



**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) Psychology  
J203/01 Studies and applications in psychology 1**

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK 90**

**DRAFT**

**This document consists of 40 pages**

## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the practice responses (“scripts”) and the standardisation responses

YOU MUST MARK PRACTICE AND STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

#### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses

#### **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning

SPECIMEN

12. The breakdown of Assessment Objectives for GCSE (9–1) Psychology

	<b>Assessment Objective</b>
<b>AO1</b>	<b>Demonstrate knowledge and understanding of psychological ideas, processes and procedures</b>
<b>AO2</b>	<b>Apply knowledge and understanding of psychological ideas, processes and procedures</b>
<b>AO3</b>	<b>Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</b>

Question		Answer	Marks	Guidance
1	a	D	1 AO1	
	b	B	1 AO1	
	c	A	1 AO1	
2		<p><b>Explain one way an individual diagnosed with a mental health problem may experience stigma and discrimination.</b></p> <p>1 mark for an appropriate judgement and 1 mark for providing a logical chain of reasoning.</p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• Not be able to find employment/ work (1) as employers may not wish to risk employing someone with mental health problems in case they need lots of time off (1).</li> <li>• Not be in a steady long-term relationship (1) because other people may feel they are not able to cope (1).</li> <li>• Not live in decent housing/housing area (1) because they are unable to get a mortgage/cannot earn enough money to pay the required rent (1).</li> <li>• Not be socially included in mainstream society/be considered a social outcast/be excluded from day-to-day activities (1) because they are viewed negatively by others (1).</li> <li>• Be limited in relation to immigration prospects (1) as government policy makers feel they will be a risk to society (1).</li> </ul> <p>Other appropriate judgements and justifications should be credited.</p>	2 AO3	

Question	Answer	Marks	Guidance
3	<p><b>Outline the impact of neurological damage to the frontal lobe.</b></p> <p>1 mark for identifying the impact of neurological damage or for describing the functions of the frontal lobe.</p> <p>2 marks for a more detailed response in relation to the impact on behaviour or cognitions.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Frontal lobe damage impacts a person's problem solving (1)</li> <li>• The frontal lobe is responsible for memory (1)</li> <li>• Damage to the frontal lobe influences logic and reasoning (1)</li> <li>• Increases risk taking (1)</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Neurological damage to the frontal lobe could cause schizophrenia (1) brain scans show that this is due to reduced activity in this part of the brain (1)</li> <li>• The impact of the damage to the frontal lobe could be impaired memory (1), an individual may have particular problems with the working memory (1)</li> <li>• Damage to the frontal lobe could lead to more impulsivity (1) and as a result could lead to an increase in risk taking behaviour (1)</li> <li>• Damage to the frontal lobe will affect a person's ability to problem solve (1) this would be evident in poor performance on tasks such as the Wisconsin Card Sort Test (1)</li> </ul>	<p><b>2</b> <b>AO1</b></p>	



Question			Answer	Marks	Guidance
			Other appropriate outlines should be credited.		
4	a	i	<p><b>Daniel, Weinberger and Jones (1991) used a laboratory experiment to investigate schizophrenia.</b></p> <p><b>Identify the independent variable in this study.</b></p> <p>1 mark for correctly identifying the independent variable.</p> <ul style="list-style-type: none"> <li>The independent variable was whether the participant was given a placebo or 0.25mg/kg of Oral Dextroamphetamine (1).</li> </ul> <p>Other appropriate wordings should be credited.</p>	1 AO1	Accept any appropriate reference to medication/drug, amount not required.
		ii	<p><b>Daniel, Weinberger and Jones (1991) used a laboratory experiment to investigate schizophrenia.</b></p> <p><b>Identify the dependent variable in this study.</b></p> <p>1 mark for correctly identifying the dependent variable.</p> <ul style="list-style-type: none"> <li>Performance on the Wisconsin Card Sort Test (1).</li> </ul> <p>Other appropriate wordings should be credited.</p>	1 AO1	

Question	Answer	Marks	Guidance
b	<p><b>Explain why this study was not conducted as a natural experiment.</b></p> <p>1 mark for explaining what a natural experiment is.</p> <p>1 mark for explaining why Daniel, Weinberger and Jones et al.'s study has a manipulated independent variable.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• A natural experiment is one in which the independent variable (IV) cannot be manipulated (1).</li> <li>• A natural experiment is one in which the independent variable (IV) is naturally occurring (1).</li> <li>• This would not be suitable as a natural experiment because the participant was given either a drug or a placebo (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• A natural experiment is one in which the independent variable (IV) cannot be manipulated (1). In this study Daniel et al. could manipulate whether participants were given a placebo or a drug therefore it would not be suitable as a natural experiment (1).</li> <li>• A natural experiment is one in which the independent variable (IV) is naturally occurring (1). In this study, whether the participants were given a drug or a placebo was not naturally occurring (1).</li> <li>• A natural experiment is one in which the independent variable (IV) occurs naturally whereas a lab experiment the IV can be</li> </ul>	<p><b>2</b></p> <p><b>1xAO1</b></p> <p><b>1xAO2</b></p>	

