

**A LEVEL PSYCHOLOGY****UNIT 3****Psychology: Implications in the Real World****MARK SCHEME****GENERAL MARKING GUIDANCE**

- Every candidate's script must be treated in the same way throughout the whole marking session.
- The mark scheme should be applied positively. It is not required for an answer to be 'perfect' to gain full marks. Candidates should be rewarded for what they have included and not penalised for leaving things out. The process is very different to marking as a teacher (i.e. it is about rewarding rather than guiding).
- Examiners should read answers carefully and not make any presumptions. Original thoughts and unusual exemplars can be credited; however, do check for accuracy of unusual answers.
- The full range of marks should be used. If the answer shows the features of the top band with no significant issues, full marks can be given. Similarly, an answer which does not answer the question should be given zero marks.
- The subjective nature of psychology inevitably requires examiners to use their professional judgement. Care should be taken however not to decide on value of the answer due to personal opinions. If the material is used appropriately to answer the question then credit should be given in accordance with the skills demonstrated and indicated in the various bands.
- Crossed out work should be marked unless the candidate has made another attempt at answering the question.
- Any rubric errors should work to the candidates advantage i.e. mark all answers completed and credit the highest scoring valid combination.
- If at any time during the marking the examiner has a concern regarding content of an answer the Team Leader or Principal Examiner should be consulted.

Indicative content

It is essential to acknowledge the subjective nature of psychology and therefore there are not always specific answers that can be included in the mark scheme. The indicative content is simply advice on each specific question outlining some possibilities; it is not prescriptive or hierarchical and candidates are not expected to mention all the materials mentioned. They are also able to refer to other studies, theories, issues etc. which would be credited based on skills shown in accordance with the guidance in the grids.

Which mark within a band?

Having decided on the overall band that is appropriate for the response given the examiner should start with the top mark in the band. If there are aspects of the answer which may not be fully representative of the band, the mark given may be lower in the band.

Quality of written communication

This issue should have a bearing only if the quality of written communication is inconsistent with the descriptor for the band in which the answer falls decided on the psychological content. In this situation, examiners may decide not to award the higher mark within the band.

Annotation to be used

√ - correct material

√+ - correct material developed

x – incorrect material

? – unclear

EV – evaluation

GEV – generic evaluation

EX – example used is appropriate

NREL – does not answer question (i.e. not relevant)

SECTION A – The study of behaviours*Answer three questions in full***1. Addictive behaviour**

- (a) Outline
- two**
- biological explanations for addictive behaviours. [10]

Credit **could** be given for:

- Brain structure: e.g. abnormalities in fronto-striatal brain systems implicated in self-control
- Neurotransmitters: e.g. dopamine, serotonin, noradrenaline
- Genetic predisposition: A1 allele of the dopamine receptor gene DRD2
- By-product of brain evolution
- Epigenetics: Kipper and Whitney (The Addiction Solution, 2011)
- Any other relevant biological explanation

NB Both explanations need to be clearly distinct to allow credit for both.

Marks	AO1
9 - 10	<ul style="list-style-type: none"> • Outline of the biological explanations of addictive behaviours is thorough and accurate • There is depth and range to material included • Effective use of terminology throughout • The structure is logical and coherent
6 - 8	<ul style="list-style-type: none"> • Outline of the biological explanations of addictive behaviours is reasonably detailed and accurate • There is depth and range to material used, but not in equal measure • Good use of terminology • The structure is logical and coherent
3 - 5	<ul style="list-style-type: none"> • Outline of the biological explanations of addictive behaviours is basic in detail, there may be some inaccuracies • There is depth or range only in material used • Some use of appropriate terminology • There is a reasonable structure • Description of one biological explanation of addictive behaviours is thorough and accurate
1 - 2	<ul style="list-style-type: none"> • Outline of the explanation(s) of addictive behaviours is superficial • Little use of appropriate terminology • Answer lacks clarity
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

(b) Evaluate **two** individual differences explanations of addictive behaviours. [15]

