = 4 and AO2 = 4

Level	Marks	Knowledge, detail and accuracy	Application	Clarity, organisation and coherence	Specialist terminology
4	7–8	Some detail, accurate	Thorough and effective	Clear, coherent and focused	Used effectively
3	5–6	Evident, occasional lack of detail/inaccuracies	Mostly effective	Generally coherent	Used appropriately
2	3–4	Limited, lacks accuracy	Some effectiveness	Lacks clarity in places	Used appropriately on occasions
1	1–2	Very limited, inaccuracies	Limited or absent	Whole answer lacks clarity	Absent or inappropriate
	0	No relevant content			

Note: Answers which lack sustained engagement with the study – limited to Level 2.

**Possible points:**

- Level of moral reasoning refers to the way that a person thinks about right and wrong.
- The higher the level, the more that moral behaviour is driven by principles rather than avoiding punishment.
- Level 1 is punishment-oriented or seeking personal gain, Level 2 is obeying rules for approval or maintaining social order, Level 3 is principles.
- Kohlberg devised a method to assess level of moral reasoning (analysing opinions about a set of moral dilemmas).

**Possible application:**

- Moral dilemmas used to assess level of moral reasoning in offenders and non-offenders.
- A range of dilemmas used to get an overall measure.
- As we would expect offenders were measured at a lower level (punishment-oriented).
- Level 3 is much rarer.

Credit other relevant material/application.

**Suggested answer**

*‘Level of moral reasoning’ refers to the way that a person thinks about right and wrong, so it is a cognitive approach. Kohlberg devised a scheme with three levels of moral reasoning. Moral reasoning is obviously relevant to the decisions that offenders make about what to do in certain situations where they might decide (or not) to commit a crime. The higher the level of their moral reasoning, the more that moral behaviour is driven by principles rather than avoiding punishment. Only some people reach Level 3 which is about principles.*

*Kohlberg devised moral dilemmas to assess level of moral reasoning. So in this study the level of moral reasoning in offenders and non-offenders was assessed using dilemmas such as deciding whether to steal a £10 note. The participants would be asked questions about why they would or wouldn’t behave in a particular way so we can understand their reasoning. And they would be given a number of different dilemmas so we get an overall measure of their way of thinking about right and wrong.*

*We would expect the offenders to reason at Level 1 – which would be a concern about avoiding punishment i.e. ‘I wouldn’t steal it because I might be punished’. Someone at a higher level might say ‘I wouldn’t steal it because that kind of behaviour harms society’ and that kind of thinking would mean they probably would be less likely to commit a crime. The study found support for the expectation that offenders would think differently from non-offenders.* (252 words)

**Question 34** page 126

**Mark scheme**

Marks for this question: AO1 = 3 and AO3 = 5

Level	Marks	Knowledge, detail and accuracy	Evaluation	Clarity, organisation and coherence	Specialist terminology
4	7–8	Some detail, accurate	Effective	Clear, coherent and focused	Used effectively
		Minor detail and/or expansion of argument may be lacking			
3	5–6	Evident, occasional lack of detail/inaccuracies	Some effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	3–4	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–2	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

- Bottom-up profilers work from evidence at a crime scene and use this to develop hypotheses about characteristics and motivations of an offender.
- Investigative psychology – matches details of a crime scene to typical offender behaviour patterns.
- Behaviour patterns are derived from psychological theory and statistical analysis.
- Interpersonal coherence – crime scene reflects everyday behaviour.
- Geographical profiling – based on spatial consistency.
- Circle theory (Canter and Larkin 1993) – can predict offender’s home base.

**Possible evaluation:**

- Research support for investigative psychology, e.g. Canter and Heritage (1990) analysed 66 sexual assault cases.
- Success depends on the database which only contains solved crimes, so biased.
- Research support for geographical profiling, e.g. Canter (the Railway Rapist, John Duffy), Lundigan and Canter (2001) 120 US serial killers.
- Geographical information is likely to be insufficient for identifying the offender.
- Mixed results – many police think profiling is useful (Copson 1995) but rarely leads to accurate identification.
- Experts no better than lay people at creating profiles (Kocsis *et al.* 2002).

Credit other relevant material.

