



GCE A LEVEL MARKING SCHEME

SUMMER 2017

**A LEVEL (NEW)
PSYCHOLOGY – UNIT 3
1290U30-1**

INTRODUCTION

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

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

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

A LEVEL PSYCHOLOGY - Unit 3

SUMMER 2017 MARK SCHEME

**SECTION A
Implications in The Real World**

1. Addictive behaviours

- (a) Signs of fruit machine addiction include the belief that one is not gambling with real money, the development of a personal 'relationship' with the machine and a feeling of irritation if someone else is playing that machine. Addicts will also play for longer than they planned and lie about how much money they have won or lost.

Describe how **two** explanations of addictive behaviours can be applied to the above scenario. **[15]**

This question asks for both A01 (description of the explanation and A02 (application to the scenario / to gambling addiction).	
Credit could be given for:	
<ul style="list-style-type: none"> • Biological: addiction genes; disease of the brain; dopamine • Individual differences: cognitive biases; field dependence; Lang's addictive personality traits • Social psychological: co-morbidity with mental illness; peer pressure; role of the media. • Any other appropriate explanation of addictive behaviours. 	
Mark	A01
9-10	<ul style="list-style-type: none"> • Descriptions of two explanations of addictive behaviours are thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
6-8	<ul style="list-style-type: none"> • Descriptions of two explanations of addictive behaviour are reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	<ul style="list-style-type: none"> • Descriptions of two explanations of addictive behaviour are basic. <p align="center">OR</p> <ul style="list-style-type: none"> • Description of one explanation of addictive behaviour is reasonably detailed and accurate. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	<ul style="list-style-type: none"> • Description of the explanation(s) of addictive behaviour is superficial. • Very little use of appropriate terminology • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

AO2	
Credit could be given for: <ul style="list-style-type: none"> • General application of the explanations of addictive behaviour to fruit machine addiction. • Specific links between the behaviours described in the scenario and the explanations chosen. 	
Marks	AO2
5	<ul style="list-style-type: none"> • Explanation is thoroughly applied to the scenario (fruit machine addiction) throughout. • The evidence used is well-chosen and applied effectively to the scenario of fruit machine addiction. • The details / reference to scenario are accurate.
3-4	<ul style="list-style-type: none"> • Explanation is reasonably applied to the scenario (fruit machine addiction) although there are some aspects which are not applied. • Appropriate evidence used and applied to the scenario of fruit machine addiction. • The details are mostly accurate.
1-2	<ul style="list-style-type: none"> • Explanation shows superficial application to the scenario (fruit machine addiction). • Evidence used but not superficially linked to the example of fruit machine addiction.
0	<ul style="list-style-type: none"> • Explanation is not applied to the scenario (fruit machine addiction). • No attempt at application.

- (b) Discuss the strengths and weaknesses of **one** method of modifying addictive behaviours. [10]

This question asks for AO3 (evaluation of one method of modifying addictive behaviours)

Credit **could** be given for:

- Any method of modifying addictive behaviours can be used to answer this question.
- The two named on the specification are agonist and antagonist substitution and aversion therapy.
- Agonist and antagonist substitution is designed for the treatment of substance
- Aversion therapy would involve conditioning the individual to make unpleasant connections with the addictive behaviour.
- Cognitive approaches such as R.E.T could be used (e.g. the work of Griffiths).
- Drug therapy could also be suggested to help cope with associated symptoms such as anxiety.
- The focus should be on the strengths and weaknesses which may include:
 - The validity of the method of modification.
 - The usefulness / effectiveness of the method of modification.
 - The application of the explanation to the method of modification
 - Cultural or other bias inherent in the explanation.
 - Position on debates such as nature – nurture, free will – determinism.
 - Comparison with other explanations.
- Any other appropriate strength or weakness.