Credit could be given for:	
<ul style="list-style-type: none"> • Addictive personality: description of the behaviours • Gender differences: research identifying male-female differences in specified addiction • Cultural context; e.g. religious significance of cannabis by Rastafarian • Use of therapies to modify the behaviour • Research on a specific individual difference to explain addiction • Any other appropriate description of an individual differences explanation 	
Marks	AO2
5	<ul style="list-style-type: none"> • The evidence used is well-chosen and applied effectively to develop the argument • Two distinct explanations are evident • There is depth and range to the evidence used • The details are accurate • Effective use of terminology
3 - 4	<ul style="list-style-type: none"> • Appropriate evidence used and applied to the argument • Two distinct explanations are evident • There is depth or range to the evidence used • The details are mostly accurate • Good use of terminology
1 - 2	<ul style="list-style-type: none"> • Evidence used is accurately described but not applied appropriately OR link to the argument is weak • There are many inaccuracies throughout • Basic use of terminology
0	<ul style="list-style-type: none"> • No attempt at application • No evidence included

Criteria for AO3 content of this question is on the next page

1. (b) continued

Credit could be given for:	
<ul style="list-style-type: none"> • Validity of the explanations • Comparison of the two explanations in terms of similarities and differences • Comparison with other explanations (e.g. biological) • Ethical implications of the explanation – possible consequences of being an inappropriate explanation • Sampling issues of the research – those receiving help are more likely to be involved in research and therefore not representative • Any other appropriate discussion 	
Marks	AO3
9 - 10	<ul style="list-style-type: none"> • A thorough evaluation made of the individual differences explanations for addictive behaviours • Structure is logical throughout • An appropriate conclusion is reached based on evidence presented • Effective use of terminology is used throughout
6 - 8	<ul style="list-style-type: none"> • A good evaluation is made of the individual differences explanations for addictive behaviours • Structure is mostly logical • A reasonable conclusion is reached based on evidence presented • Appropriate terminology is used throughout
3 - 5	<ul style="list-style-type: none"> • Basic evaluation is made of the individual differences explanations for addictive behaviours • Structure is reasonable • A basic conclusion is reached • Little use of appropriate terminology
1 - 2	<ul style="list-style-type: none"> • Superficial evaluation is made of the individual differences explanations for addictive behaviours • Answer lacks structure • There is no conclusion
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

2. **Autistic spectrum behaviour**

- (a) Describe how Picture Exchange Communication System (PECS) modifies autistic spectrum behaviours. [10]

Credit **could** be given for:

- Teaching the child to spontaneously request an object or activity
- Generalize this skill to other objects and activities, and with other people involved
- Teach the child to discriminate (e.g. 'what would you like to do?')
- Extension of sentence with adjectives (e.g. "I want blue doll")
- Encourage the child to comment about things (e.g. using symbols to say "I can smell dinner cooking")
- Starts with a basic request and eventually forms the basis for conversation, which provides an ideal foundation for verbal skills at a later point
- Any other relevant description

Marks	AO1
9 - 10	<ul style="list-style-type: none"> • Description of the PECS to modify autistic spectrum behaviours is thorough and accurate • There is depth and range to material included • Effective use of terminology throughout • The structure is logical and coherent
6 - 8	<ul style="list-style-type: none"> • Description of the PECS to modify autistic spectrum behaviours is reasonably detailed and accurate • There is depth and range to material used, but not in equal measure • Good use of terminology • The structure is logical and coherent
3 - 5	<ul style="list-style-type: none"> • Description of the PECS to modify autistic spectrum behaviours is basic in detail, there may be some inaccuracies • There is depth or range only in material used • Some use of appropriate terminology • There is a reasonable structure
1 - 2	<ul style="list-style-type: none"> • Description of the PECS to modify autistic spectrum behaviours is superficial • Little use of appropriate terminology • Answer lacks clarity
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

(b) Evaluate ways of modifying Autistic spectrum behaviours.

