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A-LEVEL

# Psychology (Specification B)

PSYB3 Unit 3 Child Development and Applied Options

Mark scheme

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2185

June 2016

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Version 1.0: Final Mark Scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk).

## Section A Child Development

### Topic: Social Development

**01** Explain what these extracts show about age-related changes in friendship.

**[4 marks]**

AO1 = 2

For **each** extract, award one mark for knowledge of an **age-related change** illustrated.

Younger children show understanding of a friend as

- partner in physical interaction/someone to spend time with; shows friendships are easily formed/dissolved; someone who is nearby

Older children show understanding of a friend as

- someone with mutual interests; responsive to other's needs; involves reciprocity/sharing; loyalty

Credit other age-related change

AO2 = 2

For **each** extract, award one mark for correctly linking AO1 material to the content of the extract.

Credit any relevant application eg.

- Jed sees other boy as best friend because they 'sit /play together' (so are physically proximal)
- Tom sees other boy as best friend because they 'both like computer games' (so have a mutual interest)

**02** Outline **three** issues that the psychologist should have addressed in this letter.

**[3 marks]**

AO3 = 3

Award one mark for each of the following points briefly outlined:

- asking permission/consent from parents
- explaining the aims/purpose of the research to parents/outlining the intended procedure
- reference to **at least one** further relevant ethical issue eg confidentiality/the right to withdraw/protection from harm.

**03** According to Bowlby, attachment is based on a desire for....

**[1 mark]**

AO1 = 1

C

**04** 'Ainsworth's work has greatly influenced our understanding of attachment.'

Discuss this view. Refer to evidence as part of your discussion.

**[12 marks]**

**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.**

AO1 = 4

Up to 4 marks for knowledge/description of Ainsworth's work on attachment (research and theory).

Relevant content includes:

- Strange Situation method – controlled observation of infant responses to separation, presence of stranger, reunion with mother, 8 stages.
- Ainsworth's findings; the category system – secure; anxious avoidant; anxious resistant
- Ainsworth's conclusion about role of sensitive responsiveness in influencing quality and type of attachment
- Ainsworth's Baltimore home observation; Uganda study

One mark for description of other relevant evidence eg van Ijzendoorn and Kroonenberg.

Credit other relevant material.

AO2 = 8

Up to 8 marks for discussion of Ainsworth's work, its influence and contribution to our understanding. Relevant discussion points include:

- provided a method to assess children's attachment that was replicable and reliable
- identified different types of attachment in young children
- provided an assessment of attachment so that causes could be investigated
- practical usefulness of the category system – situations when it might be important to be able to determine attachment type
- extent to which the findings are applicable across cultures – supporting and contradictory evidence
- long-term usefulness of attachment types eg implications for adult relationships and possible use in therapy
- contrast with other research into attachment eg sensitive responsiveness theory contrasted with Bowlby's attachment theory
- use of relevant evidence to discuss Ainsworth's influence

Credit evaluation of evidence (eg methodology and/or ethics) only where used to discuss Ainsworth's influence

**Maximum 8 marks if no evidence presented.**

**10 - 12 marks Very good answers**

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to Ainsworth's work. Discussion is thorough and includes thoughtful analysis of how Ainsworth has contributed to the understanding of attachment. Most discussion points are well developed and focused on the quote. Relevant evidence is used effectively. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

**7 - 9 marks Good answers**

Answer is mostly well focused on the question and shows knowledge and understanding in relation to Ainsworth's work. Discussion of how Ainsworth has contributed to the understanding of attachment is evident, with some points developed. At the top of the band relevant evidence is presented. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

**4 - 6 marks Average to weak answers**

Answer shows limited knowledge and understanding in relation to Ainsworth's work. There must be some discussion of Ainsworth's work for 5/6 marks and points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

**1 - 3 marks Poor answers**

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

**0 marks No relevant content**

**Topic: Cognitive Development**

**05** Explain how the responses of Amy and Annie might be different. Refer to Siegler's research into problem-solving strategies in your answer.

