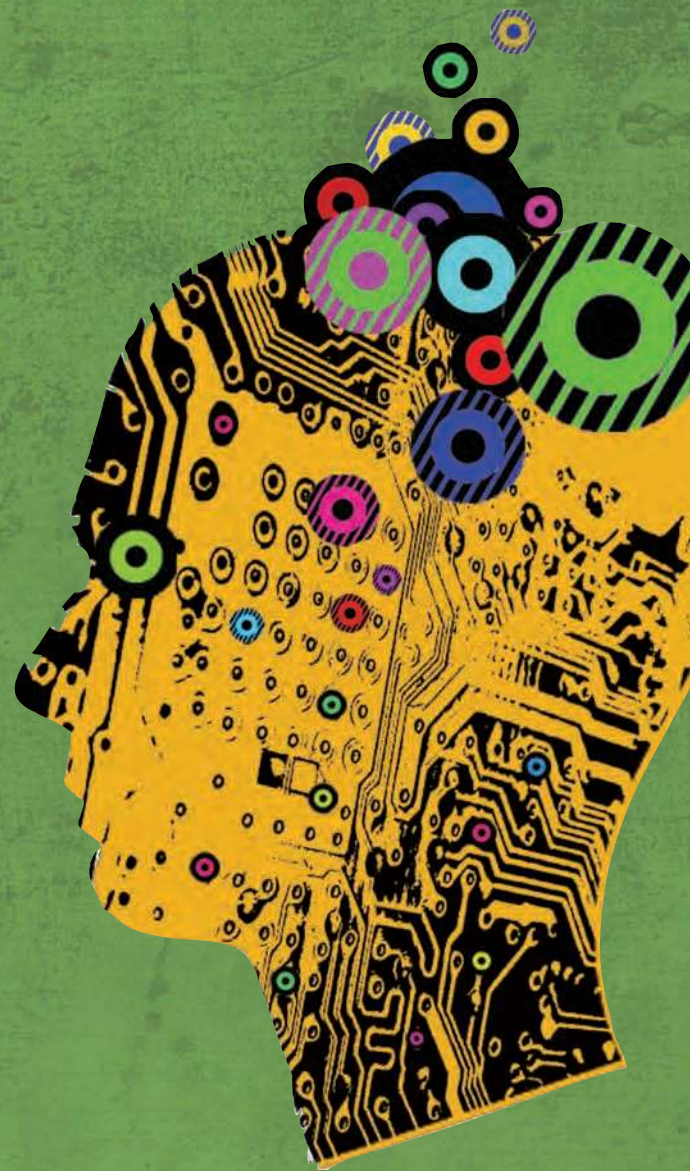


Sample Assessment Materials

Edexcel GCSE in Psychology (2PS01)

Inside this Sample Assessment Materials pack you'll find:

- Accessible papers to help you and your students prepare for the assessment
- Clear and concise mark schemes to let you know what the examiners are looking for



Welcome to the GCSE 2009 Psychology Sample Assessment Materials

These sample assessment materials have been written to accompany the specification. They have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their assessments. They feature:

- **Accessible papers** using a mixture of question styles. We've worked hard to ensure the papers are easy to follow and encourage all students to achieve their full potential.
- **Clear and concise mark schemes** for each paper outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.

Our GCSE 2009 Psychology qualification will be supported better than any other GCSE in Psychology. Keep up to date with the latest news and services available by visiting our website:

www.edexcel.com/gcse2009

Contents

| | |
|--|----------|
| General Marking Guidance | 2 |
| Unit 1: Perception and Dreaming | |
| Sample Assessment Material | 3 |
| Sample Mark Scheme | 27 |
| Unit 2: Social and Biological Psychological Debates | |
| Sample Assessment Material | 39 |
| Sample Mark Scheme | 59 |

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed.