[15]

Credit **could** be given for:

- Holistic ways of dealing with autism
 - Pivotal response treatment: the therapist targets “pivotal” areas of a child's development including motivation, response to multiple cues, self-management and the initiation of social interactions
 - Whole family work: “Floor play” which may improve social and emotion-regulation skills, involves intensive parent-child play
- Exact ways of dealing with autism
 - Applied Behaviour Analysis: focuses on the principles of when learning takes place (e.g. positive reinforcement)
 - Dietary intervention: gluten-free and/or casein-free can improve core and peripheral symptoms and improve developmental outcome
- Any other appropriate description of therapy or research

Marks	AO2
5	<ul style="list-style-type: none"> • The evidence used is well-chosen and applied effectively to develop the argument • There is depth and range to the evidence used • The details are accurate • Effective use of terminology
3 - 4	<ul style="list-style-type: none"> • Appropriate evidence used and applied to the argument • There is depth or range to the evidence used • The details are mostly accurate • Good use of terminology
1 - 2	<ul style="list-style-type: none"> • Evidence used is accurately described but not applied to the treatment of autistic spectrum • There may be inaccuracies throughout • Basic use of terminology
0	<ul style="list-style-type: none"> • No evidence included • No attempt at application

Criteria for AO3 content of this question is on the next page

2. (b) continued

Credit could be given for:	
<ul style="list-style-type: none"> • Effectiveness of the treatments – success rates in reducing symptoms • Ethics of choosing an appropriate treatment if the cause of autism is unclear • Different needs of children and adults • Attention to individual differences and particular needs • Treatment of the core symptoms as well as associated medical conditions • Appropriate balance of the treatment • Is there a need for treatment anyway? – appropriateness of autism as a pathology • Any other appropriate discussion 	
Marks	AO3
9 - 10	<ul style="list-style-type: none"> • A thorough evaluation made of the modifications for autistic spectrum behaviours • Structure is logical throughout • An appropriate conclusion is reached based on evidence presented • Effective use of terminology is used throughout
6 - 8	<ul style="list-style-type: none"> • A good evaluation is made of the modifications for autistic spectrum behaviours • Structure is mostly logical • A reasonable conclusion is reached based on evidence presented • Appropriate terminology is used throughout
3 - 5	<ul style="list-style-type: none"> • Basic evaluation is made of the modifications for autistic spectrum behaviours • Structure is reasonable • A basic conclusion is reached • Little use of appropriate terminology
1 - 2	<ul style="list-style-type: none"> • Superficial evaluation is made of the modifications for autistic spectrum behaviours • Answer lacks structure • There is no conclusion
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

3. Bullying behaviour

- (a) 'Every weekend there are children travelling to London to visit Kidscape, a charity that helps them to deal with bullying. Among staff at the anti-bullying charity there is concern at the rise in self-harm and eating disorders among primary school pupils. However, the charity reports that 85% of children who they have worked with say they are no longer being bullied'.

Describe **one** method of modifying bullying behaviour.

[10]

Credit could be given for:	
<ul style="list-style-type: none"> • CAPSLE: addresses relationship between bully, victim and bystander; all members of the school play a role; five strategies to improve mentalisation • Olweus bullying prevention programme: all students and staff take part; individual intervention for possible victims and those bullying others • Social Skills Training: emphasising cognitive aspects of relations and emotions; teaching pro-social skills as well as how to identify negative perceptions and behaviours • Any other relevant method of reducing bullying behaviour 	
Marks	AO1
9 - 10	<ul style="list-style-type: none"> • Description of the method of modifying bullying behaviours is thorough and accurate • There is depth and range to material included • Effective use of terminology throughout • The structure is logical and coherent
6 - 8	<ul style="list-style-type: none"> • Description of the method of modifying bullying behaviours is reasonably detailed and accurate • There is depth and range to material used, but not in equal measure • Good use of terminology • The structure is logical and coherent
3 - 5	<ul style="list-style-type: none"> • Description of the method of modifying bullying behaviours is basic in detail, there may be some inaccuracies • There is depth or range only in material used • Some use of appropriate terminology • There is a reasonable structure
1 - 2	<ul style="list-style-type: none"> • Description of the method of modifying bullying behaviours is superficial • Little use of appropriate terminology • Answer lacks clarity
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

(b) 'Bullies are born not made'. Assess how far you agree with this statement.