**[4 marks]**

AO1 = 2

Up to two marks for knowledge of Siegler's research into problem solving strategies. Award one mark for a brief point plus one mark for elaboration, or two marks for two brief points. Likely content:

- Children apply different problem solving rules at different ages
- Information processing limitations mean that younger children can only encode/process one factor

Credit reference to other relevant aspects of Siegler's research/theory eg overlapping waves; balance study.

AO2 = 2

One mark each for the following applications:

- Amy considers only the number of weights
- Annie can consider either number of weights or position of weights (credit Annie can consider both number and position)

**06** Outline **three** issues that the psychologist should have addressed in this letter.

**[3 marks]**

AO3 = 3

Award one mark for each of the following points briefly outlined:

- asking permission/consent from parents
- explaining the aims/purpose of the research to parents/outlining the intended procedure
- explaining **at least one** further relevant ethical issue eg confidentiality/the right to withdraw/protection from harm.

**07** Which **one** of the following statements about Piaget's class inclusion studies is true? Write the correct letter in your answer book.

**[1 mark]**

AO1 = 1

A

**08** ‘Cognitive abilities are largely innate.’

Discuss this nativist view of cognitive development. Refer to evidence as part of your discussion.

**[12 marks]**

**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.**

AO1 = 4

Up to 4 marks for knowledge/description of nativist theory of cognitive development. Relevant content includes:

- focus on inborn cognitive abilities
- immediate and direct understanding of the world
- examples and description of specific nativist explanations or specific innate cognitive abilities – object permanence (eg Baillargeon); depth perception (eg Bower, Gibson and Walk); cross-modal integration (eg Melzoff); language acquisition device (eg Chomsky)

Up to 2 marks for description of evidence- this can be evidence supporting nativist views as in the above studies or evidence supporting alternative views eg evidence about learning or scaffolding research eg Wood and Middleton.

Credit other relevant material.

AO2 = 8

Up to 8 marks for discussion of nativist theory about cognitive development. Discussion might include reference to:

- narrowness of the nativist view and determinism
- informed comparison with alternatives eg constructivist explanations - Piaget’s views about importance of experiential learning and ‘action on the world’; social interactionist explanations eg Vygotsky’s view of the child ‘as apprentice’; Rogoff’s guided participation; scaffolding
- discussion of nativist theory may be linked to more general psychological approaches eg. the role of trial and error – links to behavioural explanations; social learning theory – importance of observation and imitation
- use of relevant evidence to discuss the quote

Credit evaluation of evidence only where used to discuss nativist theory

Full credit can be given to answers that focus solely on infant abilities.

**Maximum 8 marks if no evidence presented**

**10 - 12 marks Very good answers**

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Answer is clearly focused on the question and shows sound knowledge and understanding in relation to nativist theory of cognitive development. Discussion is thorough and includes thoughtful analysis of nativist theory in relation to cognitive development. Most discussion points are well developed and focused on the quote. Relevant evidence is used effectively. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

**7 - 9 marks Good answers**

Answer is mostly well focused on the question and shows knowledge and understanding in relation to nativist theory of cognitive development. Discussion of nativist theory in relation to cognitive development is evident, with some points developed. At the top of the band relevant evidence is presented. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

**4 - 6 marks Average to weak answers**

Answer shows limited knowledge and understanding in relation to nativist theory of cognitive development. There must be some discussion of nativist theory in relation to cognitive development for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

**1 - 3 marks Poor answers**

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

**0 marks No relevant content**



**Topic: Moral Development**

**09** Outline what is meant by the ‘moral comparison technique’ and explain how the answers of Andrew and Alex might have differed.

**[4 marks]**

AO1 = 2

Award one mark for knowledge of the moral comparison technique as follows:

- in moral comparisons one character intentionally causes (small) damage whereas the other causes (a lot of) damage accidentally. Accept description through example.
- children are then asked ‘Who is the naughtier?’