The strands are as follows:

- (i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- (ii) select and use a form and style of writing appropriate to purpose and to complex subject matter
- (iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

OWTTE = Or Words To That Effect

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Psychology

Unit 1: Perception and Dreaming

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5PS01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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3/2



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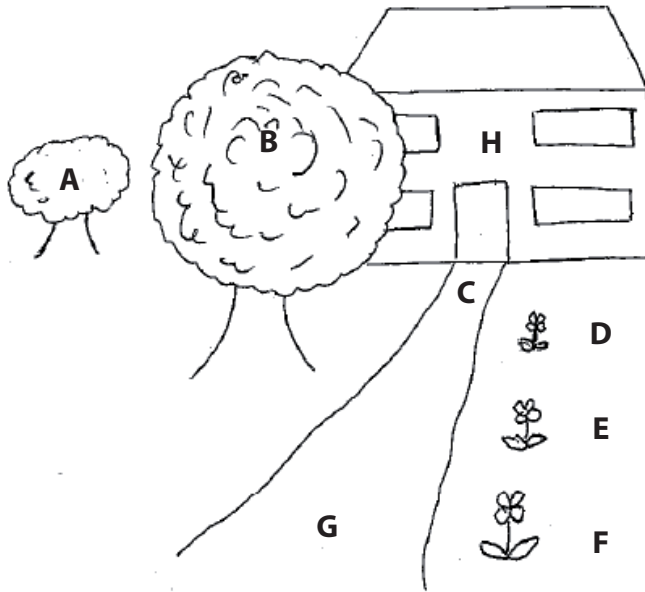
Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ~~☒~~ and then mark your new answer with a cross ☒.

TOPIC A: How do we see our world?

Answer ALL questions. You are advised to spend approximately 35 minutes on Topic A.

1 Look at the drawing below.

The drawing contains some clues about **depth**.



- (a) (i) Choose **two** features in the picture that *together* show depth by **relative size**.
Give **two** letters.

(1)

..... and

- (ii) Give **one** reason for your choice.

(1)

.....
.....

(b) (i) Give **two** features in the picture that *together* show depth by **texture gradient**.

Give **two** letters.

(1)

..... and

(ii) Give **one** reason for your choice.

(1)

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.....

(c) One real life example of relative size is when you see two aeroplanes in the sky that seem to be different sizes.

Describe **one other** real life example of relative size.

(3)

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(Total for Question 1 = 7 marks)

2 Read the following information.

Mark and Tom were given the **same** passage to read, but each passage had a **different** heading.

Mark's passage:

Moles Underground

'They were digging around and unearthing **things** as fast as they could go but the going was tough.'

Tom's passage:

The Lost Homework

'They were digging around and unearthing **things** as fast as they could go but the going was tough.'

(a) Mark will be most likely to interpret the '**things**' in the passage as: (1)

- A soil and stones
- B paper and pens
- C shoes and socks
- D pens and stones

(b) The way that Mark interprets the passage is best explained by: (1)

- A neurotransmitters
- B stereotypes
- C schema theory
- D physiological theory

(c) Mark and Tom were given the same passage to read, but with a different heading.

This is an example of:

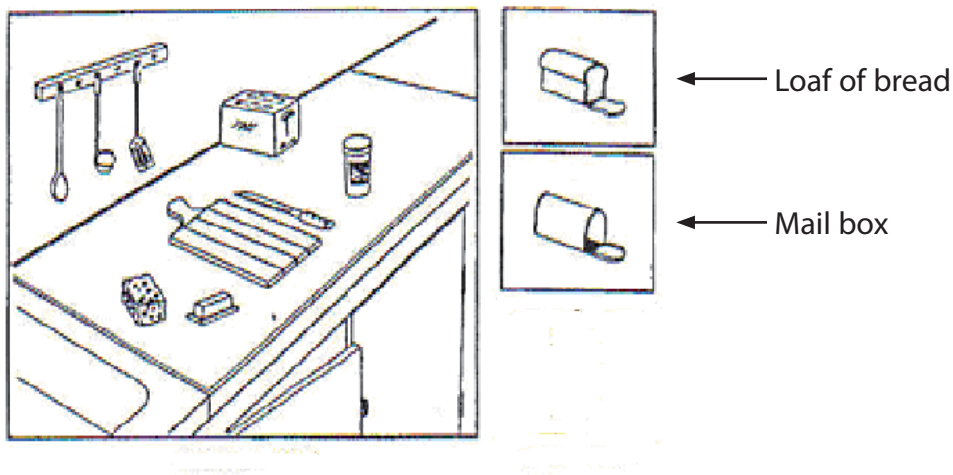
(1)

- A** Ethics
- B** Control
- C** Consent
- D** Subjectivity

(Total for Question 2 = 3 marks)

3 Palmer (1975) conducted an experiment about schemas.

First he showed participants a kitchen scene and then asked them to identify simple drawings of objects such as a loaf of bread or a mailbox.