**Suggested answer**

*One example of bottom-up profiling is investigative psychology. You start at the bottom with the details of a crime scene and work upwards to match these to typical offender behaviour patterns. The behaviour patterns are derived from statistical analysis of past crimes. A different kind of bottom-up approach is geographical profiling where a set of crimes are placed on a map. This assumes that offenders tend to commit crimes in a limited geographical area and will continue to do so.*

*There is research support that this approach to identifying offenders works. Canter and Heritage analysed sexual assault cases and showed that there were a number of consistent behaviours. However in reality this approach has not been very successful. The data used for profiles is drawn from cases that have been solved, meaning it is not representative of all people who have committed that kind of crime. A different approach is to get experts to create profiles but one study (Kocsis *et al.*) found that chemistry students produced more accurate profiles of a previously-solved murder case than senior detectives.*

*Geographical profiling has not really received any better support. There is again research evidence that it has helped solve crimes – famously Canter used it to solve the case of the Railway rapist John Duffy and also carried out a study with US serial killers, all of which supported the idea that by identifying the places where an offender goes can help catch the offender. However geographical information on its own is probably insufficient.* (251 words)

<b>End of Forensic psychology topic</b>	<b>24 marks</b>
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## Topic: Addiction

## Question 35.1 (RM question)

page 126

## Mark scheme

Marks for this question: AO2 = 2 and AO3 = 2

1 mark for each of the following points:

- Researcher must manipulate the IV, e.g. experience of stress.
- Researcher must measure a DV, e.g. number of cigarettes smoked.
- Laboratory experiment demonstrates cause and effect.
- Can control confounding/extraneous variables, e.g. different kinds of stress.

Note: Extraneous variables must be relevant.

## Suggested answer

*To conduct this as a laboratory experiment the IV would be the amount of stress. So you would have two groups of participants, one takes part in a very stressful task such as solving quite difficult puzzles and the other group takes part in a less stressful task. All participants are smokers and are allowed to smoke while doing the tasks. The researcher measures number of cigarettes smoked during the task.*

*This would be an improvement because an experiment demonstrates a causal link between the IV and DV whereas in a correlation you only know that stress and smoking are associated but there may be another variable affecting both such as personality type i.e. only some types of smokers resort to smoking when stressed.*

*In a laboratory experiment you can also control extraneous variables such as personality so you could assess personality and ensure that both groups of participants have similar profiles.*

(152 words)

## Question 35.2 (Maths question)

page 126

## Mark scheme

1 mark for strong negative correlation.

Plus

1 mark for stating it means that as stress levels increase the number of cigarettes smoked decreases.

## Suggested answer

*This is a strong negative correlation. It means that as stress levels increase the number of cigarettes smoked decreases.*

## Question 35.3 (RM question)

page 126

## Mark scheme

Marks for this question: AO2 = 2

2 marks for an appropriate and clear explanation of why the researcher used a sample of 20 participants in this study.

1 mark for a limited/muddled explanation.

Possible points:

- A sample of 20 participants is a reasonable compromise between too few participants to have a reasonable representation of different levels of stress at the start/different personalities/different smoking habits,
- And having to spend a lot more time recruiting and testing a large number of participants.

Credit other relevant material.

## Suggested answer

*A sample of 20 participants is a reasonable compromise between having too few participants to have a reasonable representation of different stress levels (some very stressed participants and some not so stressed), and having to spend a lot more time recruiting and testing a large number of participants. If all the participants were very stressed people that might affect the results.*

**Question 36** page 126

**Mark scheme**

Marks for this question: AO1 = 4 and AO2 = 4

Level	Marks	Knowledge, detail and accuracy	Application	Clarity, organisation and coherence	Specialist terminology
4	7–8	Some detail, accurate	Thorough and effective	Clear, coherent and focused	Used effectively
3	5–6	Evident, occasional lack of detail/inaccuracies	Mostly effective	Generally coherent	Used appropriately
2	3–4	Limited, lacks accuracy	Some effectiveness	Lacks clarity in places	Used appropriately on occasions
1	1–2	Very limited, inaccuracies	Limited or absent	Whole answer lacks clarity	Absent or inappropriate
	0	No relevant content			

Note: Answers which lack sustained engagement with the study – limited to Level 2.

**Possible points:**

- Cue reactivity refers to the extent to which an addict responds to learned cues that trigger cravings and arousal.
- Cues are learned through conditioning.
- Cues are secondary reinforcers which give pleasure because they have become associated with a primary reinforcer such as nicotine (smoking).
- Cues make it hard for smokers to give up.
- Individual differences in cues according to learning experiences.

