



GCE A LEVEL MARKING SCHEME

SUMMER 2017

**A LEVEL (NEW)
PSYCHOLOGY - COMPONENT 3
A290U30-01**

INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

A LEVEL PSYCHOLOGY - COMPONENT 3

SUMMER 2017 MARK SCHEME

SECTION A Implications In The Real World

Addictive Behaviours

1.

- (a) Describe **one** social psychological explanation for addictive behaviours. [10]

Credit **could** be given for:

Candidates are likely to choose from those identified on the specification.

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

Co-morbidity with mental illness

The high prevalence of co-morbidity between drug use and other mental illnesses does not mean that one causes the other. It is very difficult to establish a causal relationship here. This said, there are some interesting avenues of research in order to explain addictive behaviour.

- Addiction to drugs can cause the abusers to experience one or more symptoms of other mental illness. For example it is possible in marijuana addicts to have an increased likelihood of psychosis.
- Alternatively, mental illnesses may lead to drug use to reduce the symptoms of a mental health disorder (e.g. amphetamines to avoid symptoms of depression)
- Both mental health disorder and addiction problem may be caused by an overlapping factor such as early exposure to stress / trauma or possibility genetic vulnerability.

Peer Pressure

As far as addictive behaviour is concerned the influence of peer pressure can be explained through:

- Social Identity theory (Abrams and Hogg) – Conforming to peer pressure can be viewed as a form of normative social influence. There is a desire to be accepted. If a group adopts an addictive behaviour, then such a behaviour forms part of the norms of that group. An individual will internalise such norm as in an attempt to show allegiance to the group by identifying with it. The individual identifies with the in group – distancing themselves from the (non-addicted) out-group.
- Social Learning Theory (Bandura, 1977) Addictive behaviour, like any behaviour for Bandura is the result of observation and imitation of a role model's behaviour. In peer groups it is not uncommon for behaviour to be imitated from those they have most contact with.

Role of the Media	
<p>With easy access to varied forms of media now, information can be passed so quickly. It is argued by some researchers that the media is a medium of concern in that it has the power to affect people's attitudes and behaviours. For example through films / music role models can promote dependency. Gunesequera et al (2005), Sulkunen (2007) and Sergent et al (2009) are common studies to descriptively illustrate the role of the media in encouraging addictive behaviours.</p>	
Mark	A01
9-10	<ul style="list-style-type: none"> • Description of one social psychological explanation of addictive behaviours is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
6 - 8	<ul style="list-style-type: none"> • Description of one social psychological explanation of addictive behaviour is reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3 – 5	<ul style="list-style-type: none"> • Description of one social psychological explanation of addictive behaviour is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1 – 2	<ul style="list-style-type: none"> • Description of the explanation of addictive behaviour is superficial. • Very little use of appropriate terminology • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

- (b) Laurence is a young apprentice working at a garage. Whenever the mobile tool seller arrives, Laurence just has to buy more tools for himself. He can barely afford the tools he buys, yet he just has to continue buying.

Laurence is referred by his doctor to a psychologist for treatment. Evaluate **one** method for modifying his behaviour. **[15]**

Credit **could** be given for:

It is likely that candidates will select from those methods identified from the specification. Examiners need to be sensitive to the possibility that some candidates may present other techniques that provide a means of behaviour change for addictive behaviour. Examiners may need to establish the validity of these, and then apply mark scheme accordingly.

Noted on the specification:

- Agonist and antagonist substitution.
- Aversion therapy.

Agonist and Antagonist Substitution

Agonist: A treatment that aims to treat individuals through maintenance / substitution treatment systems.

Antagonist: Although a form of treatment as a last resort. Such treatments involve the blocking / limiting of effect of substances on the brain resulting in withdrawal of pleasure.

Aversion Therapy: Clearly illustrated in the film Clockwork Orange, this (ethically questionable) therapy uses conditioning techniques (Classical Conditioning) from the Behaviourist approach to get an individual that might have obsessions or addictions to associate the addicted items / things with something undesirable (e.g. nausea, electric shock). In theory the patient will overtime come to associate the addicted item to the negative experience, and thus recue cravings for addicted item in order to avoid negative experience.

The question requests that **one** is **evaluated**. If more than one is **evaluated**, examiners should read through and credit the better of the evaluations advanced. A response that purely describes the methods receives no credit.

AO2

Credit could be given for:

- Application of the method of modifying behaviour to scenario of Laurence. The degree to which the candidate refers to and engages with scenario determining progression through mark bands.