[15]

Credit could be given for:	
<ul style="list-style-type: none"> • Evidence that bullies are born that way <ul style="list-style-type: none"> - Genetic predisposition (e.g. absence of the MAOA gene; findings from twin studies) - Exposure to stress hormones in the womb • Evidence that bullies are not born that way <ul style="list-style-type: none"> - Low self-esteem (e.g. due to being themselves the victim of a bully) - Active-authoritarian personality (e.g. Fromm, sadistic control of others) - Inappropriate socialisation during childhood (e.g. inconsistent discipline) • Any other appropriate evidence 	
Marks	AO2
5	<ul style="list-style-type: none"> • Explanation is detailed and accurate • Evidence is well chosen and effectively support and develop arguments made • Application of the material is very well judged • Effective use of terminology
3 - 4	<ul style="list-style-type: none"> • Explanation is detailed with minor inaccuracies • Evidence is well chosen to support the argument but may not always develop the arguments made • Application of the material is appropriate • Good use of terminology
1 - 2	<ul style="list-style-type: none"> • Explanation is brief and / or muddled • Evidence used is described but not applied to the treatment of stress • Basic use of terminology
0	<ul style="list-style-type: none"> • No evidence included • No application attempted

Criteria for AO3 content of this question is on the next page

3. (b) continued

Credit could be given for:	
<ul style="list-style-type: none"> • Difficulties with separating the influences of nature and those of nurture • Epigenetics • Ethical implications of knowing the reason why a person shows bullying behaviours • The importance of knowing why a person develops bullying behaviour • Reliability of the definition of 'bullying' (e.g. aggression or assertion) • Historical evolution of the critical issue • Gender differences • Evidence from studying animals • Any other appropriate analysis of the issue 	
Marks	AO3
9 - 10	<ul style="list-style-type: none"> • A thorough assessment is made of the explanations for bullying behaviours • Structure is logical throughout • An appropriate conclusion is reached based on evidence presented • Effective use of terminology is used throughout
6 - 8	<ul style="list-style-type: none"> • A good assessment is made of the explanations for bullying behaviours • Structure is mostly logical • A reasonable conclusion is reached based on evidence presented • Appropriate terminology is used throughout
3 - 5	<ul style="list-style-type: none"> • Basic assessment is made of the explanations for bullying behaviours • Structure is reasonable • A basic conclusion is reached • Little use of appropriate terminology
1 - 2	<ul style="list-style-type: none"> • Superficial assessment of the explanations for bullying behaviours • Answer lacks structure • There is no conclusion
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

4. **Criminal behaviour**

- (a) Outline
- two**
- social psychological explanations of criminal behaviours. [10]

Credit **could** be given for:

- Differential association theory (Sutherland): criminal behaviour is learnt through association with criminals and becomes internalised
- Gender socialisation: boys encouraged to demonstrate physical strength (e.g. fighting 'boys will be boys'); girls challenging the nurturing roles expected by society
- Social-cognition (e.g. hate crimes)
- Social learning theory: Bandura
- Any other appropriate explanation

NB Both explanations need to be clearly distinct to allow credit for both.

Marks	AO1
9 - 10	<ul style="list-style-type: none"> • Outline of both explanations of criminal behaviours is thorough and accurate • There is depth to both biological and social psychological explanations of criminal behaviour • Effective use of terminology throughout • The structure is logical and coherent
6 - 8	<ul style="list-style-type: none"> • Outline of both explanations of criminal behaviours is reasonably detailed and accurate • There is reasonable depth to both biological and social psychological explanations of criminal behaviour • Good use of terminology • The structure is logical and coherent
3 - 5	<ul style="list-style-type: none"> • Outline of the explanation(s) of criminal behaviours is basic in detail, there may be some inaccuracies • There is some depth to both explanations OR outline of one explanation is thorough and accurate • Some use of appropriate terminology • There is a reasonable structure
1 - 2	<ul style="list-style-type: none"> • Outline of the explanation(s) of criminal behaviours is superficial • Little use of appropriate terminology • Answer lacks clarity
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

- (b) Discuss the view that anger management is more effective at modifying criminal behaviours than restorative justice. [15]