Question	Answer	Marks	Guidance
	<p>manipulated by the researcher (1). Participants could be given either a drug or a placebo for the purpose of the study; therefore it could not be a natural experiment but would be more suited as a lab one (1).</p> <p>Other appropriate explanations should be credited.</p>		
5	<p><b>Describe one weakness of the Social Drift theory as an explanation for schizophrenia.</b></p> <p>1 mark for the identification of an appropriate weakness, e.g. a reference to the difficulty in establishing cause and effect/the emphasis on the role of nature at the expense of the role of nurture.</p> <p>1 mark for explaining the weakness.</p> <p>1 mark for explaining the weakness in relation to the effects of schizophrenia.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• One weakness of the Social Drift theory is that it is difficult to establish cause and effect (1).</li> <li>• One weakness of the theory is that it blames nature and ignores the role of nurture (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• One weakness of the Social Drift theory of schizophrenia is that it is difficult to establish cause and effect (1). One cannot claim that because someone is mentally ill, they drift to a lower social class (1).</li> </ul>	<p><b>3</b> <b>AO3</b></p>	

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> <li>One weakness of the theory is that it sees the reason people with a mental illness drift into lower social classes and poor living areas to be due to their nature, i.e. there is a biological reason for this drift (1). The theory ignores the role of nurture in influencing behaviour (1).</li> </ul> <p><u>Examples of a 3 mark answer:</u></p> <ul style="list-style-type: none"> <li>One weakness of the Social Drift theory of schizophrenia is that it is difficult to establish cause and effect (1). The theory suggests that it is the illness of schizophrenia that causes the downward shift in social class (1). However, it could be that being in a lower social class to begin with is a significant contributing factor to the development of the illness (1).</li> <li>One weakness of the theory is that it sees the reason people with schizophrenia drift into lower social classes and poor living areas to be due to their nature, i.e. there is a biological reason for this drift (1). The theory ignores the role of nurture in influencing behaviour (1) and therefore does not see the social influences of such factors as poor environments and low/no income as having any role to play in the development of schizophrenia (1).</li> </ul> <p>Other appropriate weaknesses should be credited.</p>		
6	a	<p><b>Which neurotransmitter is thought to contribute to the development of schizophrenia?</b></p> <p>1 mark for the identification of Dopamine.</p>	<p><b>1</b> <b>AO1</b></p>	

Question		Answer	Marks	Guidance
	b	<p><b>A researcher wants to study the effect cognitive behavioural therapy (CBT) had on patients diagnosed with schizophrenia to see if there was a difference between those who had CBT and those who had not. Identify the independent variable in his study.</b></p> <p>1 mark for identifying the independent variable.</p> <p>Those who had had CBT and those who had not</p>	<p><b>1</b> <b>AO2</b></p>	
7	a	<p><b>Calculate the percentage increase in respondents who lived with someone with a mental health problem in 2014 compared with 2009. Show your working.</b></p> <p>1 mark for 15%.</p> <p>1 mark for showing calculations:</p> <p><math>((23-20)/20)*100</math></p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• 15% (✓)</li> <li>• <math>23-20 / 20 \times 100 =</math> any WRONG answer (✓)</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• <math>((23-20) / 20) \times 100 = 15</math> (✓✓)</li> </ul>	<p><b>2</b> <b>AO2</b></p>	Percentage sign(s) not required to gain marks.
	b	<p><b>Calculate the percentage of respondents who did not have a close friend with a mental health problem in 2014. Show your working.</b></p>	<p><b>2</b> <b>AO2</b></p>	Percentage sign(s) not required to gain marks.

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		<p>1 mark for 59%</p> <p>1 mark for showing calculations.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• 59% (✓)</li> <li>• 100% – 41%= any WRONG answer (✓)</li> </ul> <p><u>Example of a 2 mark answer:</u></p> <p>100% – 41% = 59% (✓✓)</p>		
8	a	<p><b>Outline one criticism of the ABC Model of clinical depression.</b></p> <p>1 mark for the identification of a weakness/limitation of the ABC Model.</p> <p>1 mark for a developed criticism in relation to this model.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Ignores determinism (1).</li> <li>• It is difficult to establish cause and effect (1).</li> <li>• It is reductionist (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Overemphasises the role of nurture (1) and ignores the influence of nature (1).</li> <li>• It is difficult to establish cause and effect (1). It is not clear whether negative cognitions and emotions are a cause of depression or a</li> </ul>	<p><b>2</b> <b>AO3</b></p>	

Question		Answer	Marks	Guidance
		<p>consequence of it (1).</p> <ul style="list-style-type: none"> <li>It is reductionist (1) and ignores other factors that influence behaviour (1).</li> </ul> <p>Other appropriate criticism should be credited.</p>		
	<b>b</b>	<p><b>Frank was playing the latest video game online. Following the completion of the game, he sent his opponent a message requesting a rematch. The request was ignored. Frank became angry, believing his opponent hated him and broke his controller by throwing it against a wall.</b></p> <p><b>Explain how a belief about an event could lead Frank into reacting this way.</b></p> <p>1 mark for explaining that the belief becomes irrational.</p> <p>1 mark for explaining the effect/consequence of an irrational belief in the context of the scenario.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>A belief about an event can be rational or irrational. If the belief is irrational the person may have a negative feeling (1).</li> <li>If an individual has an irrational belief about an event, they may respond in a negative way (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>A belief about an event can be rational or irrational. If the belief is irrational the person may have a negative feeling (1). This can lead Frank to have issues of anger and the belief that he is</li> </ul>	<p><b>2</b></p> <p><b>1xAO1</b></p> <p><b>1xAO2</b></p>	To gain full marks the answer must be linked to the scenario.