Marks	AO2
5	<ul style="list-style-type: none"> • Modification used is thoroughly applied to the scenario (buying tools) throughout. • The evidence used is well-chosen and applied effectively to the example of Laurence's addiction to buying tools. • There is depth and range to the evidence used. • The details are accurate.
3 - 4	<ul style="list-style-type: none"> • Modification used is reasonably applied to the scenario (buying tools) although there are some aspects which are not applied. • Appropriate evidence used and applied to the example of Laurence's addiction to buying tools. • There is depth or range to the evidence used. • The details are mostly accurate.
1 - 2	<ul style="list-style-type: none"> • Modifications used show superficial application to the scenario (buying tools). • Evidence used but not linked to the example of Laurence's addiction of tool buying.
0	<ul style="list-style-type: none"> • Modifications are not applied to the scenario (tool buying). • No attempt at application.

Credit **could** be given for:

- Presentation of evidence to illustrate support for the effectiveness of the technique to modify addictive behaviour (e.g. research conducted by NICE, Van den Brink et al, 2006 – Agonist / Antagonist ; Staffen, (2003), Jorgensen et al (2011) – Aversion Therapy).
- Presentation of research evidence to illustrate the lack of effectiveness of the technique to modify addictive behaviour (e.g. ethical issues such as consent, and the real issue of social power of the therapist though compliance as seen in Aversion Therapy or the very evident side effects that drug therapy often involves, as well as well-established financial costs to society – seen with Agonist / Antagonist substitution).
- Stronger students might add to the effectiveness of their evaluation by making comparisons between the merits of one technique to another. (For example both treatments have ethical issues, some would argue that say with Methadone simple one addiction is replaced by another – unlike Aversion Therapy).
- Any other relevant evaluation points.

NB: While it is unlikely, but still possible some candidates might take a route of evaluation where they give an evaluation of the psychological approaches upon which the methods to modify behaviour are based upon. This is acceptable but must be contextualised to the method of modifying addictive behaviour.

Marks	AO3
9 – 10	<ul style="list-style-type: none"> • A thorough evaluation is made of one method of modifying addictive behaviour. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented.
6 – 8	<ul style="list-style-type: none"> • A reasonable evaluation is made of one method of modifying addictive behaviour. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented.
3 – 5	<ul style="list-style-type: none"> • Basic evaluation is made of one method of modifying addictive behaviour. • Structure is reasonable. • A basic conclusion is reached.
1 – 2	<ul style="list-style-type: none"> • Superficial evaluation of one method of modifying addictive behaviour. • Answer lacks structure. • There is no conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

Autistic Spectrum Behaviours

2. (a) Evaluate one method of modifying Autistic spectrum behaviours. [10]

<p>Credit could be given for:</p> <p>It is likely that candidate will provide in their response reference to those identified on the specification:</p> <p>Picture Exchange Communication System (PECS)</p> <p>Relationship Development Intervention (RDI)</p> <p>The focus of this question is on evaluation of one method. Where evaluation on both methods are noted, the examiner should read both and credit the better of the two responses. The question expects evaluation; responses that are descriptive will receive no credit.</p> <ul style="list-style-type: none"> • It is expected that candidates will present evaluator commentary in terms of evidence that supports the effectiveness of the method of modifying behaviour e.g. Chlop-Christy et. al. (2002) – PECS; Gutstein et al 2007 – RDI). • Candidates might also find evidence against the technique through limited broader supporting research (e.g. Flippin et al meta-analysis of PECS) or limited support for underlying concepts of RDI as is found in the case of Bayat (2007)/ • Further critical commentary could also be derived from critical comparison between the two methods learnt with a focus on what processes are ignored by method being evaluated in comparison to the other. 	
Marks	AO3
9-10	<ul style="list-style-type: none"> • Thorough evaluation is made of one method of modifying ASB. • Depth and range included. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented.
6 - 8	<ul style="list-style-type: none"> • Reasonable evaluation is made of one method of modifying ASB. • Depth and range of material, but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented.
3 – 5	<ul style="list-style-type: none"> • Basic evaluation is made of one method of modifying ASB. • Depth or range to material used. • Structure is reasonable. • A basic conclusion is reached.
1 – 2	<ul style="list-style-type: none"> • Superficial evaluation of one method of modifying ASB. • Answer lacks structure. • There is no conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

- (b) Caroline has Autism. Her dad wanted to understand more about the condition. A psychologist informed him about social psychological explanations of the behaviour.

Describe **two** social psychological explanations for autistic spectrum behaviours making reference to Caroline in your response. **[15]**

Credit **could** be given for:

The likely focus in responses here will be structured by those found in the specification:

- Empathising – systemising theory developed out of Baron-Cohens work on the Theory of Mind, and the limitations that ToM in the breadth of its explanation and not being able to suitably explain repetitive/obsessive behaviours of autistics and the very real issue of it being more a male phenomenon than female.
- The Refrigerator Mother theory based on psychodynamic suggesting that the cause of ASB was unconscious and often heavily linked to particularly stressful experiences (e.g. lack of maternal care).
- Male behaviour presents the view that the autistic individual holds a repertoire of behaviours not too dissimilar to that of a standard make, but often illustrating these to a greater degree. More males than females are identified as being autistics which might results from eh different social expectations – e.g. girls expected to be more social in their communications.