**Possible application:**

- In the study the cues are the smoking-related objects.
- Heart rate (arousal) was used to measure physiological reactivity to cues.
- The study showed that only smokers responded to these smoking-related cues.

Credit other relevant material/application.

**Suggested answer**

*Cue reactivity refers to the extent to which an addict responds to learned cues that trigger cravings and arousal. Such cues are learned through conditioning. In the study the cues are the smoking-related objects so these would have been learned through classical conditioning. For example, initially a smoker learns to associate smoking with pleasure. An ashtray is a secondary reinforcer which gives pleasure because it has become associated with a primary reinforcer such as smoking (actually the nicotine). The ashtray (a neutral stimulus) becomes associated with the pleasurable experience of smoking (the unconditioned response). The ashtray eventually becomes a conditioned stimulus producing the conditioned response of pleasure.*

*Heart rate is used as a measure of pleasure because the autonomic nervous system is aroused leading to the production of adrenaline which increases heart rate. Arousal indicates that a person has responded to the cue (i.e. cue reactivity). As expected only smokers responded by having an increased heart rate when they viewed smoking-related objects.*

*The problem for smokers is that they see these cues everywhere (e.g. on TV) and this is one of the things that makes it difficult for them to stop smoking because of the constant reminders. Different people will have developed different cues, for example a person may be cued by the presence of a fellow smoker.* (218 words)

**Mark scheme**

Marks for this question: AO1 = 3 and AO3 = 5

Level	Marks	Knowledge, detail and accuracy	Evaluation	Clarity, organisation and coherence	Specialist terminology
4	7–8	Some detail, accurate	Effective	Clear, coherent and focused	Used effectively
		Minor detail and/or expansion of argument may be lacking			
3	5–6	Evident, occasional lack of detail/inaccuracies	Some effective	Mostly clear and organised, occasionally lacks focus	Used appropriately
2	3–4	Limited, lacks accuracy	Limited effectiveness, focus is mainly on description	Lacks clarity and organisation in places	Used inappropriately on occasions
1	1–2	Very limited, many inaccuracies	Limited, poorly focused or absent	Whole answer lacks clarity and poorly organised	Absent or inappropriate
	0	No relevant content			

**Possible points:**

- Aversives produce unpleasant consequences such as vomiting, e.g. *disulfiram* to treat alcoholism through classical conditioning.
- Agonists are a substitute for an actual drug, e.g. *methadone* to treat heroin addiction.
- Antagonists block receptor sites so the substance of dependence cannot have its usual effects, e.g. *naltrexone* for heroin addiction.
- Nicotine replacement therapy (NRT) – gum or patches deliver the psychoactive substance that is in nicotine.

Note: If more than one drug therapy described, credit the best one.

**Possible evaluation:**

- Side effects, e.g. *naltrexone* linked to muscle spasms, depression, NRT linked to sleep disturbance and headaches.
- Agonists are effective, e.g. NRT studied by Hartmann-Boyce *et al.* (2018) meta-analysis of 136 studies.
- Publication bias in meta-analyses because often only positive results published.
- Drug therapies promote the view that addiction is biological not psychological, removes stigma.
- Economic benefit in reducing addiction.

Credit other relevant material.

**Suggested answer**

*One drug therapy used to treat addiction is the use of aversives such as disulfiram. This is used to treat alcoholism. Like all drug therapies the aim is to change the experience that the person has when engaged in their addiction. A person addicted to alcohol takes the drug and then if they have a drink it makes them feel very sick, like a severe hangover. They then learn to associate drinking with an unpleasant outcome which should reduce their drinking.*

*Drug therapies such as disulfiram require less effort on the part of the addict. Though, one of the problems with using aversives is that they are unpleasant and therefore the addicted person may just quit the treatment, meaning that the therapy is basically ineffective. To continue with disulfiram an individual needs to be very committed, so it might be used in conjunction with a psychological therapy which might help the person stay committed.*

*One objection to the use of many drug therapies, including disulfiram, is the cost to the NHS in providing such treatments to people with addictions. However all treatments (e.g. psychological therapies) are expensive and there are ultimately benefits because if people addicted to alcohol go on drinking there may be greater costs because they might later require medical treatment. Drug therapies are also probably cheaper than longer-term psychological therapies and, if used together, may shorten the time spent in psychological treatments.*

(235 words)

<b>End of Section D</b>	<b>24 marks</b>
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