Marks	AO3
9-10	<ul style="list-style-type: none"> • A thorough evaluation made of the strengths and weaknesses of one method of modifying addictive behaviours. • Structure is logical throughout. • Depth and range included. • An appropriate conclusion is reached based on evidence presented.
6-8	<ul style="list-style-type: none"> • A reasonable evaluation is made of the strengths and weaknesses of one method of modifying addictive behaviours. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based on evidence presented.
3-5	<ul style="list-style-type: none"> • Basic evaluation is made of the strengths and weaknesses of one method of modifying addictive behaviours. <p>OR</p> <p>A reasonable evaluation is made of either the strength or weakness one method of modifying addictive behaviours.</p> <ul style="list-style-type: none"> • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	<ul style="list-style-type: none"> • Superficial evaluation is made the strengths and weaknesses of one method of modifying addictive behaviours. <p>OR</p> <p>Basic evaluation is made of either the strength or weakness one method of modifying addictive behaviours.</p> <ul style="list-style-type: none"> • Answer lacks structure. • There is no conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

2. Autistic spectrum behaviours

(a) Describe the characteristics of autistic spectrum behaviours.

[10]

This question asks for A01 (description of the characteristics).

Credit **could** be given for:

- Autistic spectrum disorders are developmental disorders that have serious effects on a child's ability to develop language, communication and normal patterns of social interaction. It is likely that candidates will focus on the 'triad of impairments' for autism (Wing, 1981) which are described as follows:
- **Abnormal social interaction** - this stems from difficulties in empathising / the lack of theory of mind / inability to see the world from the point of view of others and understand their thoughts and feelings.
- **Impairments in verbal and nonverbal communication**– difficulties in understanding things like irony, metaphors and figurative speech - they are over-literal.
- **Lack of pretend play/restricted range of interests and insistence on routine.** They may also include descriptions of Asperger's syndrome (AS) separately such as:
 - Limited interests or an unusual preoccupation with a particular subject to the exclusion of other activities.
 - Repetitive routines or rituals.
 - Peculiarities in speech and language, such as speaking in an overly formal manner or in a monotone, or taking figures of speech literally
 - Socially and emotionally inappropriate behaviour and the inability to interact successfully with peers.
 - Problems with non-verbal communication, including the restricted use of gestures, limited or inappropriate facial expressions, or a peculiar, stiff gaze.
 - Clumsy and uncoordinated motor movements.
 - Other candidates may choose to describe 'autistic spectrum disorders' as a whole and this is likely to centre around problems in social skills, language development, emotions, behaviour patterns, school problems and other health problems.
 - Reference to specific cases (if used to illustrate the characteristics) should be credited.
 - Credit should be given whichever approach is taken. It is also important to realise that estimates of the prevalence of autism, Asperger's syndrome and autistic spectrum behaviours as a whole, vary widely as do the estimates of the ratio of male: female and this should be taken into account when marking.

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

- (b) Some psychologists would suggest that social psychological explanations do not fully explain autistic spectrum behaviours. With reference to this statement, evaluate social psychological explanations of autistic spectrum behaviours. **[15]**

This question asks for both AO2 (application to the statement) and AO3 (evaluation of social psychological explanations)

Credit **could** be given for:

- The social psychological explanations identified on the specification are as follows:
 - Male behaviour.
 - Empathising – systemising theory.
 - Refrigerator mother.
 - Candidates must refer to at least two explanations and these can be two of the above or any other appropriate explanation. This question is AO2 and AO3 only. The focus should be on the evaluation of the social psychological explanations and not the description of the explanations.
- Evaluation points are likely to include:
 - The validity of the explanation.
 - The evidence for and against the explanation.
 - The usefulness of the explanation.
 - The application of the explanation to therapy.
 - Comparison with other explanations.
 - Cultural or other bias inherent in the explanation.
- Any other evaluation point to be credited.

AO2 mark could be awarded for

- Links to the statement that social psychological explanations do not fully explain autistic spectrum behaviours.
- Clearly developed arguments that social psychological explanations do / do not fully explain autistic spectrum behaviours (with or without an explicit link to the statement).

Marks	AO2
5	<ul style="list-style-type: none"> • Details are accurate. • The evidence used is well-chosen and applied effectively to the statement. • There is depth and range to the evidence used. • Clear reference to the statement.
3-4	<ul style="list-style-type: none"> • Details are mostly accurate. • Appropriate evidence used and applied to the statement. • There is depth or range to the evidence used. • Reasonable reference to the statement.
1-2	<ul style="list-style-type: none"> • There may be inaccuracies throughout. • Evidence is described but not applied or has only weak links to the statement. • Reference to the statement is superficial.
0	<ul style="list-style-type: none"> • No evidence included. • No attempt at application.