Candidates have to describe two explanations. If a candidate explains more than this, the examiner is expected to read the full responses and credit the best two.

Marks	AO1
9 - 10	<ul style="list-style-type: none"> • Description of two social psychological explanations of ASB are thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
6 – 8	<ul style="list-style-type: none"> • Description of two social psychological explanations of ASB are reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3 - 5	<ul style="list-style-type: none"> • Description of two social psychological explanations of ASB are basic in detail, there may be some inaccuracies. <p>OR</p> <ul style="list-style-type: none"> • A thorough evaluation is made of one social psychological explanation of ASB. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1 - 2	<ul style="list-style-type: none"> • Description of two social psychological explanations of ASB is superficial. <p>OR</p> <p>A reasonable evaluation is made of one social psychological explanation of ASB.</p> <ul style="list-style-type: none"> • Very little use of appropriate terminology,. • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

Credit could be given for:	
<ul style="list-style-type: none"> • Application of the description to Caroline. • Using Caroline to illustrate points being made. • Caroline being used in examples to illustrate descriptive aspect of the theory. 	
Marks	AO2
5	<ul style="list-style-type: none"> • Description used is thoroughly applied to the scenario (Caroline's Autism) • The evidence used is well-chosen can applied effectively to the example of Caroline's Autism. • The details/reference to scenario are accurate.
4 - 3	<ul style="list-style-type: none"> • Description used is reasonably applied to the scenario (Caroline's Autism) although there are some aspects which are not applied. • Appropriate evidence used and applied to the example of Caroline's Autism. • The details are mostly accurate.
1 - 2	<ul style="list-style-type: none"> • Description used shows superficial application to the scenario (Caroline's Autism). • Evidence used but not linked to the example of Caroline's Autism.
0	<ul style="list-style-type: none"> • Descriptions are not applied to the scenario (Caroline's Autism). • No attempt at application.

Bullying behaviours

3. (a) Louise has been bullied in the workplace. She has been subjected to behaviour which is intended to hurt her emotionally and physically. [15]

With reference to Louise, describe **one** social psychological explanation of bullying behaviours.

Credit **could** be given for:

AO1

- **Cultural Differences:**

It is certainly clear that differences in social rules, language, dress, and religious practice may contribute to a bully viewing victims as strange or weak. Pain from immigration and from being bullied, may lead some to feel they need to protect themselves and thus bullying others.

- **In-group / out-group:**

The idea that an individual's perceptions of, and attitudes, and behaviours towards, in-group and out-group members ultimately derive from their desire to identify with and belong to a group seen as being superior to other groups, in order to enhance their own self-esteem. Favouritism is shown to the in-group by contrast outgroup members are discriminated against. Bullying might also form part of the in-group norms.

- **Moral Disengagement:**

Defined by Bandura as the social cognitive processes through which the average person is able to commit horrible acts against others. Moral disengagement basically involves four categories / processes: cognitive restructuring of harmful behaviour, obscuring or minimising ones role in causing harm, disregarding or distorting the impact of harmful behaviour, and blaming and dehumanising the victim.

AO2

- Explaining Louise's experiences of being bullied in terms of her forming part of an out-group, as she comes from another country she might look / speak different.
- If Louise comes from a different country she will have cultural differences that might emphasise her difference from others. The lack of understanding of the bully of cultural difference might make Lois a likely target for bullying.
- Applying Banduras notion of moral disengagement and the four categories to the Bullies in Louise's scenario.

Marks	AO2
5	<ul style="list-style-type: none"> • Commentary is thoroughly applied to the scenario throughout. • The evidence used is well-chosen and applied effectively to the scenario. • Details are accurate.
3 - 4	<ul style="list-style-type: none"> • Commentary used is reasonably applied to the scenario although there are some aspects which are not applied. • Appropriate evidence used and applied to the scenario. • Details are mostly accurate.
1 - 2	<ul style="list-style-type: none"> • Commentary used shows superficial application to the scenario. • Evidence is described but not applied. • There may be some inaccuracies throughout.
0	<ul style="list-style-type: none"> • Commentary made is not applied to the statement. • No attempt at application.
Marks	AO1
9 - 10	<ul style="list-style-type: none"> • Description of one social psychological explanation of bullying behaviour is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
6 - 8	<ul style="list-style-type: none"> • Description of one social psychological explanation of bullying behaviour is reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3 – 5	<ul style="list-style-type: none"> • Description of one social psychological explanation of bullying behaviour is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1 – 2	<ul style="list-style-type: none"> • Description of one social psychological explanation of bullying behaviour is superficial. • Very little use of appropriate terminology • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

(b) Evaluate **one** method of modifying bullying behaviours.