Credit could be given for:	
<ul style="list-style-type: none"> • Examples of restorative justice: victim-offender mediation; family group conferencing; restorative conferencing • Examples of anger management applied to modifying criminal behaviour: cognitive preparation, skills acquisition (e.g. relaxation, social skills such as assertiveness and conflict resolution which could include role-playing angry situations with other offenders) • Any other appropriate evidence 	
Marks	AO2
5	<ul style="list-style-type: none"> • Evidence is detailed and accurate • Evidence is well chosen and effectively supports and develops arguments made • Application of the material is very well judged • Effective use of terminology
3 - 4	<ul style="list-style-type: none"> • Evidence is detailed with minor inaccuracies • Evidence is well chosen to support the argument but may not always develop the arguments made • Application of the material is appropriate • Good use of terminology
1 - 2	<ul style="list-style-type: none"> • Evidence is brief and / or muddled • Evidence is not applied to the treatment of modifying criminal behaviours • Basic use of terminology
0	<ul style="list-style-type: none"> • No application attempted • No evidence included

Criteria for AO3 content of this question is on the next page

4. (b) continued

Credit could be given for:	
<ul style="list-style-type: none"> • Discussion regarding the purpose of restorative justice – criminals taking responsibility for their actions • Discussion of the assumptions behind using anger management to deal with criminal behaviour (e.g. cognitive triad dealing with the reasons for their anti-social actions) • Choice of modifying method is dependent on the validity of the explanation for criminal behaviour – linked to the approach but clearly contextualised • Reliability of explanations (e.g. generalisability of the sample used in the research) • Cultural and historical context (e.g. how crimes change and some behaviour decriminalised) • The implications (socially and/or ethically) of using a less effective method • Any other relevant discussion 	
Marks	AO3
9 - 10	<ul style="list-style-type: none"> • A thorough discussion is given on modifying criminal behaviours • Structure is logical throughout • An appropriate conclusion is reached based on evidence presented • Effective use of terminology is used throughout
6 - 8	<ul style="list-style-type: none"> • A good discussion is given on modifying criminal behaviours • Structure is mostly logical • A reasonable conclusion is reached based on evidence presented • Appropriate terminology is used throughout
3 - 5	<ul style="list-style-type: none"> • Basic discussion is given on modifying criminal behaviours • Structure is reasonable • A basic conclusion is reached • Little use of appropriate terminology
1 - 2	<ul style="list-style-type: none"> • Superficial discussion is given on modifying criminal behaviours • Answer lacks structure • There is no conclusion
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

5. **Schizophrenia**

(a) Describe the characteristics of schizophrenia.

[10]

Credit **could** be given for:

- Delusions: of persecution, of grandeur, of reference, of control
- Hallucinations: e.g. auditory (hearing voices), visual (seeing objects and / or persons)
- Disorganized speech: e.g. word salad
- Disorganized behaviour; lack of inhibition, bizarre and unpredictable
- “Negative” symptoms: social withdrawal, deterioration of personal hygiene, inability to cry or express joy, unable to concentrate
- Any other relevant characteristic (as indicated by DSM V)

Marks	AO1
9 - 10	<ul style="list-style-type: none"> • Description of the characteristics of schizophrenia is thorough and accurate • There is depth and range to material included • Effective use of terminology throughout • The structure is logical and coherent
6 - 8	<ul style="list-style-type: none"> • Description of the characteristics of schizophrenia is reasonably detailed and accurate • There is depth and range to material used, but not in equal measure • Good use of terminology • The structure is logical and coherent
3 - 5	<ul style="list-style-type: none"> • Description of the characteristics of schizophrenia is basic in detail, there may be some inaccuracies • There is depth or range only in material used • Some use of appropriate terminology • There is a reasonable structure
1 - 2	<ul style="list-style-type: none"> • Description of the characteristics of schizophrenia is superficial • Little use of appropriate terminology • Answer lacks clarity
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

- (b) Discuss the ethical and social implications of how the characteristics of schizophrenia are modified.

[15]

Credit could be given for:	
<ul style="list-style-type: none"> • 'Care in the Community' (could refer to case studies e.g. Sirhowy Hotel Murder) • Medication. Antipsychotic drugs may help relieve symptoms such as delusions, hallucinations and thinking problems • Psychological treatment. Psychological treatments include cognitive behavioural therapy (CBT), family therapy and arts therapy • Voluntary and / or compulsory detention: Serious schizophrenic episodes may require admission to a hospital or clinic's psychiatric • Any other appropriate evidence 	
Marks	AO2
5	<ul style="list-style-type: none"> • Evidence is detailed and accurate • Evidence is well chosen and effectively supports and develops arguments made • Application of the material is very well judged • Effective use of terminology
3 - 4	<ul style="list-style-type: none"> • Evidence is detailed with minor inaccuracies • Evidence is well chosen to support the argument but may not always develop the arguments made • Application of the material is appropriate • Good use of terminology
1 - 2	<ul style="list-style-type: none"> • Evidence is brief and / or muddled • Evidence is not applied to the modification of schizophrenia • Basic use of terminology
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