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Question		Answer	Marks	Guidance
		<p>hated. (1).</p> <ul style="list-style-type: none"> <li>If an (activating) event is evaluated through an irrational belief (1), the individual will respond with an unhealthy negative emotion and in Franks case becomes incredibly angry when he believes he is hated by his opponent, irrationally throwing his controller against the wall (1).</li> </ul> <p>Other appropriate explanations should be credited.</p>		
9	a	A	1 AO1	
	b	B	1 AO3	
	c	D	1 AO3	
10	a	<p><b>Eysenck devised a Criminal Personality Theory.</b></p> <p><b>State what is meant by extroversion in relation to criminal behaviour.</b></p> <p>1 mark for any acceptable statement as a definition of extroversion.</p> <p>1 mark for linking definition to criminal behaviour.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>Extroversion is characterised by sociability/ talkativeness/assertiveness/excitability. (1)</li> <li>Extroverts are full of life/energy/positivity/outgoing. (1)</li> </ul> <p><u>Example of a 2 mark answer:</u></p>	2 AO1	For full marks there needs to be a clear link made to criminal behaviour.



Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>Extroversion is characterised by sociability/ talkativeness/assertiveness/excitability. (1) People who score highly on extrovert measures are more likely to act anti-socially in situations where the opportunity presents itself. (1)</li> </ul> <p>Other appropriate statements should be credited.</p>		
b	<p><b>A psychologist wanted to investigate the neuropsychology involved in extraversion.</b></p> <p><b>Outline one way she could carry out her investigation.</b></p> <p>1 mark for showing an understanding of the neuropsychology involved in extraversion</p> <p>1 mark for how this could be investigated through reference to any part of a procedure</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>She could compare extroverts with non-extroverts (1)</li> <li>She could look at the reticular activating system of extroverts (1)</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>She could look at the reticular activating system of extroverts (1) to see if it is different from introverts (1)</li> <li>She could use a brain scan (1) to investigate the dopamine activity of extroverts (1)</li> </ul>	<p><b>2</b></p> <p><b>1xAO1</b></p> <p><b>1xAO2</b></p>	<p>For full marks there needs to be a clear link made between neuropsychology and extraversion.</p>

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Question	Answer	Marks	Guidance
	Other appropriate outlines should be credited.		
c	<p><b>Outline one criticism of Eysenck's theory.</b></p> <p>Answers are likely to refer to the following:</p> <ul style="list-style-type: none"> <li>• The theory relies on the use of rating scales to measure personality factors therefore open to response bias leading to problems with validity, particularly when measuring the personalities of criminals.</li> <li>• The theory suggests that personality traits are stable and consistent across situations, yet people can show very different personality characteristics in relation to different types of crime.</li> <li>• The theory merely identifies certain characteristics that may link to criminality; it does not inform us why individuals commit criminal acts.</li> </ul> <p>1 mark for the identification of a criticism with no further elaboration.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• The theory relies on the use of rating scales to measure personality factors and is therefore open to response bias (1).</li> <li>• The theory suggests that personality traits are stable and consistent across situations, which is rarely the case (1).</li> </ul> <p>2 marks for an elaborated response.</p>	<p style="text-align: center;"><b>2</b> <b>AO3</b></p>	

Question		Answer	Marks	Guidance
		<p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>The theory suggests that personality traits are stable and consistent across situations, yet people can show very different personality characteristics in relation to different types of crime (1). For example, a person who commits fraud will show very different scores on the neurotic, extroversion and psychoticism scales from a person who commits murder (1).</li> <li>The theory merely identifies certain characteristics that may link to criminality; it does not inform us why individuals commit criminal acts (1). The theory tells us that rapists and child abusers are extrovert, neurotic and psychotic but it does not explain why they rape or abuse children (1).</li> </ul> <p>Other appropriate criticisms should be credited.</p>		
11	a	<p><b>Participants in Heaven's (1996) study into personality and delinquency completed questionnaires which included rating scales. Explain one strength of questionnaires as used in this study.</b></p> <p>1 mark for identifying an appropriate strength of questionnaires.</p> <p>1 mark explaining the strength of questionnaires as used in Heaven's study.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>A strength of questionnaires is that they make it</li> </ul>	<p><b>2</b> <b>AO3</b></p>	<p>Maximum 1 mark only if no link to Heaven's (1996) study is made.</p>