[10]

Credit **could** be given for:

It is likely that candidates will select from those methods identified from the specification. Examiners need to be sensitive to the possibility that some candidates may present other techniques that provide a means of behaviour change for bullies. Examiners may need to establish the validity of these, and then apply mark scheme accordingly.

Noted on the specification:

- CAPSLE (Creating a Peaceful School Learning Environment): The programme is designed to reduce student aggression, victimisation, and aggressive bystander behaviour. It aims to improve the capacity of students to interpret their own behaviours with greater self-reflection and mentally appreciate the beliefs, wishes and feelings of others. It is a technique that is built upon the psychodynamic social systems model.
- Olweus Bullying Prevention Programme: This is a whole school programme aiming to prevent / reduce bullying throughout a school setting. Working at several levels – school, classroom and individual and community. The program aims to reduce existing bullying problems among students, prevent the development of new bullying problems, and achieve better peer relations at school.

Credit **could** be given for:

- Presentation of research evidence to illustrate support for the effectiveness of the technique to modify bullying behaviour (e.g. Fonagy et al 2009 – CAPSLE ; Bauer et al 2007 – OLWEUS).
- Presentation of research evidence to illustrate the lack of effectiveness of the technique to modify bullying behaviour. (e.g. Kalman, 2010 – OLWEUS ; Methodological problems with the CAPSLE programme)
- Comparative comment between the merits of one technique to another.
- Validity of having a single system to modify bullying behaviour.
- Any other relevant evaluation.

Marks	AO3
9 - 10	<ul style="list-style-type: none"> • A thorough evaluation is made of one method of modifying bullying behaviour. • Depth and range of material. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented.
6 – 8	<ul style="list-style-type: none"> • A reasonable evaluation is made of one method of modifying bullying behaviour. • Depth and range of material but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented.
3 - 5	<ul style="list-style-type: none"> • Basic evaluation is made of one method of modifying bullying behaviour. • Depth and range of material. • Structure is reasonable. • A basic conclusion is reached.
1 - 2	<ul style="list-style-type: none"> • Superficial evaluation of one method of modifying bullying behaviour. • Answer lacks structure. • There is no conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

Criminal behaviours

4. (a) Describe anger management as a technique for modifying criminal behaviours. [10]

Credit **could** be given for:

This question specifically asks for knowledge of anger management. Other methods of modifying behaviour here will not be credit worthy.

Anger Management, a technique for reducing anger originally based upon a model put forward by Ray Novaco. It was his view that anger had biological, cognitive and behavioural aspects / elements to it.

There are many different examples of anger management techniques, a British example would be CALM (Controlling Anger and Learning to Manage it). Essentially what most systems have is a focus on teaching relaxation techniques with the aim of reducing the biological changes / response to anger. Cognitive restructuring is used to deal with problematic thought patterns. To deal with the behavioural element, assertiveness training is used. While different techniques of anger management might have varying numbers of stages, the principles remain the same. (1) Cognitive preparation, (2) Skills acquisition and (3) Application practice.

Marks	AO1
9-10	<ul style="list-style-type: none"> • Description of the method of modifying the criminal behaviour is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
6-8	<ul style="list-style-type: none"> • Description of the method of modifying the criminal behaviour is reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	<ul style="list-style-type: none"> • Description of the method of modifying the criminal behaviour is basic in detail, there may be some inaccuracies. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	<ul style="list-style-type: none"> • Description of the method of modifying the criminal behaviour is superficial. • Very little use of appropriate terminology. • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

- (b) Emily is a support worker for James who has demonstrated criminal behaviour. A psychologist suggested that she might look at social psychology for potential explanations.

Evaluate **one** social psychological explanation of criminal behaviour in order to help Emily understand James' behaviour. **[15]**

Credit can be given for:

Application to the scenario of Emily through evaluative comments about:

- Explanations that focus on the behaviour of the children Emily deals with in terms of learning criminal behaviour via learning the techniques, motives and values that lie behind it.
- Explanations that focus on the behaviour of the children Emily deals with in terms of the potential differences in content and form of socialisation of each gender.
- Explanations that focus on the behaviour of the children Emily deals with in terms of the social processes (e.g. idealised norms of conduct and the subsequent reward and punishment of individuals for conforming to or deviating from this ideal).

Marks	AO2
5	<ul style="list-style-type: none"> • Commentary is thoroughly applied to the scenario throughout. • The evidence used is well – chosen and applied effectively to the scenario. • Details are accurate.
3 - 4	<ul style="list-style-type: none"> • Commentary used is reasonably applied to the scenario although there are some aspects which are not applied. • Appropriate evidence used and applied to the scenario. • Details are mostly accurate.
1 - 2	<ul style="list-style-type: none"> • Commentary used shows superficial application to the scenario. • Evidence is described but not applied. • There may be some inaccuracies throughout.
0	<ul style="list-style-type: none"> • Commentary made is not applied to the statement. • No attempt at application.