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

3. Bullying behaviour

- (a) Describe how the Creating A Peaceful School Learning Environment (CAPSLE) method modifies bullying behaviour.

[10]

This question asks for A01 (description of CAPSLE).

Credit could be given for:

Creating a Peaceful School Learning Environment (CAPSLE).

- This approach addresses the relationship between the bully, the victim and the bystander.
- CAPSLE is a school-wide bullying prevention program that focuses on altering the school environment in such a way that children are better able to 'mentalize' or understand the motivations for each other's behaviour.
- It is unusual in that there is no direct intervention with either bullies or their victims.
- CAPSLE is based upon three goals. These are:
 - Instilling self-esteem, respect, and compassion in students through the acquisition of social and physical skills and philosophies derived, in part, from martial arts.
 - Making students, parents, and all staff aware of the bully-victim-bystander power dynamics so that they can quickly recognize them in their own interactions with others.
 - Giving students tools for solving conflicts in non-physical ways and teaching them to utilize better and more effective coping skills.
- The CAPSLE program incorporates ten basic elements. These are:
 1. Structured /classroom discussions.
 2. Zero tolerance for bullying, being a bystander, and being a victim.
 3. Peace flag and banners.
 4. Reinforcement.
 5. Gentle warrior lessons.
 6. Peer mentor program.
 7. Bruno program.
 8. Honour patrol.
 9. Family power struggle workshops.
 10. Monthly CAPSLE program meetings.

Further information can be found here:

<http://www.backoffbully.com/PDF%20files/PeacefulSchools/manual.pdf>

Marks	AO1
9-10	<ul style="list-style-type: none"> • Description of the CAPSLE method is thorough and accurate. • There is depth and range to material included. • Effective use of terminology throughout. • Logical structure.
6-8	<ul style="list-style-type: none"> • Description of the CAPSLE method is reasonably detailed and accurate. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • The structure is mostly logical.
3-5	<ul style="list-style-type: none"> • Description of the CAPSLE method is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Reasonable structure.
1-2	<ul style="list-style-type: none"> • Description of the CAPSLE method is superficial. • Very little use of appropriate terminology. • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

- (b) Mrs Davies is the new head teacher of a large secondary school where bullying is a problem. She decides to ask a psychologist for advice on methods of modifying bullying behaviour. With reference to this scenario, evaluate the effectiveness of methods of modifying bullying behaviour. **[15]**

This question asks for both AO2 (application to the scenario) and AO3 (evaluation of the effectiveness of methods of modifying bullying behaviour).

Credit could be given for;

- Candidates must focus on at least two ways of modifying bullying behaviour. The ones identified in the specification are the CAPSLE method (see above) and the Olweus Bullying Prevention Programme. The focus of the discussion should be on the effectiveness of these methods rather than on a general evaluation of the methods and the evaluation should be explicitly applied to the scenario outlined in the question.
- Evaluation points could include:
 - How effective each method is: strengths and limitations of the ways of modifying bullying behaviour.
 - Supporting evidence (and the strengths and weaknesses of this).
 - Comparisons / contrasts between the effectiveness ways of modifying bullying behaviour.
 - Theoretical basis for the effectiveness of each way of modifying bullying behaviour.
- Any other appropriate evaluation

AO2 marks could be awarded for:

- Links to the scenario / links to any commentary relating to the relative effectiveness of different scenarios (can be implicitly linked rather than explicit).
- Direct statements of advice given to the head teacher.

Marks	AO2
5	<ul style="list-style-type: none"> • Details are accurate. • The evidence used is well-chosen and applied effectively to the scenario. • There is depth and range to the evidence used. • Clear reference to the statement.
3-4	<ul style="list-style-type: none"> • Details are mostly accurate. • Appropriate evidence used and applied to the scenario. • There is depth or range to the evidence used. • Reasonable reference to the statement.
1-2	<ul style="list-style-type: none"> • There may be inaccuracies throughout. • Evidence is described but not applied or has only weak links to the question. • Reference to the statement is superficial.
0	<ul style="list-style-type: none"> • No evidence included. • No attempt at application.

