

Q.3 Discuss the role of emotion in memory.

[25]

Credit **could** be given for:

- Evolutionary context of arousal and memory (e.g. GAS, brain mechanisms).
- Emotion and effects on cognition (e.g. effects of depression, high arousal and information processing).
- Flashbulb memory hypothesis (e.g. Conway, McCloskey, Neisser).
- Repression (e.g. Freud, Williams, Loftus).
- Emotion and real - life studies (e.g. weapon focus, duration of memory trace, flashback in PTSD).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. Language (grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evaluation of research studies (e.g. work of Loftus).
- Scientific quality of evidence (e.g. difficulty of testing repression or flashbacks).
- Evaluation of competing hypotheses (e.g. flashbulb memory versus ordinary memory effects).
- Any other relevant material

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is coherent elaboration in the material presented. Depth and range of evaluation are displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation.

Q.4 Describe and evaluate explanations relating to the formation of relationships. [25]

Credit **could** be given for:

- Sociobiological and/or drive explanations (e.g. need for affiliation, attachment, reproduction).
- Behavioural theories (e.g. reinforcement - affect).
- Social exchange theories (e.g. complementary needs).
- Factors increasing likelihood of formation of relationships (e.g. similarity, frequency of contact).
- Non - romantic relationships (e.g. parent - child, friendship).
- Any other relevant material.

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1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Biases in research (e.g. ethnocentrism, towards romantic relationships).
- Reductionist nature of theories (e.g. bias towards internal causes).
- Failure of theories to account for relationships formation on a local scale (e.g. generality of factors, individual attraction and multiple influences).
- Any other relevant material.

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4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation.

Q.5 Describe and evaluate the role of genetic factors in the development of intelligence.

Credit **could** be given for:

- Description of historical concepts of the nature of intelligence.
- Evolutionary aspects (e.g. comparative research, role of genes).
- Types of studies and examples (e.g. twin studies, adoption studies).
- Any other relevant material.

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Credit **could** be given for:

- Problems with concepts and operationalization of intelligence.
- Research evidence relating to genetic factors.
- Critique of types of studies (e.g. methodological problems, specific problems with selected studies).
- Biases and distortions (e.g. racism, sexism, more recent theories of intelligence and skills).
- Any other relevant material.

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1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation

Q.6 Discuss conflict during adolescence including 'storm and stress' and alternative views. [25]

Credit **could** be given for:

- Concept of conflict.
- Storm & stress perspectives (e.g. maturational, psychoanalytic view).
- Role conflict and crisis (e.g. Erikson, Marcia).
- Any other relevant material.

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Credit **could** be given for:

- Research findings (e.g. Bandura, Coleman's focal theory).
- Cultural relativity (e.g. cross - cultural, historical).
- Critical examination of empirical evidence.
- Summary of evidence (e.g. is conflict a valid concept?)
- Any other relevant material.

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1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation.

Q.7 Discuss the role of endogenous and exogenous factors in body rhythms. **[25]**

Credit **could** be given for:

- Nature and types of biological rhythms (e.g. circadian, ultradian).
- Endogenous factors (e.g. physiological mechanisms, individual differences, disorders).
- Exogenous factors (e.g. zeitgebers, shift work patterns, jet lag).
- Any other relevant material.

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Credit **could** be given for:

- Evaluation of research presented (e.g. historical, case study).
- Importance of individual differences in response.
- Overall evaluation of the relative impact of various factors on human life and in comparison with each other.
- Use of information to change practices (e.g. shift work, jet lag).
- Any other relevant material.

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0	No relevant evaluation

- Q.8** Describe and evaluate techniques used in the management of stress, including physiologically and psychologically based techniques. **[25]**

Credit **could** be given for:

- Physiological techniques (e.g. medication, exercise).
- Psychological techniques (e.g. cognitive therapies, psychosomatic therapies).
- Social measures (e.g. time management, social support networks).
- Any other relevant material.

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Credit **could** be given for:

- Evaluation of individual techniques.
- Social relevance of techniques (e.g. inaccessibility by lower socio - economic classes).
- General discussion about nature of stress (e.g. culture - specific nature).
- Any other relevant material.

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0	No relevant evaluation.

- Q.9** Discuss Special Educational Needs, including the assessment, categorisation and strategies for education of at least one Special Educational Need. **[25]**

Credit **could** be given for:

- Definition of special educational need.
- Examples (e.g. dyslexia, autistic spectrum, emotional, ADHD).
- Historical changes in definition and treatment.
- Assessment methods used.
- Educational strategies and techniques.
- Any other relevant material.

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Credit **could** be given for:

- Evaluation of definition of special educational needs (e.g. too wide, where is line drawn?)
- Bias in social factors (e.g. social class, changing definition).
- Controversy in definitions and/or treatment (e.g. theories relating to dyslexia, ADHD and Ritalin).
- Any other relevant material.

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0	No relevant evaluation.

Q.10 Describe and evaluate approaches to profiling.

[25]

Credit **could** be given for:

- Description of the main approaches in profiling (e.g. FBI, geographical).
- Description of relevant case material.
- Description of psychological assumptions underpinning approaches to profiling (e.g. offender consistency).
- Any other relevant material.

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Credit **could** be given for:

- Evaluation of relevant case material.
- Evaluation of the main approaches in profiling.
- Evaluation of psychological assumptions underpinning profiling.
- Evaluation of profiling as an activity in general (e.g. ethics, efficacy).
- Any other relevant material.

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Q.11 Describe and evaluate the effects of exercise on well - being.

[25]

Credit **could** be given for:

- Psychological benefits in general (e.g. reduction in anxiety and stress, increase in positive emotional states).
- Physiological changes that enhance psychological well - being (e.g. cardiovascular effect on brain function, endorphin hypothesis).
- Benefits for specific populations (e.g. clinical patients, children, elderly).
- Any other relevant material.

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Credit **could** be given for:

- General evaluation including negative effects (e.g. exercise addiction, eating disorders).
- Specific evaluation of supporting studies of both physiological and psychological effects of exercise.
- Specific evaluation of benefits for specific populations.
- Any other relevant material.

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1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation.

Q.12 Describe and evaluate two treatments for schizophrenia.

[25]

Credit **could** be given for:

- Description of two distinct treatments for schizophrenia (e.g. two separate families of treatment – chemotherapy, behavioural, cognitive, humanistic, psychodynamic).
- Description of studies relevant to the description of therapies.
- Any other relevant material.

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Credit **could** be given for:

- Evaluation of the general approach in a therapy ‘family’ (e.g. benefits and costs of chemotherapy, ethics of behavioural treatment).
- Specific evaluation of research studies relating to a therapy.
- Any other relevant material.

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