Credit could be given for:	
Evaluation could take the form of:	
<ul style="list-style-type: none"> • Supporting research being used to illustrate the validity of the explanation advanced (e.g. for Differential Association theory Sutherland, O'Grady) • Evaluation of methodology of research used to support explanations is possible, but should only gain credit if the candidate links the evaluation of methodology they make back to the explanation being evaluated. • Evaluation of the explanation by means of comparison illustrating strengths or weaknesses as a result. 	
Marks	AO3
9 - 10	<ul style="list-style-type: none"> • A thorough evaluation is made of one social psychological explanation of criminal behaviour. • Depth and range of material. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented. • Effective use of terminology is used throughout.
6 – 8	<ul style="list-style-type: none"> • A reasonable evaluation is made of one social psychological explanation of criminal behaviour. • Depth and range but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented. • Good use of terminology.
3 - 5	<ul style="list-style-type: none"> • Basic evaluation is made of one social psychological explanation of criminal behaviour. • Depth or range. • Structure is reasonable. • A basic conclusion is reached. • Some use of appropriate terminology.
1 - 2	<ul style="list-style-type: none"> • Superficial evaluation of one social psychological explanation of criminal behaviour. • Answer lacks structure. • There is no conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

Schizophrenia

5. (a) Describe **one** method of modifying schizophrenia. [10]

<p>Credit could be given for:</p> <p>It is likely that candidates will select from those methods identified from the specification. Examiners need to be sensitive to the possibility that some candidates may present other techniques that might modify behaviour. Examiners may need to establish the validity of these, and then apply mark scheme accordingly.</p> <p>Noted on the specification:</p> <ul style="list-style-type: none"> • Antipsychotic drugs • Cognitive behavioural therapy <p>Antipsychotic Drugs: These have greatly reduced the greatly reduced some types of symptoms, and generally increased patients quality of life. The first drug Thorazine, was soon followed by Prolixin, Haldol, Loxopine, Trilifon, Mellaril and Navane. All these drugs are neuroleptics – they “act on the neuron”. In 1989 atypical antipsychotics were created. The most effective of this new generation of antipsychotic was Clozapine.</p> <p>Cognitive Behavioural Therapy: As the name suggests this therapy combines both Cognitive and behavioural approaches. In sum the cognitive element to this treatment assumes that how we think (our beliefs) will affect how we perceive and understand ourselves and our world. CBT does not cure schizophrenia, rather aims to make the patient deal with and behave more normally. By accepting the patient’s perception, the therapist works with the patient challenging maladaptive thoughts, making them realise they are not appropriate, and thus allowing them to change them for more appropriate ones. Techniques involved allow the patient to learn how to ignore symptoms (e.g. voice in head).</p> <p>The question requests that one is described. If more than one is described. Examiners should read through and credit the better of the descriptions advanced.</p>	
Marks	AO1
9-10	<ul style="list-style-type: none"> • Description of the method of modifying Schizophrenia is thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
6-8	<ul style="list-style-type: none"> • Description of the method of modifying Schizophrenia is reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	<ul style="list-style-type: none"> • Description of the method of modifying Schizophrenia is basic in detail, there may be some inaccuracies. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	<ul style="list-style-type: none"> • Description of the method of modifying Schizophrenia is superficial. • Very little use of appropriate terminology. • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

- (b) 'In recent years, social psychological explanations have been overshadowed by biological ones.' Evaluate biological explanations of schizophrenia with reference to this statement. 15]

Credit **could** be given for:

Biological explanation:

- Cannabis influence on brain chemistry
- Dopamine hypothesis

Given the nature of the question reference to other forms of explanation are inevitable:

- Thought disorder
- Schizophrenogenic mother
- Sex differences

While these are indicated by the specification, other explanations that contribute to the evaluation of biological explanations are equally credit worthy.

The following is indicative of direction of possible response.

- Differences in biological / individual difference approach underpinning the explanation for schizophrenia.
- Differences in focus and structure explanations of schizophrenia.
- Similarities may include research evidence for / against.
- Similarities may include ignorance of other viable systems of treatment / therapy.
- Any other relevant comparison / contrasting points.

Marks	AO2
5	<ul style="list-style-type: none"> • Commentary is thoroughly applied to the statement throughout. • The evidence used is well – chosen and applied effectively to the statement. • There is depth and range to the evidence used. • The details / reference to statement is accurate.
3 - 4	<ul style="list-style-type: none"> • Commentary used is reasonably applied to the statement although there are some aspects which are not applied. • Appropriate evidence used and applied to the statement. • There is depth or range to the evidence used. • The details are mostly accurate.
1 - 2	<ul style="list-style-type: none"> • Commentary used shows superficial application to the statement. • Evidence used but not superficially linked to the statement.
0	<ul style="list-style-type: none"> • Commentary made is not applied to the statement. • No attempt at application.