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

4. **Criminal behaviours.**

- (a) Outline **two** biological explanations of criminal behaviours. **[5+5]**

<p>This question asks for A01 (describe two biological explanations of criminal behaviours).</p>
<p>Credit could be given for:</p> <ul style="list-style-type: none"> • The disinhibition hypothesis which suggests that drug intoxication affects central nervous system functions that presumably control or inhibit aggression. • The inherited criminality explanation which states that genetic factors are responsible for crime. For example the results of twin and adoption studies such as Hutchings and Mednick (1973) who found a significant correlation between the criminal convictions of biological fathers and the number of criminal convictions of their sons who had been adopted into other families. • The role of the amygdala in controlling aggression. For example the work of Raine, Buchsbaum and LaCasse (1997) who used PET scans to compare the brain activity of 41 convicted male murderers with 41 normal males (who were matched controls). They found that that the murderers did have different brain functioning compared to the normal controls in some areas. Among other findings, the murderers had reduced activity in the prefrontal cortex and abnormal activity in the amygdala. • Any other biological explanation can be credited.

For each explanation:

Marks	A01
5	<ul style="list-style-type: none"> • Description of explanation is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
3-4	<ul style="list-style-type: none"> • Description of explanation is reasonably detailed and accurate. • There is depth and range to the material used but not in equal measure. • Good use of terminology. • Structure is mostly logical.
1-2	<ul style="list-style-type: none"> • Description of explanation is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

(b) 'Criminals are born and not made'.

With reference to explanations of criminal behaviours assess how far you agree with this statement.

[15]

This question asks for both AO2 (application to the statement) and AO3 (evaluation of explanations of criminal behaviour)

Credit could be given for:

- This is a 'nature- nurture' debate and candidates are likely to respond by giving evidence for each side of this debate. They may refer to biological evidence (see above) but also to criticisms of the biological explanations such as:
 - Biological explanations tend to be orientated toward violent crimes, empirical evidence suggests that direct, pharmacologically based violence is rare.
 - Disinhibition effects are thought to be learned, rather than directly produced by pharmacological effects.
 - Twin and adoption studies never show 100% concordance rates, which leaves room for environmental effects.
- They may refer to the other side of the debate and use evidence from individual differences / social psychological explanations and evidence from the specification which includes:
 - Differential association theory.
 - Gender socialisation.
 - Normalisation theory.
 - Eysenck's criminal personality.
 - Intelligence factors.
 - Psychopathic personality (note that these last three may contain elements of biological explanations).
- Any other appropriate argument should be credited such as: The role of the media or other social factors, Cognitive theories of criminal thinking
- Examiners should note that candidates should not be credited for simply describing information- they must use the material they include to address the debate.
- Candidates should also be credited for discussion points such as the role of free will / determinism.
- The social construction of crime (social differences, cultural differences, historical changes, etc.).

Marks	AO2
5	<ul style="list-style-type: none"> • Details are accurate. • The evidence used is well-chosen and applied effectively. • Clear reference to the statement.
3-4	<ul style="list-style-type: none"> • Details are mostly accurate. • Appropriate evidence used and applied. • Reasonable reference to the statement.
1-2	<ul style="list-style-type: none"> • There may be inaccuracies throughout. • Exemplars are described but not applied or have weak links to the question. • Reference to the statement is superficial.
0	<ul style="list-style-type: none"> • No evidence included. • No attempt at application.

Marks	AO3
9-10	<ul style="list-style-type: none"> • A thorough evaluation made of explanations of criminal behaviours. • Structure is logical throughout. • Depth and range included. • An appropriate conclusion is reached based on evidence presented.
6-8	<ul style="list-style-type: none"> • A reasonable evaluation is made of explanations of criminal behaviours. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based on evidence presented.
3-5	<ul style="list-style-type: none"> • Basic evaluation is made of explanations of criminal behaviours. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	<ul style="list-style-type: none"> • Superficial evaluation is made of explanations of criminal behaviours. • Answer lacks structure. • There is no conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

5. Schizophrenia

- (a) Describe **two** individual differences explanations of schizophrenia. [5+5]

This question asks for A01 (outline of two individual differences explanations of schizophrenia).