AO2 = 2

One mark each for the following applications:

- Andrew considers consequence (amount of damage)/shows realism (so would say that the person who causes most damage is naughtier)
- Alex considers intention/shows relativism (so would say that the person with bad intent is the naughtier)

**10** Outline **three** issues that the psychologist should have addressed in this letter.

**[3 marks]**

AO3 = 3

Award one mark for each of the following points briefly outlined:

- asking permission/consent from parents
- explaining the aims/purpose of the research to parents/outlining the intended procedure
- explaining **at least one** further relevant ethical issue eg confidentiality/the right to withdraw/protection from harm.

**11** Which **one** of the following moral dilemmas is different from the type of moral dilemmas that were used by Kohlberg?

Write the correct letter in your answer book.

**[1 mark]**

AO1 = 1

C

**12** 'Males and females have a different understanding of moral issues.'

Discuss this view. Refer to psychological theory and evidence as part of your discussion.

**[12 marks]**

**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.**

AO1 = 4

Up to 4 marks for knowledge/description of psychological theory and evidence relating to male/female differences in moral understanding. Likely content includes:

- Kohlberg's stage theory – sex differences in the conventional level, males at Stage 4 and females at Stage 3 – characteristics of these stages to illustrate male/female differences
- Gilligan's levels illustrating sex differences in moral orientation eg female focus on care and male focus on justice
- psychodynamic explanations – Freud's view that male identification is stronger and therefore males are more moral

Up to 2 marks for description of evidence - this can be evidence supporting sex differences in moral understanding eg Kohlberg, Gilligan, Attanucci and McGillicuddy-De Lisa or contradictory evidence suggesting no differences eg Walker.

AO2 = 8

Up to 8 marks for discussion of the view that males and females have different moral understanding. Likely content:

- gender differences assumed by Kohlberg may be due to issue of male bias in his research (sampling, content of dilemmas etc.)
- lack of testability of key concepts related to gender differences that form the basis of psychodynamic theory eg Oedipus complex
- role of broader psychological theory eg social learning theory and behaviourist theory leading to different expectation of boys and girls
- similarities and differences between the individual theories eg psychodynamic theory and Gilligan's assumption that identification with same-sex parent leads to sex differences
- use of relevant evidence in discussion eg Hyde and Hyde - meta-analysis shows difference in ethic of care and ethic of justice is very limited; Hoffman - research into rule breaking; Jadack - no sex differences in moral reasoning about sexual attitudes and behaviour

Credit evaluation of evidence only where used to discuss issue of sex differences in morality/moral understanding

**Maximum 8 marks if only theory or evidence presented****10 - 12 marks Very good answers**

Answer is clearly focused on the question and shows sound knowledge and understanding of theories and evidence related to sex differences in moral understanding. Discussion is thorough and includes thoughtful analysis of the issue of sex differences. Most discussion points are well developed and focused on the quote. Relevant evidence is used effectively. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

**7 - 9 marks Good answers**

Answer is mostly well focused on the question and shows knowledge and understanding of theories/evidence related to sex differences in moral understanding. Discussion of the issue of sex differences is evident, with some points developed. At the top of the band relevant evidence is presented. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

**4 - 6 marks Average to weak answers**

Answer shows limited knowledge and understanding of theories/evidence related to sex differences in moral understanding. There must be some discussion for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

**1 - 3 marks Poor answers**

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

**0 marks No relevant content**

## Section B Applied Options

### Topic: Cognition and Law

**13** Describe the holistic form explanation for face recognition.

**[4 marks]**

#### Question 13

AO1 = 4

Up to four marks for a description of the holistic form explanation. Usually award one mark for each of the following points:

- Faces are analysed as wholes (with configuration as important as features)
- Contextual/semantic information is important
- Driven by previously stored information/template (top down)
- The process is sequential (Bruce and Young) involving stages
- The stages are structural encoding, face recognition unit, personal identify nodes, name generation

Can award full marks for a detailed accurate description of the Bruce and Young stage model.