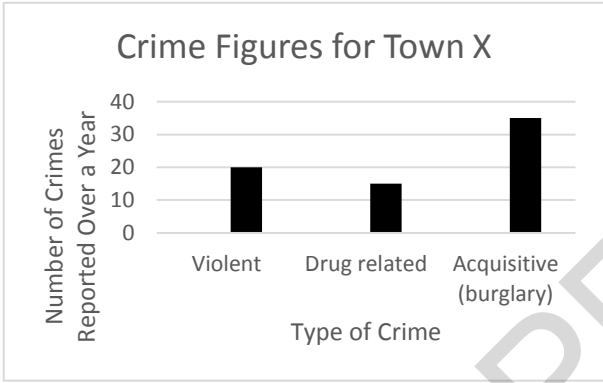
Question	Answer	Marks	Guidance
	<p>easy to keep responses anonymous (1).</p> <ul style="list-style-type: none"> <li>• A strength of questionnaires is that they can be used to access a large number of respondents at the same time (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• A strength of questionnaires is that they make it easy to keep responses anonymous (1). None of the names of the participants/students were published (1).</li> <li>• A strength of questionnaires is that they can be used to access a large number of respondents at the same time (1). They allowed the study to have a large sample making findings generalisable (1).</li> <li>• A strength of questionnaires is that all participants are asked the same questions (1). It was therefore easy to make comparisons between people/students (1).</li> </ul> <p>Other appropriate explanations should be credited.</p>		
b	<p><b>Explain one way that the procedure of Heaven's study could be improved.</b></p> <p>1 mark for identifying an appropriate limitation of the study</p> <p>1 mark for a suggested improvement.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• a limit of the study is that it had a biased sample</li> <li>• the study had a lack of construct validity</li> <li>• there were limited choices on closed questions</li> </ul> <p><u>Examples of a 2 mark answer:</u></p>	<p><b>2</b></p> <p><b>1xAO2</b></p> <p><b>1xAO3</b></p>	<p>Maximum 1 mark only if no link to Heaven's (1996) study is made.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• a limit of the study is that it had a biased sample (1) to improve, they could carry out the investigation in more than one country (1)</li> <li>• a limit of the study is that it had a biased sample (1) to improve that could use state schools as well as independent schools (1)</li> <li>• the study had limited choices on closed questions (1) to improve, the research could widen the rating scale (1)</li> </ul> <p>Other appropriate explanations should be credited.</p>		
12	<p><b>Outline the process of synaptic transmission</b></p> <p>1 mark for a basic description of the process of synaptic transmission.</p> <p>2 marks for a more detailed description, with effective use of terminology</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Neurotransmitters are released by neurons (1)</li> <li>• Neurons bind to receptors (1)</li> <li>• Receptors are activated by neurotransmitters (1)</li> <li>• Synaptic transmission is communication between two neurons (1)</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Neurotransmitters are released by the pre-synaptic neuron (1) and bind to the receptors of a post-synaptic neuron (1)</li> </ul>	<p style="text-align: center;"><b>2</b> <b>AO1</b></p>	

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Question		Answer	Marks	Guidance								
		<ul style="list-style-type: none"> <li>Synaptic transmission allows the communication between neurons (1) through the release of neurotransmitters which bind to receptors (1).</li> <li>Neurons release neurotransmitters (1) which bind to and activate the post-synaptic neuron (1).</li> </ul> <p>Other appropriate descriptions should be credited.</p>										
13	a	<p><b>Sketch a bar chart to represent the crime figures for town X.</b></p>  <table border="1"> <caption>Crime Figures for Town X</caption> <thead> <tr> <th>Type of Crime</th> <th>Number of Crimes Reported Over a Year</th> </tr> </thead> <tbody> <tr> <td>Violent</td> <td>20</td> </tr> <tr> <td>Drug related</td> <td>15</td> </tr> <tr> <td>Acquisitive (burglary)</td> <td>35</td> </tr> </tbody> </table>	Type of Crime	Number of Crimes Reported Over a Year	Violent	20	Drug related	15	Acquisitive (burglary)	35	<p><b>4</b> <b>AO2</b></p>	<p>1 mark for correctly titled graph.</p> <p>1 mark for Y axes being correctly labelled.</p> <p>1 mark for X axes being correctly labelled.</p> <p>1 mark for correct plotting of data.</p>
Type of Crime	Number of Crimes Reported Over a Year											
Violent	20											
Drug related	15											
Acquisitive (burglary)	35											
	b	<p><b>Identify which type of crime would give the modal class.</b></p> <p>1 mark for identifying 'acquisitive'.</p>	<p><b>1</b> <b>AO3</b></p>									
	c	<p><b>Name one other type of crime that may not have been reported in town X.</b></p> <p>1 mark for the appropriate type of crime not represented in the given table.</p>	<p><b>1</b> <b>AO2</b></p>	<p>Mark is awarded for type of crime only. Do not accept examples of crime, e.g. murder.</p>								