Credit could be given for:

- **Any explanations that fit the individual differences category. These include:**
 - **Thought disorder** (profound disruption in cognition and emotion, affecting the most fundamental human attributes: language, thought, perception, affect, and sense of self and frequently includes psychotic manifestations, such as hearing internal voices or experiencing other sensations not connected to an obvious source (hallucinations) and assigning unusual significance or meaning to normal events or holding fixed false personal beliefs (delusions).
 - **Schizophrenogenic mother** (a dominating, over-protective but also rejecting parenting style).
 - **Sex differences** (the notion that different genders often exhibit different symptoms. It is suggested that men become more passive, apathetic, and socially withdrawn from society, while women become more impulsive, outgoing, and domineering. This has been called role reversal because each gender shows features opposite to their stereotyped gender role. Females are more likely to develop paranoid symptoms and men are more likely to develop religious delusions and delusions of grandeur).
- Any other appropriate explanation.

For each explanation:

Marks	A01
5	<ul style="list-style-type: none"> • Description of explanation is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
3-4	<ul style="list-style-type: none"> • Description of explanation is reasonably detailed and accurate. • There is depth and range to the material used but not in equal measure. • Good use of terminology. • Structure is mostly logical.
1-2	<ul style="list-style-type: none"> • Description of explanation is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

- (b) (i) Briefly explain how biological explanations could be applied to methods of modifying schizophrenia.

[5]

This question asks for AO2 (application of explanations to methods of modifying schizophrenia)

Credit **could** be given for:

- A demonstration of the understanding of the way a general biological approach would be applied to modifying schizophrenia.
- Linking the assumptions of the biological approach to a broad (or specific named) method of modifying schizophrenia.
- Any other appropriate application of biological explanations to methods of modifying schizophrenia.

Marks	AO2
5	<ul style="list-style-type: none"> • Details are accurate. • The evidence used is well-chosen and applied effectively.
3-4	<ul style="list-style-type: none"> • Details are mostly accurate. • Appropriate evidence used and applied.
1-2	<ul style="list-style-type: none"> • There may be inaccuracies throughout. • Exemplars are described but not applied or have weak links to the question.
0	<ul style="list-style-type: none"> • No evidence included. • No attempt at application.

(ii) Evaluate biological explanations of schizophrenia.

[10]

This question asks for AO3 (evaluation of biological explanations of schizophrenia.)

Credit **could** be given for:

- Cannabis influence on brain chemistry.
- The dopamine hypothesis.
- The theory of enlarged ventricles.
- Candidates may choose from these or may refer to any other appropriate biological explanation. The answer must refer to at least two explanations.
- Likely evaluation points include:
 - The evidence for / against each of the explanations chosen
 - The evidence for / against the biological explanation in more general terms / alternatives to the biological explanation
 - The application of the explanation to treatment / prevention / education
 - The impact of the explanation on public attitudes (blame)
 - Links to debates such as nature-nurture
- Any other appropriate evaluation point.

Marks	AO3
9-10	<ul style="list-style-type: none">• A thorough evaluation made of biological explanations of schizophrenia.• Structure is logical throughout.• Depth and range included.• An appropriate conclusion is reached based on evidence presented.
6-8	<ul style="list-style-type: none">• A reasonable evaluation is made of biological explanations of schizophrenia.• Structure is mostly logical.• Depth and range but not in equal measure.• A reasonable conclusion is reached based on evidence presented.
3-5	<ul style="list-style-type: none">• Basic evaluation is made of biological explanations of schizophrenia.• Structure is reasonable.• Depth or range.• A basic conclusion is reached.
1-2	<ul style="list-style-type: none">• Superficial evaluation is made of biological explanations of schizophrenia.• Answer lacks structure.• There is no conclusion.
0	<ul style="list-style-type: none">• Inappropriate answer given.• No response attempted.