Marks	AO3
9 - 10	<ul style="list-style-type: none"> • A thorough evaluation is made of biological explanations of schizophrenia. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented.
6 – 8	<ul style="list-style-type: none"> • A reasonable evaluation is made of biological explanations of schizophrenia. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented.
3 - 5	<ul style="list-style-type: none"> • Basic evaluation is made of biological explanations of schizophrenia. • Structure is reasonable. • A basic conclusion is reached.
1 - 2	<ul style="list-style-type: none"> • Superficial evaluation of biological explanations of schizophrenia. • Answer lacks structure. • There is no conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

Stress

In 2014/15 stress accounted for 43% of all working days lost due to ill health. (HSE, 2015).

6. (a) With reference to this statistic, briefly describe **one** biological and **one** individual difference explanation of stress. [15]

Credit **could** be given for:

It is likely that candidates will select from those biological explanations identified on the mark scheme:

- Adrenaline.
- Evolutionary adaptation.
- Stress genes.

Examiners need to be sensitive to a depth versus breadth trade – off here. It is possible that some candidates will select only a few characteristics and describe these in depth, where as other might select a broader range but give less detail. Both approaches are acceptable, and should allow the candidate to achieve the full range of marks.

Adrenaline:

Produced in the medulla of the adrenal glands and some neurons of the central nervous system, adrenaline (like nor adrenaline) is released in to the blood stream. While it has many effects on various organs, the overall effect of adrenaline is to ensure the body is ready for fight or flight when the body is placed in a stressful situation. Examples of how it affects the body and gets it ready for response can be seen in terms of: increased heart rate, increased blood pressure dilation of pupils, increased oxygen intake due to air passages to the lungs enlarging and focus and the process redistribution of blood to muscles, and adapted metabolism to ensure that blood glucose levels are high.

Evolutionary Adaptation:

Our primitive stress response system helped us deal with threats which are external and often short lasting. The evolutionary link was clear, all animals needed to respond to threats, so needed to ensure they could expend energy and be in a state to fight or fly when needed. Humans have evolved differently from other animals now. While we have some external threats (e.g. long working hours) most of our stress are internal. For example being stuck in a traffic jam worrying about being late. But more so now our stressors are longer lasting that just a simple threat. Relationship problems, or financial difficulties are not short term. Such factors undoubtedly have impacts our body and health.

Stress Genes:

Stress is certainly not free of genetic influences. Genetics can have an influence over the regulation of the levels of the stress hormone cortisol, genetics can influence our reaction to stressors (make us less, or more, reactive) and even shape the way we view our world. In sum, varied research investigates the way stress is linked to genetics and how this might influence our sensitivity to stress situations.

It is likely that candidates will select from those individual difference explanations identified on the specification:

- Hardiness.
- Self-efficacy.
- Type A, type B personalities.

Hardiness: Some individuals are said to have a hardy personality, they unlike others might be able to deal with stressors. They might tend to stressful experiences as opportunities for personal growth.

Self-efficacy: Based upon Bandura's work this view suggests that high levels of self-efficacy acts to decrease people's potential for experiencing negative stress feelings by increasing their sense of being in control of the situations they encounter.

Type A and B Personalities: This explanation suggests certain individuals (Type A's) who are often very ambitious, target driven and often very impatient will greater physiological response to the stress they are under and thus be more likely to experience poor health condition, unlike other (Type B) who's more laid back attitude results in lower physiological response to stressful situations.

The question requires candidates to select one biological explanation and one Individual difference and describe them. In situations where a candidate describes only one biological explanation or one individual difference explanation, or two biological or two individual difference explanations, examiners should award no more than five marks as the full demands of the question have not been met.

Marks	AO1
9-10	<ul style="list-style-type: none"> • Description of one biological and one individual difference explanation of stress is thorough and accurate. • Effective use of terminology throughout. • Logical structure.
6-8	<ul style="list-style-type: none"> • Description of one biological and one individual difference explanation of stress is reasonably detailed and accurate. • Good use of terminology. • Mostly logical structure.
3-5	<ul style="list-style-type: none"> • Description of one biological and one individual difference explanation of stress is basic in detail, there may be some inaccuracies. • Some use of appropriate terminology. • Reasonable structure.
1-2	<ul style="list-style-type: none"> • Description of one biological and one individual difference explanation of stress is superficial. • Very little use of appropriate terminology. • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

Marks	AO2
5	<ul style="list-style-type: none"> • Commentary is thoroughly applied to the statistic throughout. • The evidence used is well – chosen and applied effectively to the statement. • There is depth and range to the evidence used. • The details / reference to statement is accurate.
3 - 4	<ul style="list-style-type: none"> • Commentary used is reasonably applied to the statistic although there are some aspects which are not applied. • Appropriate evidence used and applied to the statement. • There is depth or range to the evidence used. • The details are mostly accurate.
1 - 2	<ul style="list-style-type: none"> • Commentary used shows superficial application to the statistic. • Evidence used but not linked to the statement.
0	<ul style="list-style-type: none"> • Commentary made is not applied to the statement. • No attempt at application.