Can gain up to three marks for a fully labelled diagram (Bruce and Young) but expect reference to progression through the sequence for full marks.

Credit other relevant points

**14** Briefly discuss **two** methodological problems that might arise when interviewing children as eye-witnesses.

**[4 marks]**

AO2 = 4

Up to 2 marks for each of two problems briefly discussed. These must be specific to children as eye-witnesses. In each case, award one mark for a brief relevant point and a second mark for elaboration. Likely problems:

- Reliability – some evidence (but not all) indicates that children are more easily influenced by misleading information and are therefore less reliable than adult witnesses.
- Language – complexity of questions (passives/double negatives etc.) may affect the accuracy of recall more in children than in adults
- Acquiescence bias – children might be more likely than adults to say they recall something even if they don't because they feel pressured to give an answer rather than admit they cannot recall.
- Witness discussion-children may be more likely to suffer distortion after discussing the incident.
- Source monitoring - children may have difficulty in differentiating whether they witnessed something themselves or whether someone told them about it.
- Credit use of evidence to discuss problem.

Credit other relevant problems.

<b>15</b>	Discuss evidence related to repression and false memory. Refer to Marie's experience in your answer.	<b>[12 marks]</b>
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**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.**

AO1 = 4

Up to 4 marks for knowledge of evidence related to repression/false memory. Likely studies include:

Williams – recall of abuse and hospital records

Levinger and Clark – failure to recall words with negative emotional associations

Loftus et al – implanting memory of being lost in shopping mall

Lindsay – use of photograph to implant false memory

Malmquist – child witnesses to murder

Pezdek – implanting plausible v implausible memories

Mazzoni et al – dream interpretation and implanted memory

Freud's case studies.

Candidates can gain full marks for brief coverage of several studies or for fewer studies in greater detail.

AO2 = 8

Up to 6 marks for discussion of the evidence (credit methodological issues and/or implication of findings) and 2 marks for application to the stem. Likely content:

- alternative explanation for findings eg in the women in Williams study may have had other reasons for not disclosing the information some of the women were only 10 months old and may have no memory of the abuse."
- general validity issues eg. recall for words is not equivalent to recall for real-life unpleasant events
- Loftus's argument about 'existence proof'
- difficulty carrying out research into real-life memories
- ethical problems with this area of research
- credit reference to findings of BFMS and Frankland and Cohen recommendations
- application – Marie's memory came out of a therapy session – role of therapist in cases of recovered memory
- application to stem – talking about the incident again may help Marie to consolidate the memory – reconstruction/effort after meaning/confabulation

**10 - 12 marks Very good answers**

Answer is clearly focused on the question and shows sound knowledge and understanding of evidence in relation to repression/false memory. Discussion is thorough and includes thoughtful analysis. There is effective application for 11/12 marks. Most discussion points are well developed. Relevant evidence is used effectively. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

**7 - 9 marks Good answers**

Answer is mostly well focused on the question and shows knowledge and understanding of evidence in relation to repression/false memory. Discussion is evident, with some points developed. Any application is appropriate. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

**4 - 6 marks Average to weak answers**

Answer shows limited knowledge and understanding of evidence in relation to repression/false memory. There must be some discussion/application for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

**1 - 3 marks Poor answers**

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

**0 marks No relevant content**

**Topic: Schizophrenia and Mood Disorders**

**16** Outline **one** difference between the symptoms of unipolar depression and the symptoms of bipolar depression.

**[2 marks]**

**Question 16**

AO1 = 2

Award one mark for each of the following:

- Unipolar depression involves constant low mood
- Bipolar depression involves alternating bouts of low mood and mania

Credit other relevant differences in symptoms eg behaviour of a person with unipolar depression can appear relatively normal (1) but the behaviour of a person with bipolar can appear bizarre during the manic phase (1)

**17** Outline **one** biological treatment for bipolar disorder.

**[2 marks]**

AO1 = 2

Up to 2 marks for any of the following points.