Question	Answer	Marks	Guidance
	<p>Most likely answers will be:</p> <ul style="list-style-type: none"> <li>• anti-social</li> <li>• sexual.</li> </ul>		
14	<p><b>Describe how restorative justice can help to reduce acquisitive reoffending.</b></p> <p>The aim is to encourage offenders to take responsibility for the harm they have caused and to agree on ways to repair the harm and damage caused. If an offender can be made aware of the impact of their crime e.g. burglary/robbery, on the victim(s), they may be less likely to re-offend.</p> <p>1 mark for outlining restorative justice.</p> <p>1 mark for making a link between the method of rehabilitation and acquisitive offending.</p> <p>1 mark for a fully developed description of how restorative justice may reduce the likelihood of continued acquisitive offending</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• An offender acknowledges the impact his/her crime as caused, so they don't re-offend in the future (1).</li> <li>• The focus is on the harm done to the victim(s) so the offender does not re-offend (1).</li> <li>• The offender apologises to the victim.(1)</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• An offender acknowledges the impact his/her</li> </ul>	<p><b>3</b>  <b>2xAO1</b>  <b>1xAO2</b></p>	<p>1 mark only if not linked to acquisitive reoffending</p>

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Question			Answer	Marks	Guidance
			<p>crime has caused, so they don't rob/burgle in the future (1) and to make amends by agreeing to behaviours suggested by the victim (1).</p> <ul style="list-style-type: none"> <li>Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for what they have done (1).</li> </ul> <p><u>Examples of a 3 mark answer:</u></p> <ul style="list-style-type: none"> <li>An offender acknowledges the impact his/her crime as caused, so they don't steal in the future (1) and to make amends by agreeing to behaviours suggested by the victim (1). If an offender can be made aware of the impact of taking items from the victim(s), they may be less likely to re-offend (1).</li> <li>Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for taking other peoples' possessions (1). If they can find a way to make amends, they may be less likely to rob/steal/burgle in the future (1).</li> </ul> <p>Other appropriate descriptions should be credited.</p>		
15	a		C	1 AO1	
	b		A	1 AO1	
	c		A	1 AO1	



Question		Answer	Marks	Guidance
16	a	<p><b>Using the source, identify which girl Dweck would suggest has a fixed mindset.</b></p> <p>Lucia</p>	<p><b>1</b> <b>AO2</b></p>	
	b	<p><b>Outline how the teacher could use praise to develop a growth mindset.</b></p> <p>1 mark for a brief statement suggesting how praise can develop a growth mindset. 1 mark for explaining how the teacher could use praise to develop a growth mindset.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Praise that recognises effort can develop a growth mindset (1).</li> <li>• Dedication and hard work can develop a growth mindset (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• If the teacher congratulates a pupil for the effort (1) they have put into a piece of work, they will develop a love of learning and develop a growth mindset (1).</li> <li>• If the teacher praises a pupil for studying hard, using good learning strategies and showing persistence (1), they will develop a love of learning and a growth mindset (1).</li> </ul> <p>Other appropriate statements should be credited.</p>	<p><b>2</b> <b>AO2</b></p>	

Question	Answer	Marks	Guidance															
17	<p><b>A psychologist wanted to replicate Blackwell et al.'s study into fixed and growth mindsets. She used 300 American students from her college in New York spread out as indicated in the table below:</b></p> <table border="1" data-bbox="416 416 1021 627"> <thead> <tr> <th data-bbox="416 448 595 518">Age:</th> <th colspan="2" data-bbox="595 416 1021 448">Number of:</th> </tr> <tr> <th data-bbox="416 448 595 518"></th> <th data-bbox="595 448 808 518">Male Students</th> <th data-bbox="808 448 1021 518">Female Students</th> </tr> </thead> <tbody> <tr> <td data-bbox="416 518 595 550">13-14</td> <td data-bbox="595 518 808 550">49</td> <td data-bbox="808 518 1021 550">51</td> </tr> <tr> <td data-bbox="416 550 595 582">15-16</td> <td data-bbox="595 550 808 582">55</td> <td data-bbox="808 550 1021 582">45</td> </tr> <tr> <td data-bbox="416 582 595 627">16-17</td> <td data-bbox="595 582 808 627">45</td> <td data-bbox="808 582 1021 627">55</td> </tr> </tbody> </table> <p><b>Explain one strength of the sample used in this study</b></p> <p>1 mark for applying knowledge of sample strengths.</p> <p>1 mark for explaining the answer in the context of the scenario.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• A strength of the sample is that all participants were American/came from New York (1).</li> <li>• A strength of the sample is that all participants were students (1).</li> <li>• A strength of the sample is that it was large in number (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• A strength of the sample is that all participants were American/came from New York (1). This means findings can be generalised to Americans/people from New York (1).</li> </ul>	Age:	Number of:			Male Students	Female Students	13-14	49	51	15-16	55	45	16-17	45	55	<p><b>2</b> <b>2xAO2</b></p>	<p>To gain full marks the answer must be contextualised to the scenario</p>
Age:	Number of:																	
	Male Students	Female Students																
13-14	49	51																
15-16	55	45																
16-17	45	55																