6. Stress

- (a) Gareth has got married, moved house and started a new job all in the last few months. His new job gives him much more responsibility but he needs to work longer hours and has a difficult commute on public transport. He has been to see the doctor as he is experiencing anxiety, increased heart rate and blood pressure and is having problems sleeping.

Describe **two** explanations for stress.

[5+5]

This question asks for A01 (description of two explanations of stress).

Credit **could** be given for:

- This allows candidates to choose from **any** of the explanations of stress that they have studied. The specification identifies the following:
 - Biological explanations: adrenaline; evolutionary adaptation; stress genes.
 - Individual differences explanations; hardiness; self-efficacy; type A and type B personalities.
 - Social psychological explanations; daily hassles; life events; locus of control.
- Any other appropriate explanation.

For each explanation:

Marks	A01
5	<ul style="list-style-type: none"> • Description of explanation is thorough and accurate. • There is depth and range to the material included. • Effective use of terminology throughout. • Logical structure.
3-4	<ul style="list-style-type: none"> • Description of explanation is reasonably detailed and accurate. • There is depth and range to the material used but not in equal measure. • Good use of terminology. • Structure is mostly logical.
1-2	<ul style="list-style-type: none"> • Description of explanation is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

- (b) Gareth's doctor suggests the use of beta blockers as well as stress inoculation training. With reference to Gareth, assess the strengths and weaknesses of these two methods of modifying stress. [15]

This question asks for both AO2 (application to Gareth) and AO3 (evaluation of ways of modifying stress)

Credit **could** be given for:

- The question specifies the two methods named in the specification.
- Reference to any other methods can only be credited if included as evaluation of the named methods.
- The focus of the discussion should be on the strengths and weaknesses of these methods (AO3) for treating Gareth (AO2).

Evaluation points could include:

- How effective each method is: strengths and limitations of the ways of modifying stress
- Supporting evidence (and the strengths and weaknesses of this)
- Comparisons / contrasts between the effectiveness ways of modifying stress
- Theoretical basis for the effectiveness of each way of modifying stress.

- Any other appropriate evaluation point.

AO2 marks could be awarded for

- Direct / explicit links from the evaluation of the methods to Gareth or to the symptoms described in the scenario
- Suggestions of appropriate treatments for Gareth / the symptoms described in the scenario

Marks	AO2
5	<ul style="list-style-type: none"> • Details are accurate. • The evidence used is well-chosen and applied effectively. • There is depth and range to the evidence used. • Effective use of terminology. • Clear reference to Gareth.
3-4	<ul style="list-style-type: none"> • Details are mostly accurate. • Appropriate evidence used and applied. • There is depth or range to the evidence used. • Good use of terminology. • Reasonable reference to Gareth.
1-2	<ul style="list-style-type: none"> • There may be inaccuracies throughout. • Exemplars are described but not applied or have weak links to the question. • Basic use of terminology. • Reference to Gareth is superficial.
0	<ul style="list-style-type: none"> • No evidence included. • No attempt at application.

Marks	AO3
9-10	<ul style="list-style-type: none"> • A thorough evaluation made of the strengths and weaknesses of these two methods of modifying stress. • Structure is logical throughout. • An appropriate conclusion is reached based on evidence presented.
6-8	<ul style="list-style-type: none"> • A reasonable evaluation is made of the strengths and weaknesses of these two methods of modifying stress. • Structure is mostly logical. • A reasonable conclusion is reached based on evidence presented.
3-5	<ul style="list-style-type: none"> • Basic evaluation is made of the strengths and weaknesses of these two methods of modifying stress. <p>OR</p> <p>A reasonable evaluation is made of either the strength or weakness of two individual differences explanations of modifying stress.</p> <ul style="list-style-type: none"> • Structure is reasonable. • A basic conclusion is reached.
1-2	<ul style="list-style-type: none"> • Superficial evaluation is made of the strengths and weaknesses of these two methods of modifying stress. <p>OR</p> <p>A basic evaluation is made of either the strength or weakness of two individual differences explanations of modifying stress.</p> <ul style="list-style-type: none"> • Answer lacks structure. • There is no conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

SECTION B Controversies

7. Ethical costs of conducting research

'Good research means never having to say you are sorry' (Reason and Rowan, 1981).