- lithium (carbonate)
- thought to stabilise neurotransmitter activity/neural conductivity
- affects the manic episodes

Credit also SSRIs or MAOIs to treat low mood

Credit other relevant biological treatments.

**18** Briefly discuss **two** limitations of using biological treatments for mood disorders.

**[4 marks]**

AO2 = 4

Up to 2 marks for each limitation briefly discussed. In each case, award one mark for a brief limitation eg

- patient is passive recipient rather than active party in the treatment
- side-effect (of medication or ECT) with a relevant example
- psychological dependency - patient believes he/she cannot manage without it
- reductionist approach to treatment – does not address social problems/causes
- use of evidence
- may not treat the cause if the cause is not biological
- relapse occurs if medication stopped

A further mark each for elaboration eg why or how it is a limitation or brief contrast with alternative treatment.

**19** Discuss **two** explanations for schizophrenia. Refer to Jay in your answer.

**[12 marks]**

**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.**

AO1 = 4

Up to 4 marks for knowledge of two explanations for schizophrenia, usually 2 marks for each eg

- Biological explanation – genetics, concordance studies, twin/family studies, dopamine hypothesis, D2 receptor activity, frontal/temporal lobe activity, brain structure abnormalities
- Social/cultural explanations – labelling, self-fulfilling prophecy, family dysfunction, schism and skew, communication and expressed emotion
- Cognitive explanations – information processing abnormalities, perceptual and attentional deficits
- Psychodynamic explanations – ego overwhelmed by id/defects in ego development

Note – students may gain full credit for two explanations from one of the above categories eg two social explanations or two biological explanations

Credit description of relevant evidence – 1 mark

AO2 = 8

Up to 6 marks for discussion of two explanations and 2 marks for application to the stem. Content will depend on the explanations chosen but might include:

- use of supporting/contradictory evidence
- ability to explain different symptoms
- determinism and associated issues eg prevention and treatability
- reductionism and associated issues – implications for treatment, oversimplification
- comparison of different explanations and eclecticism
- evaluation of evidence where used to discuss the explanations
- application to the stem – Jay's family history linked to biological explanations; poor communication/mother's coldness/fussiness linked to social explanations; stress of break-up linked to diathesis-stress hypothesis

Credit evaluation of evidence only where used to discuss explanations

**Maximum 7 marks if only one explanation presented**



**10 - 12 marks Very good answers**

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to two explanations. Discussion is thorough and includes thoughtful analysis. There is effective application for 11/12 marks. Most discussion points are well developed. The answer is well organised and mostly relevant with little, if any, misunderstanding. Balance not required for top band marks.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

**7 - 9 marks Good answers**

Answer is mostly well focused on the question and shows knowledge and understanding in relation to two explanations. Discussion is evident, with some points developed. Any application is appropriate. An otherwise exceptional answer focusing on just one explanation can gain 7 marks. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

**4 - 6 marks Average to weak answers**

Answer shows limited knowledge and understanding in relation to at least one explanation. There must be some discussion/application for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

**1 - 3 marks Poor answers**

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

**0 marks No relevant content**

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**Topic: Stress and Stress Management**

**20** Describe biofeedback as a way of managing stress.

**[4 marks]**

AO1 = 4

One mark for each of the following points:

- equipment monitors an aspect of autonomic function eg muscle tension, heart rate
- when the measure fluctuates in the desired direction (eg. slight lowering of muscle tension) a reward is given (eg 'smiley face')

Plus two further marks for any two of the following points:

- this acts as positive reinforcer
- this involves instrumental learning
- association formed between desired functioning and reward so patient is operantly conditioned
- patient works towards control of their own autonomic function

**21** Briefly discuss **two** limitations of behavioural approaches to managing stress.

**[4 marks]**

AO2 = 4

Up to 2 marks for each limitation briefly discussed. In each case, award one mark for brief knowledge of a limitation and a further mark for elaboration eg why or how it is a limitation or brief contrast with alternative approach.