(b) Evaluate **two** social psychological explanations of stress. **[10]**

Credit **could** be given for:

The candidate responses are likely to focus on those explanations identified by the specification:

- Daily Hassles.
- Life Events.
- Locus of control.

There are a range of ways in which evaluation could be effectively constructed:

- Presentation of research evidence to illustrate support for the social psychological explanations of stress.
- Presentation of research evidence refuting the social psychological explanations of stress.
- Comparative comments made from looking at alternative explanations.
- Any other relevant evaluation points.

The question requests an evaluation of two social psychological explanations. Simple descriptions of social psychological explanations of stress are not creditworthy. Those responses that do this followed by limited evaluation of them are likely not to score over the 1–2 band.

NB: Evaluation of the psychological approaches upon which the methods to modify behaviour are based upon is acceptable but must be contextualised to the method of modifying schizophrenic behaviour.

Marks	A03
9 - 10	<ul style="list-style-type: none"> • A thorough evaluation is made of two social psychological explanations of stress. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented.
6 – 8	<ul style="list-style-type: none"> • A reasonable evaluation is made of two social psychological explanations of stress. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented.
3 - 5	<ul style="list-style-type: none"> • Basic evaluation is made of two social psychological explanations of stress. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • A thorough evaluation is made of one social psychological explanation of stress. • Structure is reasonable. • A basic conclusion is reached.
1 - 2	<ul style="list-style-type: none"> • Superficial evaluation of two social psychological explanations of stress. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • A reasonable evaluation is made of one social psychological explanation of stress. • Answer lacks structure. • There is no conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

SECTION B Controversies

7. 'Psychology is a science'. Using your knowledge of psychology discuss the extent to which this statement is true. [25]

This question is synoptic, and therefore the material used by candidates in this debate can be drawn from any area of Psychology. Examiners should expect candidates to draw on psychological concepts, research, evidence, studies or theories from any approach studied in their course.

Candidates could refer to:	
<ul style="list-style-type: none"> • Judging if psychology is a science by comparison to characteristics of science. • Theoretical origins of psychology based upon scientific principles. • Approaches in Psychology that embody scientific subject matter (e.g. Biological Psychology, Health Psychology, or principles of learning in Behaviourism). • Those approaches in Psychology that do not embody subject (e.g. psychodynamic psychology). • Other relevant examples that contribute to this debate from different areas of study. 	
Mark	AO2
9-10	<ul style="list-style-type: none"> • Evidence used is well-chosen. • Details are accurate throughout. • There is depth and range to material. • Effective use of terminology. • Clear reference to the statement.
6-8	<ul style="list-style-type: none"> • Evidence used is appropriate. • Details may have minor inaccuracies. • There is depth and range to material, but not in equal measure. • Good use of terminology. • Reasonable reference to the statement.
3-5	<ul style="list-style-type: none"> • Evidence used is not always made relevant to comments made. • There may be significant inaccuracies. • There is depth or range only in material used. • There is some use of appropriate terminology. • References to the statement are basic and/or superficial.
1-2	<ul style="list-style-type: none"> • Evidence used is not appropriate to the comments made. • Very little use of appropriate terminology. • No reference to the statement.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

This question really centres on whether Psychology can be deemed as science or not. The candidate needs to assess the extent to which this statement is true, concluding appropriately based upon the evidence presented.

Indicative direction of argument **might** be:

Supporting Argument

- Psychology is a science because of its use of scientific research methodology (e.g. Laboratory experiment).
- Most characteristics of science can be found to be followed by some psychological approaches (e.g. Biological, Cognitive)
- Application of hypotheticodeductive method in many (but not all) aspects of psychological research.
- Science as generation of knowledge – leading to the development of universal laws (e.g. principles of learning).

Against Argument

- Not all approaches in Psychology advocate the importance of scientific methodology (e.g. Psychodynamic Psychology).
- Few examples in Psychology (unlike natural science) of universal principles / laws.
- Approaches in Psychology because of their theoretical position inform methodologies that do not hold many of the traditional characteristics of science.
- The very focus of study of much of psychology – human behaviour –which is effected by a myriad of variables. Should we try to apply scientific study to something that can't be studied in that way?

An overall conclusion is expected.

The points above are indicative of content, but any other points that appropriately add to the discussion should be credited appropriately.