With reference to psychological research, discuss the advantages and disadvantages of having ethical guidelines. [25]

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures in theoretical and practical context when handling qualitative and quantitative data.

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

AO2

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

Exemplar content:

- Details of ethical guidelines
- Reasons for having ethical guidelines
- Details of any unethical studies
- Details of any ethical studies

Mark	AO2
9-10	<ul style="list-style-type: none"> • Evidence used is well-chosen. • Details are accurate throughout. • There is depth and range to material. • Effective use of terminology. • Clear reference to the statement.
6-8	<ul style="list-style-type: none"> • Evidence used is appropriate. • Details may have minor inaccuracies. • There is depth and range to material, but not in equal measure. • Good use of terminology. • Reasonable reference to the statement.
3-5	<ul style="list-style-type: none"> • Evidence used is not always made relevant to comments made. • There may be significant inaccuracies. • There is depth or range only in material used. • There is some use of appropriate terminology. • References to the statement are basic and/or superficial.
1-2	<ul style="list-style-type: none"> • Evidence used is not appropriate to the comments made. • Very little use of appropriate terminology. • No reference to the statement.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

- Candidates should consider both sides of this argument and it is also necessary for them to make a judgement.
- Support for this statement could include:
- The need for ethical guidelines / ethical principles, in particular consent, protection and confidentiality.
 - Examples from research of either ethical / unethical work to back up these arguments.
 - The power of the researcher.
 - Reference to the public perception of psychology / the need to viewed as a science.
- The argument against this statement could include:
- Reasons why some 'good' research does break ethical guidelines.
 - The need to conduct research into some areas.
 - Examples of either ethical / unethical work to back up these arguments.
 - Psychology on television (reality TV shows etc.)

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

8. Non-human animals

Using examples from psychology, critically consider the use of non-human animals in research. [25]

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

Guidelines for use of non-human animals in psychological research

Ethical guidelines

Examples of unethical studies (Harlow, Seligman, etc.)

Examples of ethical studies

Mark	A02
9-10	<ul style="list-style-type: none">• Evidence used is well-chosen.• Details are accurate throughout.• There is depth and range to material.• Effective use of terminology.• Clear reference to the statement.
6-8	<ul style="list-style-type: none">• Evidence used is appropriate.• Details may have minor inaccuracies.• There is depth and range to material, but not in equal measure.• Good use of terminology.• Reasonable reference to the statement.
3-5	<ul style="list-style-type: none">• Evidence used is not always made relevant to comments made.• There may be significant inaccuracies.• There is depth or range only in material used.• There is some use of appropriate terminology.• References to the statement are basic and/or superficial.
1-2	<ul style="list-style-type: none">• Evidence used is not appropriate to the comments made.• Very little use of appropriate terminology.• No reference to the statement.
0	<ul style="list-style-type: none">• Inappropriate answer given.• No response attempted.

AO3

Credit **could** be given for;

- It is necessary for candidates to address both sides of the debate about the usefulness of research with non-human animals.

In support of the usefulness of research with non-human animals, likely points include:

- Animals can be used where humans can't be used
- Greater control over variables (especially environmental)
- Allows the whole process of development to be observed
- May lead to useful applications for humans (eg. Harlow's work applied to maternal bonding)
- Behaviourists would argue that the process of learning would be the same across most species
- Animals and humans are similar at a basic physiological level
- Comparisons across species show what humans both can and can't do – this is useful in an evolutionary context

Against the usefulness of research with non-human animals, likely points include:

- Extrapolation from animals to humans is ill advised due to differences in 'preparedness' (some animals born with certain survival behaviours), the fact that some behaviour is instinctive and the fact that some types of learning such as insight learning appears to exist only in humans and other apes.
- Studying animal behaviour in controlled, laboratory environments has no validity.
- Language appears to be unique to humans.
- Ethical reasons.
- Any other appropriate point.

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