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Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> <li>• A strength of the sample is that all participants were students (1). This means findings can be generalised to students (1).</li> <li>• A strength of the sample is that it was large in number (1). This means the sample is likely to be representative so the findings can be generalised (1).</li> </ul> <p>Other appropriate answers should be credited.</p>		
18	a	<p><b>Outline what Piaget meant by the concept of egocentrism.</b></p> <p>1 mark for a showing basic knowledge of the concept of egocentrism</p> <p>1 mark for a link made to Piaget's view on the concept of egocentrism</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• to be selfish (1)</li> <li>• to only see things from your point of view (1)</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• egocentrism implies a fixed mindset (1) where a child can only view situations from their perspective and not others (1)</li> <li>• egocentrism is a feature of children's cognition (1) where they are unable to mentally put themselves in the position of another whether physically or emotionally (1)</li> </ul> <p>Other appropriate answers should be credited.</p>	<p><b>2</b> <b>AO1</b></p>	<p>Maximum one mark if no link to Piaget is made.</p>

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Question		Answer	Marks	Guidance
	b	<p><b>Give one example of how a child may show egocentrism when playing with others.</b></p> <p>1 mark for any relevant example linked to playing with others which demonstrates egocentrism e.g. a child covering her own eyes when playing hide and seek, a child who refuses to share a toy, a child who cannot play board games because they cannot guess another child's strategy</p> <p>Other appropriate answers should be credited.</p>	<p><b>1</b> <b>AO2</b></p>	
19	*	<p><b>Use your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint:</b></p> <p><b>“Often it is not so much the kind of person a human is as the kind of situation in which he/ she finds themselves that determines how they will act.”</b></p> <p><b>In your answer you should refer to learning theories of development and at least one different area of psychology you have studied.</b></p> <p>AO1 marks for description of Dweck's ideas on fixed and growth mindsets, Dweck's ideas on praise for effort, Willingham's ideas on the myth of learning styles, and Willingham's ideas on the importance of meaning for learning.</p> <p>AO3 marks for valid critical evaluation points relating to the nature/nurture debate in relation to the learning theories of development and at least one other area. For example learning theories support the nurture side of the debate ('the kind of situation') through reinforcement (praise) and punishment and growth</p>	<p><b>13</b> <b>6xAO1</b> <b>7xAO3</b></p>	<p>Areas that could be considered include:</p> <ul style="list-style-type: none"> <li>• Learning Theories of Development</li> <li>• Social Learning Theory of Criminality</li> <li>• Biological Theory of psychological problems</li> </ul> <p>Credit any other relevant response from any other topic area studied:</p> <ul style="list-style-type: none"> <li>• The Brain and neuropsychology</li> <li>• Development</li> <li>• Memory</li> <li>• Psychological Problems</li> <li>• Social Influence</li> <li>• Criminal Psychology</li> <li>• Sleep and Dreaming</li> </ul> <p>AO3 marks can only be awarded where more than one area of study has been considered.</p>

Question	Answer	Marks	Guidance
	<p>mindsets and meaning for learning. Reference to Blackwell et al. (2007) can also be used as evidence to support the nurture debate.</p> <p>Other areas (theories or studies) which are relevant to the nature/nurture debate should be credited.</p> <p><b>AO1</b></p> <p><b>Level 3 (5–6 marks):</b></p> <p>There is a thorough description of the nature/nurture debate through at least two key theories/concepts. This is done with accuracy and clarity.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2 (3-4 marks):</b></p> <p>There is a good description of the nature/nurture debate through one or more key concepts/theories. This is done with accuracy.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 1 (1-2 marks):</b></p> <p>There is a basic description of the nature/nurture debate through one or more theories/key concepts. This may include some inaccuracy.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by</p>		

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Question	Answer	Marks	Guidance
	<p>limited evidence.</p> <p><b>0 marks:</b> No credit worthy response.</p> <p><b>AO3</b></p> <p><b>Level 3 (5-7 marks):</b></p> <p>There is a thorough evaluation which offers breadth and/or depth, providing a thorough discussion of the stated area and at least one other area of psychology. Points are coherent and relevant and the response is developed in order to reach a substantiated judgement in response to the question.</p> <p><b>Level 2 (3-4 marks):</b></p> <p>There is a good evaluation which offers breadth and/or depth providing a good discussion of the stated area and one other area of psychology. Points may be brief but should still be relevant and used to reach a supported judgement in response to the question.</p> <p><b>Level 1 (1-2 marks):</b></p> <p>There may be some basic attempt at evaluation but it will be weak and consideration of other areas of psychology may be inaccurate. Judgements will be either unclear or absent.</p> <p><b>0 marks:</b> No credit worthy response.</p>		
20	<p><b>State an alternative hypothesis for your investigation.</b></p> <p>1 mark for recognising that an alternative hypothesis</p>	<p><b>2</b> <b>AO2</b></p>	<p>An answer that is:</p> <p>An aim/question/correlation/relationship is capped at 1 mark.</p>