Criteria for AO3 content of this question is on the next page

5. (b) continued

Credit could be given for:	
<ul style="list-style-type: none"> • The medicalization of what is considered appropriate behaviour in different cultures (e.g. hallucinations are not necessarily seen as a sign of mental illness in some African countries and therefore would not require 'treatment') • Discussion regarding the purpose of modifying behaviour – control of the individual or to protect society • Choice of modifying method is dependent on the validity of the explanation for the cause of schizophrenia – linked to the approach but clearly contextualised • Reliability of explanations (e.g. generalisability of the sample used in the research) • Cultural and historical context (e.g. how treatments have been improved with new knowledge) • The stigmatisation of labelling an individual once diagnosed • Any other relevant discussion 	
Marks	AO3
9 - 10	<ul style="list-style-type: none"> • A thorough discussion is given on modifying schizophrenia • Structure is logical throughout • An appropriate conclusion is reached based on evidence presented • Effective use of terminology is used throughout
6 - 8	<ul style="list-style-type: none"> • A good discussion is given on modifying schizophrenia • Structure is mostly logical • A reasonable conclusion is reached based on evidence presented • Appropriate terminology is used throughout
3 - 5	<ul style="list-style-type: none"> • Basic discussion is given on modifying schizophrenia • Structure is reasonable • A basic conclusion is reached • Little use of appropriate terminology
1 - 2	<ul style="list-style-type: none"> • Superficial discussion is given on modifying schizophrenia • Answer lacks structure • There is no conclusion
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

6. **Stress**

- (a) 'Ceri has recently changed jobs and is struggling to meet the deadlines and targets in his new managerial role. He is having problems sleeping, is over-eating and his blood pressure has increased. His GP has diagnosed him with stress'.

Describe how these symptoms of stress could be modified.

[10]

Credit **could** be given for:

- Therapeutic intervention
 - Drug therapy – to deal with associated symptoms (e.g. beta blockers to alleviate anxious feelings)
 - Stress inoculation training – increase resistance to stressors
- Reclassification of stress as a clinical condition to comply with social norms of behaving (e.g. by reviewing the Diagnostic and Statistical Manual)
- Any other relevant description of a method of modifying the symptoms of stress

Marks	AO1
9 - 10	<ul style="list-style-type: none"> • Description of the method(s) of modifying the symptoms of stress is thorough and accurate • There is depth and range to material included • Effective use of terminology throughout • The structure is logical and coherent
6 - 8	<ul style="list-style-type: none"> • Description of the method(s) of modifying the symptoms of stress is reasonably detailed and accurate • There is depth and range to material used, but not in equal measure • Good use of terminology • The structure is logical and coherent
3 - 5	<ul style="list-style-type: none"> • Description of the method(s) of modifying the symptoms of stress is basic in detail, there may be some inaccuracies • There is depth or range only in material used • Some use of appropriate terminology • There is a reasonable structure
1 - 2	<ul style="list-style-type: none"> • Description of the method(s) of modifying the symptoms of stress is superficial • Little use of appropriate terminology • Answer lacks clarity
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

(b) Evaluate the strengths and weaknesses of **two** explanations of stress. [15]

Credit **could** be given for:

- Biological explanation: evolutionary adaptation to ensure avoidance of stressors; predisposed due to stress gene (named gene - 5HTR2C)
- Individual difference: type A, B, C personality (e.g. Friedman and Rosenman); impact of self-efficacy levels on perceived control of a situation
- Social explanation: number of life events experienced in recent times (named life events e.g. divorce, holiday, and financial changes); daily hassles versus uplifts theory
- Any other appropriate psychological explanation

NB Both explanations should be clearly distinct to allow crediting both.