What was Palmer measuring?

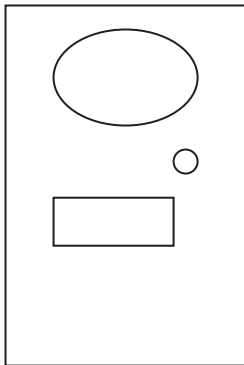
- A** How many objects were correctly identified
- B** The number of objects in the scene
- C** The time the task took
- D** How many loaves of bread there were

(Total for Question 3 = 1 mark)

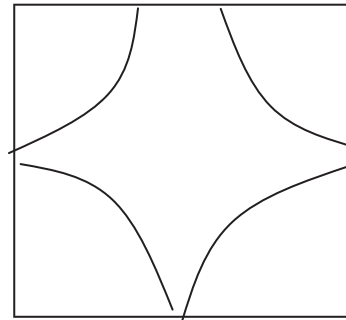
- 4 Javinder and Phil set up an experiment to test whether hearing a word list about **either** houses **or** shapes could affect the way pictures were interpreted.

Javinder and Phil used **two** pictures that could be interpreted in different ways. These are shown below:

Picture 1



Picture 2



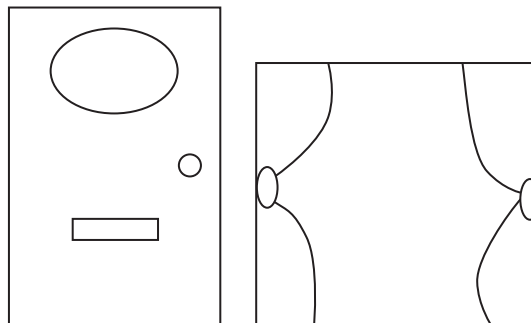
This is what Javinder and Phil did:

Group A

Ten participants (**Group A**) were read the following word list by Javinder for **20 seconds**, whilst looking at Pictures 1 and 2.

Roof
Wall
Chimney
Stairs

A week later **one** participant from **Group A** drew:

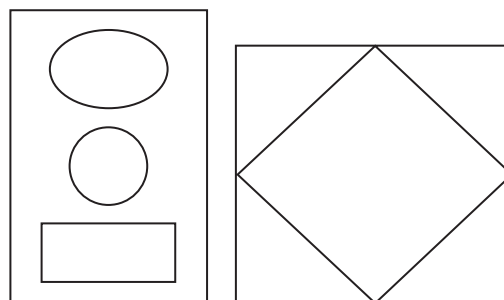


Group B

Ten different participants (**Group B**) were read the following word list by Phil for **25 seconds**, whilst looking at Pictures 1 and 2.

Rectangle
Circle
Oval
Triangle

A week later **one** participant from **Group B** drew:



(a) What was the **dependent variable (DV)** in Javinder and Phil's study? (2)

.....

.....

.....

(b) There are two conditions of the **independent variable (IV)**, identify **one** of these. (1)

.....

(c) Identify **one** control used in this study. (1)

.....

(d) Identify **one** thing that Javinder and Phil did **not** control in this study. (1)

.....

(e) Identify **one** way Javinder and Phil could have improved the control of this study. (1)

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(f) Outline **one** ethical issue that Javinder and Phil need to consider before conducting this experiment. (2)

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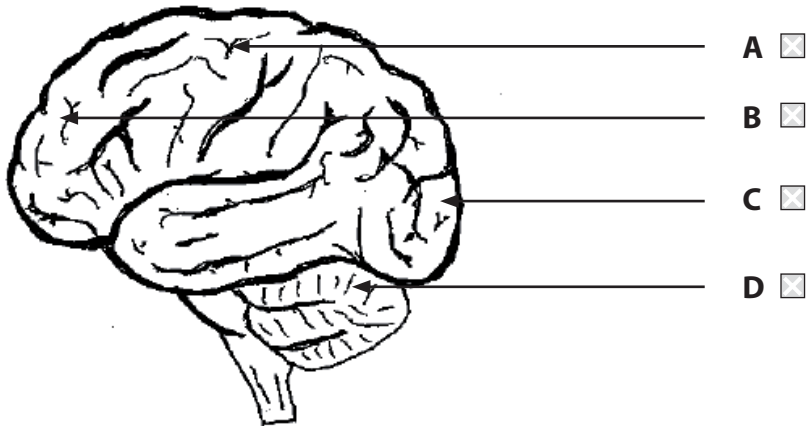
(Total for Question 4 = 8 marks)