Response may focus on behavioural approaches in general or on a specific behavioural technique.

Likely limitations:

- approach only treats outward behavior and so does not address the patient's thinking which might be the cause of the problem
- requires the patient to be committed to treatment as it is time-consuming
- not easily practised outside of the treatment context/at home because of the need for equipment/support

Credit other relevant limitations.

<b>22</b>	Discuss the relationship between stress and illness. Refer to Imelda in your answer.	<b>[12 marks]</b>
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**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.**

AO1 = 4

Up to 4 marks for knowledge of the relationship between stress and illness..

Examples of relevant content include:

- physiological mechanisms – role of ANS – sympathetic activity
- sustained activity of the cardio vascular system
- endocrine system - sustained production of corticosteroids
- role of cortisol
- GAS (Selye) stages of resistance and exhaustion
- impaired immune system function
- relevant evidence includes: Kiecolt-Glaser wound healing times; Kav Vedhara et al carers of dementia sufferers; Cohen infectious diseases, Kimvaki high pressure jobs and CHD; Friedman and Rosenman Type A/CHD; Frankenhauser sawmill workers; Kobasa hardiness
- indirect effects through stress-related lifestyle changes.

Credit description of relevant evidence – 1 mark

Credit other relevant points

AO2 = 8

Up to 6 marks for discussion of the relationship and 2 marks for application to the stem.

- role of mediating factors eg social support, personality, locus of control, diet etc
- diathesis stress approach to stress – chronic stress plus acute stress as a trigger for illness
- early work eg GAS based on animal research- generalizability to explain human stress and illness
- stress not causal but interim state between external event and onset of illness
- reductionism
- use of evidence
- evaluation of evidence when used to discuss relationship
- application – lack of control - aspects of Imelda's situation are out of her control eg elderly mother; Imelda appears to have no social support; Imelda's colds/infections as a consequence of lowered immunity brought on by work; build-up of daily hassles etc.

Credit evaluation of evidence only where used to discuss the relationship between stress and illness.

**10 - 12 marks Very good answers**

Answer is clearly focused on the question and shows sound knowledge and understanding of the relationship between stress and illness. Discussion is thorough and includes thoughtful analysis. There is effective application for 11/12 marks. Most discussion points are well developed. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

**7 - 9 marks Good answers**

Answer is mostly well focused on the question and shows knowledge and understanding of the relationship between stress and illness. Discussion is evident, with some points developed. Any application is appropriate. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

**4 - 6 marks Average to weak answers**

Answer shows limited knowledge and understanding of the relationship between stress and illness. There must be some discussion/application for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

**1 - 3 marks Poor answers**

Answer includes very limited knowledge but must contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

**0 marks No relevant content**

**Topic: Substance Abuse**

**23** Briefly discuss the usefulness of identifying risk groups in order to prevent substance abuse.

**[4 marks]**

AO2 = 4

Possible content:

- limited resources can be targeted in an area where they would have the greatest effectiveness
- presupposes that identification will lead to action on prevention
- at risk groups may not want to change their behaviour which puts them at risk
- focuses on individuals at risk when wider problems are perhaps more to blame eg unemployment, poverty etc.
- use of examples/evidence to illustrate usefulness eg the work of Drug Action Teams
- Identifying risk groups in the first place is better than having to treat them later

Credit other relevant points.

Marks	Description
3-4	Discussion is relevant and clearly focused on usefulness. At least one issue is discussed in detail, or more than one issue is explored in less detail with some explanation. The answer is generally coherent with effective use of terminology.
1-2	Discussion is relevant although there is limited explanation and/or limited focus on usefulness. Specialist terminology is not always used appropriately. Award one mark for answers consisting of a single point briefly stated or muddled.
0	No relevant content.

**24** Outline what is meant by a 'fear-arousing appeal' and describe how fear-arousal appeals might prevent substance abuse.