Marks	A03
13-15	<ul style="list-style-type: none"> • A sophisticated and articulate interpretation of the issue. • Thoroughly well developed and balanced discussion. • Evaluative comments are evidentially relevant to the context. • Structure is logical. • An appropriate conclusion is reached based on the evidence presented.
10-12	<ul style="list-style-type: none"> • A thorough interpretation of the key issue. • Discussion is well-developed and balanced. • The evaluative comments are clearly relevant to the context. • Structure is mostly logical. • A reasonable conclusion is reached based upon the analysis of evidence.
7-9	<ul style="list-style-type: none"> • A reasonable interpretation of the key issue. • Discussion is reasonable but may be one-sided. • The evaluative comments made tend to be generic (not in context). • Structure is reasonable. • A basic conclusion is made based on the analysis of the evidence.
4-6	<ul style="list-style-type: none"> • May be some misinterpretation regarding the key issue. • Discussion is basic but creditworthy. • Answer does not move beyond assertions. • Structure is basic. • Any conclusion may be contradictory with the flow of the answer.
1-3	<ul style="list-style-type: none"> • There is no engagement with the issue beyond simple rewording. • Limited discussion or no sense of argument. • Limited or no evaluation • Answer lacks structure. • No conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

8. Psychological research continues to involve ethical costs to society and individual human participants'. To what extent do you agree with this statement? Use psychological research to justify your answer. [25]

This question is synoptic, credit should therefore be given for content from across the range of concepts, theories, research and approaches studied in the course. Furthermore it is important for examiners to ensure that the evidence used by candidates is used appropriate and linked to the statement made.

The statement discusses human participants, examiners should be aware of the candidate's ability to shape their responses to fit this statement.

Candidates might refer to:	
<ul style="list-style-type: none"> • Before guidelines were introduced the work of Zimbardo (prison simulation), Milgram (study of obedience), Watson's study of Little Albert as examples of studies that had big social impacts as well as ethical costs to those that took part. • The difficulty for psychologists to be able to study valid behaviour without the need to deceive. • The difficulty / friction between infringing guidelines and making substantive advances in knowledge (e.g. developmental psychology and relationship qualities). • The use of animals as an alternative to avoiding humans only as a counter argument. 	
Mark	AO2
9-10	<ul style="list-style-type: none"> • Evidence used is well-chosen. • Details are accurate throughout. • There is depth and range to material. • Effective use of terminology. • Clear reference to the statement.
6-8	<ul style="list-style-type: none"> • Evidence used is appropriate. • Details may have minor inaccuracies. • There is depth and range to material, but not in equal measure. • Good use of terminology. • Reasonable reference to the statement.
3-5	<ul style="list-style-type: none"> • Evidence used is not always made relevant to comments made. • There may be significant inaccuracies. • There is depth or range only in material used. • There is some use of appropriate terminology. • References to the statement are basic and/or superficial.
1-2	<ul style="list-style-type: none"> • Evidence used is not appropriate to the comments made. • Very little use of appropriate terminology. • No reference to the statement.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

This question is focused mainly on analysing, interpreting and evaluating scientific information, ideas and evidence, including in relation to issues, to develop and refine practical design and procedures.

This question really centres on whether psychological research continues to benefit society and individuals even when advances in knowledge often involve costs to those involved. The candidate needs to assess the extent to which this statement is true, concluding appropriately based upon the evidence presented.

Indicative direction of argument **might** be:

- Despite guidelines unethical research is still conducted (e.g. David Reimer; Aversion Project; Bystander research; quality of attachment research. Case of Genie)
- The vague nature of the ethical guideline of deception.
- The BPS / APA guidelines have ensured that there is not a litany of cases of bad practice, and human dignity is ensured through robust guidelines to researchers.
- Ethical assessment of studies before they are performed ensures as review of impact of study on both society and individuals concerned.
- Any other appropriate evaluation points.

An overall conclusion is expected.

The points above are indicative of content, but any other points that appropriately add to the discussion should be credited appropriately.

Marks	AO3
13-15	<ul style="list-style-type: none"> • A sophisticated and articulate interpretation of the issue. • Thoroughly well developed and balanced discussion. • Evaluative comments are evidentially relevant to the context. • Structure is logical. • An appropriate conclusion is reached based on the evidence presented.
10-12	<ul style="list-style-type: none"> • A thorough interpretation of the key issue. • Discussion is well-developed and balanced. • The evaluative comments are clearly relevant to the context. • Structure is mostly logical. • A reasonable conclusion is reached based upon the analysis of evidence.
7-9	<ul style="list-style-type: none"> • A reasonable interpretation of the key issue. • Discussion is reasonable but may be one-sided. • The evaluative comments made tend to be generic (not in context). • Structure is reasonable. • A basic conclusion is made based on the analysis of the evidence.
4-6	<ul style="list-style-type: none"> • May be some misinterpretation regarding the key issue. • Discussion is basic but creditworthy. • Answer does not move beyond assertions. • Structure is basic. • Any conclusion may be contradictory with the flow of the answer.
1-3	<ul style="list-style-type: none"> • There is no engagement with the issue beyond simple rewording. • Limited discussion or no sense of argument. • Limited or no evaluation • Answer lacks structure. • No conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.