5 Which **one** of the following parts of the eye detects colour?

- A Rods
- B Cones
- C Optic nerve
- D Lens

(Total for Question 5 = 1 mark)

6 Which part of the brain helps you with vision?



(Total for Question 6 = 1 mark)

7 Sara is in class and is given a sheet of paper with a cross and a big dot printed on it. She is asked to close one eye, look at the cross and slowly move the paper away from her face. This is a demonstration of the blind spot.

(a) In this demonstration Sara will find that at a certain distance: (1)

- A** the cross disappears
- B** both the dot and the cross disappear
- C** neither the dot or cross disappear
- D** the dot disappears

(b) The blind spot is: (1)

- A** a special group of cells that 'fills in the gaps'
- B** an area with only cones
- C** an area with no receptors
- D** a damaged area

(c) Where is the blind spot found? (1)

- A** On the retina of each eye
- B** Only on the retina of the non-dominant eye
- C** Only on the retina of the dominant eye
- D** In the visual cortex

(Total for Question 7 = 3 marks)

8 In a laboratory experiment, the dependent variable (DV) is:

- A changed by the researcher
- B kept constant by the researcher
- C measured by the participants
- D measured by the researcher

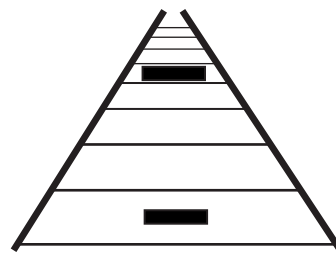
(Total for Question 8 = 1 mark)

9 Select the picture below that shows an **ambiguous** figure:

A



B



C



D



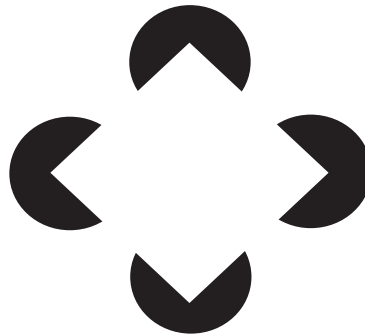
(Total for Question 9 = 1 mark)

10 The Gestalt theory of illusions suggests that:

- A** we interpret illusions as though they were buildings
- B** we interpret illusions using laws like similarity
- C** illusions are best explained by using biological facts
- D** illusions are best explained by stereopsis

(Total for Question 10 = 1 mark)

11 Use the illustration below to answer questions 11(a) and (b).



(a) The illusion above is an example of:

(1)

- A** an ambiguous figure
- B** a fiction
- C** a distortion
- D** a paradoxical figure

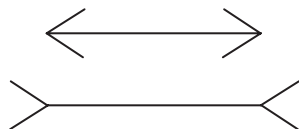
(b) The explanation that best describes the illusion illustrated above is:

(1)

- A** the opponent process theory
- B** Gestalt theory
- C** constancy theory
- D** schema theory

(Total for Question 11 = 2 marks)

Use the illustration below to answer Question 12.



12 What type of illusion is shown above?

- A an ambiguous figure
- B a fiction
- C a colour after effect
- D a distortion

(Total for Question 12 = 1 mark)

TOTAL FOR TOPIC A = 30 MARKS

TOPIC B: Are dreams meaningful?

Answer ALL questions. You are advised to spend approximately 35 minutes on Topic B.

13 A neuron sends an electrical message called the:

- A nerve cell
- B flex
- C impulse
- D process

(Total for Question 13 = 1 mark)

14 A biological explanation for dreaming is:

- A Freud's theory
- B activation synthesis
- C hormonal activity
- D displacement activity

(Total for Question 14 = 1 mark)

15 During the day, Pablo went out to play football with his friends. In the evening they watched a DVD about dragons and unicorns.