**[4 marks]**

AO1 = 4

Two marks for outlining what is meant by a 'fear-arousing appeal' as follows, one mark for each point:

- use of some form of media to show the **negative** consequences of substance abuse
- shocking/graphic imagery/content aimed at creating fear/anxiety in the audience

Two marks for outlining how a 'fear-arousing appeal' might prevent substance abuse as follows, one mark for each point:

- fear that is aroused leads to cognitive dissonance/negative drive state – incompatibility between knowing that one might want to use the substance and knowing the harm that it can cause
- cognitive dissonance should lead to attitude change and avoidance of substance

**25** Discuss personality characteristics and social factors as explanations for substance abuse. Refer to Pip in your answer.

**[12 marks]**

**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.**

AO1 = 4

Up to 4 marks for knowledge of personality characteristics and social factors as explanations for substance abuse, usually two marks for each. Likely content:

- Antisocial Personality Disorder – high incidence in alcohol abusers
- Characteristics of APD – lack of empathy, lacking regard for rules and truth, aggressive, irritable etc
- Extraversion and low conscientiousness associated with alcohol abuse
- Social learning theory – the influence of role models, identification, modelling, reinforcement
- Peer pressure and adherence to group/social norms/cultural norms

Credit description of relevant evidence – 1 mark

AO2 = 8

Up to 6 marks for discussion and 2 for application to the stem. Likely content:

- Use of evidence to support/counter each explanation eg Garnier and Stein; Morgenstern
- Role models differ depending on the substance eg role of parents v peers
- Actual v vicarious reinforcement
- Personality factors that help avoid abusing substances eg high self-efficacy
- Influence of wider societal factors eg cultures
- Social selection more influential than peer pressure
- Overestimation of peer consumption
- Application – drinking is a group norm; Pip models behaviour of older boys; Pip seeks reinforcement by behaving badly; Pip's mother accepts his behaviour as the social norm; Pip shows APD traits such as lack of regard for rules/truthfulness
- Comparison with biological explanations.

Credit evaluation of evidence only where used to discuss explanations

**Maximum 7 marks if only personality characteristics or social factors presented**

**10 - 12 marks Very good answers**

Answer is clearly focused on the question and shows sound knowledge and understanding in relation to personality and social explanations of substance abuse. Discussion is thorough and includes thoughtful analysis. There is effective application for 11/12 marks. Most discussion points are well developed. The answer is well organised and mostly relevant with little, if any, misunderstanding. Balance not required for top band marks.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

**7 - 9 marks Good answers**

Answer is mostly well focused on the question and shows knowledge and understanding in relation to personality and social explanations of substance abuse. Discussion is evident, with some points developed. Any application is appropriate. There may be some irrelevance and/or misunderstanding. An otherwise exceptional answer dealing with only one aspect may gain 7 marks.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

**4 - 6 marks Average to weak answers**

Answer shows limited knowledge and understanding in relation to personality/social explanations of substance abuse. There must be some discussion/application for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

**1 - 3 marks Poor answers**

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

**0 marks No relevant content**

**Topic: Forensic Psychology**

**26** Outline **two** early biological approaches to explaining offending.

**[4 marks]**

AO1 = 4

In each case award one mark for a brief outline, plus a further mark for elaboration/detail.

Likely content:

- Lombroso's atavistic form theory that criminals are a biologically distinct primitive sub-species (genetic throwback/genetically different) (one mark); individuals resort to crime because they are poorly adapted to life in civilised society (one mark)
- Somatotype theory – criminal behaviour is related to the mesomorphic body type (one mark); psychologically aggressive, take risks/adventurous, have little regard for the feelings of others (one mark)

**27** Briefly discuss why alternatives to custodial sentencing might be preferable to custodial sentencing.

**[4 marks]**

AO2 = 4

Likely reasons:

- relative effectiveness in preventing recidivism (reference to recidivism rates)
- use of evidence for effectiveness of custodial sentencing and/or alternative(s)
- less harmful psychologically eg by reference to rates of depression, self-harm etc in custodial sentencing
- less dehumanising than custodial sentencing
- wider benefits to society – restorative justice promoting awareness raising, healing and reconciliation; allowing for maintenance of stability, family ties, employment prospects etc
- credit discussion in favour of custodial sentences.