Question		Answer	Marks	Guidance
		<p>predicts a difference.</p> <p>1 mark for the accurate identification of <b>both</b> variables.</p> <p><u>Example of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>Students will take longer to read a passage from a book (1).</li> </ul> <p><u>Example of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>Students will take longer to read a passage from a book (1) when there is a lot of background noise than when reading a passage from a book in silence (1).</li> </ul> <p>Other appropriate wordings should be credited but the prediction and variables must be correct for full marks.</p>		<p>An answer that refers to:</p> <p>There being a difference/no difference is capped at 1 mark (as the source states that the theory is that it will take longer to read a passage from a book when there is a lot of background noise than when it is silent).</p> <p>NB: hypotheses can be phrased in either the present or future tense, but not the past tense.</p>
21	a	<p><b>What experimental design would you choose in your investigation? Justify your answer.</b></p> <p>Repeated measures design (1):</p> <ul style="list-style-type: none"> <li>A small sample is needed as participants take part in both experimental conditions (1).</li> </ul> <p>Independent measures design (1):</p> <ul style="list-style-type: none"> <li>Participants are unlikely to respond with demand characteristics as they will have little opportunity to work out the aim of the experiment as they only take part in one condition (1).</li> </ul>	<p><b>2</b></p> <p><b>AO2</b></p>	<p>1 mark for naming either repeated measures design or independent measures design.</p> <p>1 mark for justification of design (small sample size required for RM).</p>

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Question	Answer	Marks	Guidance
b	<p><b>Describe one strength of using this experimental design in your investigation.</b></p> <p>1 mark for stating a strength of the design identified in part (a).</p> <p><u>Example answers for a repeated measures design:</u></p> <p>Individual differences will not influence the findings as the same participants take part in both experimental conditions (1).</p> <p><u>Examples of answers for an independent measures design:</u></p> <ul style="list-style-type: none"> <li>• Boredom will not influence the findings as participants only take part in one condition (1).</li> <li>• Practice effects will not influence the findings as participants will only take part in one condition (1).</li> </ul> <p>Other appropriate strengths should be credited.</p>	<p><b>1</b> <b>AO3</b></p>	<p>If the candidate gives a strength of the design not identified in part (a) no marks can be awarded.</p>
22	<p><b>Outline the procedure you would use in your investigation.</b></p> <p>1 mark for identifying a basic procedure and/or one feature of the procedure.</p> <p>2 marks for a reasonably feasible procedure and/or two features of the procedure.</p> <p>3 marks for describing a feasible procedure and/or three features of the procedure.</p> <p>4 marks for a more detailed description of a feasible procedure and/or four or more features of the</p>	<p><b>4</b> <b>AO2</b></p>	<p>The emphasis is on <b>how</b> not why.</p> <p>Consider any of the following:</p> <ul style="list-style-type: none"> <li>• How the independent variable will be operationalised</li> <li>• Who will comprise the sample.</li> <li>• How the sample will be gathered</li> <li>• How the groups will be selected, e.g. random allocation into the two conditions</li> <li>• How reading time will be measured e.g. tape recording the reading activity and then timing how long it took to read the passage</li> </ul>



Question	Answer	Marks	Guidance
	<p>procedure.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>I would randomly allocate my participants to the two conditions by putting the names of all twenty participants in a hat and placing the first ten names I pull out in the noisy conditions and the second ten names in the silent condition (1).</li> <li>I would measure reading times by timing (with a stop watch) how long it took each participant to read the given passage aloud (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>I would ask participants in both conditions to wear headphones so I could control noise levels (1). I would make sure that all participants read the same passage (1).</li> <li>I would control for noise levels in the noisy condition by asking participants to wear headphones and then play the same music at the same level through the headphones (1). Participants would then read the passage aloud whilst I time how long it takes them to read it (1).</li> </ul> <p><u>Examples of a 3 mark answer:</u></p> <ul style="list-style-type: none"> <li>Both conditions of the experiment would be conducted in the same classroom (1). I would ask all participants to wear headphones and then play background music over the headphones for those in the noisy condition and nothing for those in the silent condition (1). I would then ask all participants to read a given passage aloud into a</li> </ul>		<ul style="list-style-type: none"> <li>Location of the investigation</li> <li>Controls, e.g. the passage to be read, noise levels/noise, time of day</li> <li>By whom (details of researcher)</li> <li>Any instructions given to participants</li> </ul> <p><b>Do NOT credit any aspect of the investigation that has been / will be awarded in separate questions.</b></p> <p><b>Be mindful of contradictory procedures in light of other information provided in other question parts.</b></p>

Question	Answer	Marks	Guidance
	<p>tape recorder and time how long it took them (1).</p> <ul style="list-style-type: none"> <li>I would randomly allocate my participants to the two conditions by putting the names of all twenty participants in a hat and placing the first ten names I pull out in the noisy conditions and the second ten names in the silent condition (1). I would ask all participants to wear headphones and then play background music over the headphones for those in the noisy condition and nothing for those in the silent condition (1). I would then ask all participants to read a given passage aloud into a tape recorder so I could play each recording back and time how long each one lasted (1).</li> </ul> <p><u>Examples of a 4 mark answer:</u></p> <ul style="list-style-type: none"> <li>Both conditions of the experiment would be conducted in the same classroom (1). I would ask all participants to wear headphones and then play background music over the headphones for those in the noisy condition and nothing for those in the silent condition (1). I would then ask all participants to read a given passage aloud into a tape recorder and time how long it took them (1). I would then add up all the times in the noisy condition and divide by the number of participants in that condition so I could find the mean reading time. I would then do the same for the noisy condition (1).</li> <li>I would randomly allocate my participants to the two conditions by putting the names of all twenty participants in a hat and placing the first ten names I pull out in the noisy conditions and the second ten names in the silent condition (1). I</li> </ul>		