Marks	AO2
5	<ul style="list-style-type: none"> • Evidence is detailed and accurate • Evidence is well chosen and effectively supports and develops arguments made • Application of the material is very well judged • Effective use of terminology
3 - 4	<ul style="list-style-type: none"> • Evidence is detailed with minor inaccuracies • Evidence is well chosen to support the argument but may not always develop the arguments made • Application of the material is appropriate • Good use of terminology
1 - 2	<ul style="list-style-type: none"> • Evidence is brief and/or muddled • Evidence is not applied to modifying stress behaviours • Basic use of terminology
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

Criteria for AO3 content of this question is on the next page

6. (b) continued

Credit could be given for:	
<ul style="list-style-type: none"> • Comparison of the two explanations in terms of validity, reliability, scientific, application etc. • A contextualised evaluation of the approach from which the explanation for stress derives • Social implications of the explanation (e.g. increase in diagnosis) • Ethical implications of the explanation (e.g. mis-diagnosis) • Any other relevant evaluation 	
Marks	AO3
9 - 10	<ul style="list-style-type: none"> • A thorough evaluation is made of the explanations for stress • Structure is logical throughout • An appropriate conclusion is reached based on evidence presented • Effective use of terminology is used throughout
6 - 8	<ul style="list-style-type: none"> • A good evaluation is made of the explanations for stress • Structure is mostly logical • A reasonable conclusion is reached based on evidence presented • Appropriate terminology is used throughout
3 - 5	<ul style="list-style-type: none"> • Basic evaluation is made of the explanations for stress • Structure is reasonable • A basic conclusion is reached • Little use of appropriate terminology
1 - 2	<ul style="list-style-type: none"> • Superficial evaluation of the explanations for stress • Answer lacks structure • There is no conclusion
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

Section B – ControversiesAnswer **one** of the questions

7. 'For psychology to have an impact it is necessary for psychology to be a science.'
Evaluate the validity of this statement. [25]

The important factor here is that the evidence used is appropriate and linked to the comment made. This is a question which is synoptic in its nature and therefore the material used to support the debate can be drawn from any area of psychology. Credit **could** therefore be given for any accurate psychological concept, evidence, research, study or theory from any approach or perspective.

Exemplar content:

- Characteristics of science (e.g. empirical research, replicability)
- William Wundt's work (Leipzig laboratory 1890s)
- Thomas Khun's ideas on the need for clear paradigms
- Karl Popper's ideas on the need for science to develop testable theories
- Examples of scientific work in psychology (e.g. brain scanning)
- The biological approach: testable assumptions (e.g. genetics)
- The cognitive approach: relationship with the cognitive sciences
- Importance of less scientific work in psychology (e.g. Freudian case studies)

Marks	AO2
9 - 10	<ul style="list-style-type: none"> • Evidence used is well-chosen and effective in support and developing comments made • Details are accurate throughout • There is depth and range to material included • Effective use of terminology
6 - 8	<ul style="list-style-type: none"> • Evidence used is appropriate to support the comments made • Details may have some minor inaccuracies • There is depth and range to material used, but not in equal measure • Good use of terminology
3 - 5	<ul style="list-style-type: none"> • Evidence not always made relevant to comment • There may be significant inaccuracies • There is depth or range only in material used • There is some use of appropriate terminology
1 - 2	<ul style="list-style-type: none"> • Little credit-worthy evidence given • Application of the evidence to the comment is inappropriate • There is very little use of appropriate terminology
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

Criteria for AO3 content of this question is on the next page

7. continued

The core of the issue is the implications of whether psychology is considered a science or not. Whilst considering which aspects of psychology can be considered scientific it is also necessary to make a judgment on the need for this status or not.