Answers based on cost/time should be fully reasoned for credit.

Marks	Description
3-4	Discussion is relevant and clearly focused on why alternatives might be preferable. At least one issue is discussed in detail, or more than one issue is explored in less detail with some explanation. The answer is generally coherent with effective use of terminology.
1-2	Discussion is relevant although there is limited explanation and/or limited focus on why alternative might be preferable. Specialist terminology is not always used appropriately. Award one mark for answers consisting of a single point briefly stated or muddled.
0	No relevant content.



<b>28</b>	Describe and evaluate offender profiling. Refer to Thomas and Alan in your answer.	<b>[12 marks]</b>
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**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very Good (10-12), Good (7-9), Average to Weak (4-6) or Poor (1-3). Examiners should be guided by the band judgement when annotating scripts.**

AO1 = 4

Up to 4 marks for knowledge of offender profiling. Likely content:

- analysis of crime scene, victim information, nature of crime,
- leading to prediction of personality and behavioural traits/characteristics
- typology approach - categorisation of offender as either organised or disorganised
- geographical approach – analysis of spatial information to create a mental map
- aim of narrowing down the field of potential suspects

Credit other relevant information.

Credit description of relevant evidence – 1 mark

AO2 = 8

Up to 6 marks for evaluation and 2 marks for application to stem.

Likely points include:

- use of evidence for the effectiveness of profiling eg Pinizotto
- reference to specific cases as examples eg Nickel case
- use of evidence to criticise aspects of profiling eg Canter's evidence that there is no 'disorganised' type
- addition of further categories eg 'mixed' offender
- comparison of the different approaches
- lack of interpersonal coherence eg the person x situation effect
- Alison et al 2003 value of the dialogue over the actual details of the profile
- consideration of the scientific status of profiling eg type/typology approach is based on a limited number of cases
- evaluation in relation to police attitude
- Thomas is using geographical profiling (so might be able to predict the location of future attacks)
- Alan is using the type/typology approach (so might be able to offer information about the personality characteristics of the offender)

Credit evaluation of evidence only where used to discuss offender profiling

**10 - 12 marks Very good answers**

Answer is clearly focused on the question and shows sound knowledge and understanding of offender profiling. Evaluation is thorough and includes thoughtful analysis. There is effective application for 11/12 marks. Most evaluation points are well developed. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

**7 - 9 marks Good answers**

Answer is mostly well focused on the question and shows knowledge and understanding of offender profiling. Evaluation is evident, with some points developed. Any application is appropriate. There may be some irrelevance and/or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

**4 - 6 marks Average to weak answers**

Answer shows limited knowledge and understanding of offender profiling. There must be some evaluation/application for 5/6 marks but points are mostly stated rather than explained. Answers in this band may be mostly descriptive. There is limited focus on the question and considerable irrelevance/inaccuracy.

The candidate expresses basic ideas reasonably well but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

**1 - 3 marks Poor answers**

Answer includes very limited knowledge but most contain some relevant information in the form of one or two basic points. There is substantial confusion, inaccuracy and/or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

**0 marks No relevant content**

### Assessment Objectives

Topic/Question	AO1	AO2	AO3	Total
Social Development				
1	2	2		
2			3	
3	1			
4	4	8		20
Cognitive Development				
5	2	2		
6			3	
7	1			
8	4	8		20
Moral Development				
9	2	2		
10			3	
11	1			
12	4	8		20
Cognition and Law				
13	4			
14		4		
15	4	8		20
Schizophrenia & Mood Disorders				
16	2			
17	2			
18		4		
19	4	8		20
Stress and Stress Management				
20	4			
21		4		
22	4	8		20
Substance Abuse				
23		4		
24	4			
25	4	8		20
Forensic Psychology				
26	4			
27		4		
28	4	8		20