Question	Answer	Marks	Guidance
	<p>would ask all participants to wear headphones and then play background music over the headphones for those in the noisy condition and nothing for those in the silent condition (1). I would then ask all participants to read a given passage aloud into a tape recorder so I could play each recording back and time how long each one lasted (1). I would then calculate the average reading time for each condition and display them in a bar graph so I could see whether the average reading time was quicker in the noisy condition or the silent condition (1).</p> <p>Other appropriate outlines should be credited.</p>		
23	<p><b>Explain how one ethical issue may impact on your investigation.</b></p> <p>1 mark for identifying an appropriate ethical issue that may impact on the candidate's investigation.</p> <p>Likely issues will be:</p> <p>Stress/psychological harm, informed consent, right to withdraw, debriefing, confidentiality, deception.</p> <p>1 mark for stating how the issue may impact on the investigation.</p> <p>1 mark for an elaborated response explaining the consequences of the issue's impact.</p> <p><u>Examples of a 1 mark answer:</u></p> <p>Mere identification of an appropriate ethical issue e.g.</p>	<p><b>3</b>  <b>1xAO1</b>  <b>2xAO3</b></p>	

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Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Your chosen ethical issue: confidentiality (1).</li> <li>• Your chosen ethical issue: consent (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Confidentiality (1) may impact on my investigation if participant's names become known (1).</li> <li>• Stress (1) may impact on my investigation if participants become worried by the noise / have difficulty reading the text (1).</li> </ul> <p><u>Examples of a 3 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Confidentiality (1) may impact on my investigation if participants are not assured that their names will not be disclosed (1). If anonymity is not assured, they may not want to take part and withdraw from the investigation (1).</li> <li>• Stress (1) may impact on my investigation if participants become worried by the noise / have difficulty reading the text (1). This may make them perform badly and so affect my findings (1).</li> </ul> <p>Other appropriate explanations should be credited.</p>		
24	<p><b>Explain how one measure of central tendency could be used to analyse your data.</b></p> <p>1 mark for identifying a measure of central tendency.</p> <p>1 mark for application of how the chosen measure of central tendency would be calculated.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• I would use the mean (1).</li> <li>• I would use the mode (1).</li> </ul>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>1xAO1</b></p> <p style="text-align: center;"><b>1xAO2</b></p>	

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• I would use the median (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• I would use the mean (1) by adding all the scores in the data set together and then dividing the total by the actual number of scores in the data set (1).</li> <li>• I would use the mode (1) by finding the most common score in the data set (1).</li> <li>• I would use the median (1) by calculating the middle score once I have put all the scores in the data set in numerical order (1).</li> </ul> <p>Other appropriate descriptions should be credited.</p>		
25	<p><b>Describe two weaknesses of using an experiment for your investigation.</b></p> <p>1 mark for identifying a weakness of an experiment.</p> <p>1 mark for explaining the identified weakness in the context of the investigation.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• One weakness of an experiment is that you might get demand characteristics (1).</li> <li>• One weakness of an experiment is that it may lack ecological validity (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• One weakness of an experiment is that you might get demand characteristics (1). In this</li> </ul>	<p><b>4</b></p> <p><b>2xAO2</b></p> <p><b>2xAO3</b></p>	

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Question	Answer	Marks	Guidance
	<p>investigation the students may work out that the effect of noise (on reading time) is being measured (especially if they take part in both conditions) and then purposely read slower/faster in the noisy/silent condition to please the experimenter (1).</p> <ul style="list-style-type: none"> <li>• One weakness of an experiment is that it may lack ecological validity,(1) In this investigation being timed whilst reading a passage from a book is not a real-life situation and so may not reflect actual reading times in either noisy or silent conditions (1).</li> </ul> <p>Other appropriate, contextualised weaknesses should be credited.</p>		

## Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1a	1			1
1b	1			1
1c	1			1
2			2	2
3	2			2
4ai	1			1
4aii	1			1
4b	1	1		2
5			3	3
6a	1			1
6b		1		1
7a		2		2
7b		2		2
8a			2	2
8b	1	1		2
9a	1			1
9b			1	1
9c			1	1
10a	2			2
10b	1	1		2
10c			2	2
11a			2	2
11b		1	1	2
12	2			2
13a		4		4
13b			1	1
13c		1		1
14	2	1		3
15a	1			1
15b	1			1
15c	1			1
16a		1		1
16b		2		2
17		2		2
18a	2			2
18b		1		1
19	6		7	13
20		2		2
21a		2		2
21b			1	1
22		4		4
23	1		2	3
24	1	1		2
25		2	2	4
<b>TOTAL</b>	<b>31</b>	<b>32</b>	<b>27</b>	<b>90</b>