Credit **could** be given for:

- Support for the statement:
 - reputation of the discipline
 - applications and usefulness in assisting real people (e.g. treating mental disorders, motivating optimum performance)
 - regular use of the scientific method in psychological investigations
- Support against the statement:
 - impact of the less scientific approaches (e.g. the popularity of early psychodynamic theories and use of the terminology in everyday language)
 - lack of a single paradigm
 - negative effects of gaining the status (e.g. intelligence testing)
 - characteristics of science (e.g. replicability, empirical research, paradigm) and examples of these in identifiable psychological research
- Any other appropriate discussion

Marks	AO3
13 - 15	<ul style="list-style-type: none"> • A sophisticated and articulate interpretation of the issue • Thoroughly well-developed and balanced arguments • Evaluative comments are evidently relevant to the context • Excellent structure • An appropriate conclusion is reached based on the evidence presented
10 - 12	<ul style="list-style-type: none"> • A good interpretation of the key issue • Arguments made are thorough and balanced • The evaluative comments are clearly relevant to the context • Excellent structure • An appropriate conclusion is reached
7 - 9	<ul style="list-style-type: none"> • A reasonable interpretation of the key issue • Arguments are reasonable but may be one-sided • The evaluative comments made tend to be generic and not contextualised • The structure is coherent • A basic conclusion is made
4 - 6	<ul style="list-style-type: none"> • May be some misinterpretation regarding the key issue • Arguments made are basic but creditworthy • Answer does not move beyond assertions • Basic structure • Any conclusion may be contradictory with flow of the answer
1 - 3	<ul style="list-style-type: none"> • There is no engagement with the issue beyond simple rewording • Answer does not move beyond assertions • Answer lacks clarity • There is no conclusion
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

8. 'In 1998 the American Psychological Association surveyed its members and found that of the top 100 psychologists of the 20th century, only 6 were women'. To what extent do you agree that women are 'invisible' in psychology? [25]

The important factor here is that the evidence used is appropriate and linked to the comments made. This is a question which is synoptic in its nature and therefore the material used to support the debate can be drawn from any area of psychology. Credit **could** therefore be given for any accurate psychological concept, evidence, research, study or theory from any approach or perspective.

Exemplar content:

- Work of named female psychologists: e.g. Calkins, Bern, Anna Freud, Horney, Klein, Ainsworth
- Feminist Psychology: clash with evolutionary psychology
- Research using women as samples
- Sex roles
- Use of women for 'softer' research (e.g. childcare)

Marks	AO2
9 - 10	<ul style="list-style-type: none"> • Evidence used is well-chosen and effective in support and developing comments made • Details are accurate throughout • There is depth and range to material included • Effective use of terminology
6 - 8	<ul style="list-style-type: none"> • Evidence used is appropriate to support the comments made • Details may have some minor inaccuracies • There is depth and range to material used, but not in equal measure • Good use of terminology
3 - 5	<ul style="list-style-type: none"> • Evidence not always made relevant to comment • There may be significant inaccuracies • There is depth or range only in material used • There is some use of appropriate terminology
1 - 2	<ul style="list-style-type: none"> • Little credit-worthy evidence given • Application of the evidence to the comment is inappropriate • There is very little use of appropriate terminology
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

8. continued

The core of the controversy in this question is whether the apparent 'invisibility' of women in psychology is a truth or a result of misogynistic practices amongst the status quo.

Credit **could** be given for:

- Justification due to the historical and cultural context of the research (e.g. changing roles of women in society)
- Does it matter anyway? Is there more value to research if knowing sex/gender of researcher?
- Do men and women have different agendas in psychological research
- Any other appropriate evaluation

Marks	AO3
13 - 15	<ul style="list-style-type: none"> • A sophisticated and articulate interpretation of the issue • Thoroughly well-developed and balanced arguments • Evaluative comments are evidently relevant to the context • Excellent structure • An appropriate conclusion is reached based on the evidence presented
10 - 12	<ul style="list-style-type: none"> • A good interpretation of the key issue • Arguments made are thorough and balanced • The evaluative comments are clearly relevant to the context • Excellent structure • An appropriate conclusion is reached
7 - 9	<ul style="list-style-type: none"> • A reasonable interpretation of the key issue • Arguments are reasonable but may be one-sided • The evaluative comments made tend to be generic and not contextualised • The structure is coherent • A basic conclusion is made
4 - 6	<ul style="list-style-type: none"> • May be some misinterpretation regarding the key issue • Arguments made are basic but creditworthy • Answer does not move beyond assertions • Structure is clear • Any conclusion may be contradictory with flow of the answer
1 - 3	<ul style="list-style-type: none"> • There is no engagement with the issue beyond simple rewording • Answer lacks clarity • Answer does not move beyond assertions • There is no conclusion
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