That night, Pablo dreamt of a baseball game between dragons and unicorns. Pablo's dream can be explained by the activation synthesis model.

(a) Describe the activation synthesis model of dreaming.

(4)

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(b) Using the activation synthesis model, explain Pablo's dream.

(3)

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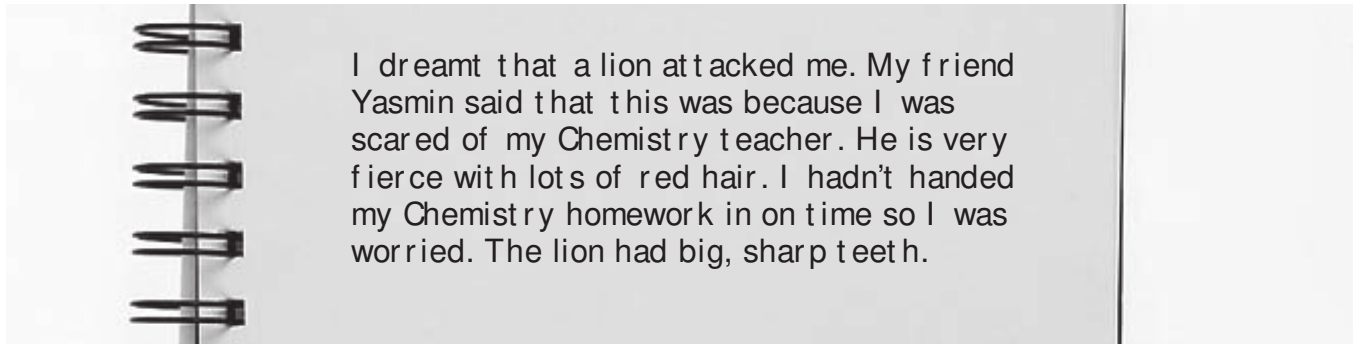
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(Total for Question 15 = 7 marks)

16 Below is an extract from Wendy's diary. Consider the extract when answering questions 16 (a), (b) and (c).



(a) According to Yasmin, the lion in the dream represented: (1)

- A condensation
- B manifestation
- C confabulation
- D activation

(b) Part of the latent content was: (1)

- A Wendy's fear about her homework
- B being savaged by a lion
- C the lion's mane
- D symbolic of people's innate fear of animals

(c) Wendy wrote more about this dream in her diary and said it was because she was going to the dentist.

An example of condensation was dreaming about: (1)

- A road drilling
- B the Chemistry teacher
- C the lion's sharp teeth
- D her dentist

(Total for Question 16 = 3 marks)

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Turn over for Question 19

19 Consider the following scenario when answering questions 19 (a), (b), (c), (d) and (e).

Nick went to see a psychoanalyst called Geoff about his fear of flying.



The psychoanalyst used several techniques to help him.

(a) One technique Geoff used was free association. This method involves:

(1)

- A** interpreting Nick's dreams
- B** asking Nick to say the first thing he thought of
- C** talking to Nick about his problem
- D** observing Nick as he lay on the couch

(b) Nick talked about how his rabbit had died while he'd been on holiday abroad. He described frightening dreams in which a white circle floated towards him.

The psychoanalyst suggested that Nick felt guilty about leaving the rabbit and linked this to Nick's fear of flying.

(1)

To come to this conclusion, the psychoanalyst:

- A** studied random activation in Nick's brain
- B** tested Nick for a sleep disorder
- C** interpreted the manifest content
- D** found out whether Nick was telling the truth

(c) During his therapy sessions, Nick lay on a couch facing away from the psychoanalyst.

(1)

This was because the psychoanalyst:

- A** was embarrassed by what Nick was saying
- B** wanted to avoid affecting Nick's story
- C** needed to concentrate
- D** thought Nick would be more likely to dream

(d) Geoff (the psychoanalyst) went out one evening after Nick's therapy session and talked to his friends about Nick.

(1)

Geoff's action was:

- A** right because Nick was a patient not a participant
- B** wrong because other people's ideas could influence Geoff's opinion
- C** right because talking to other people would help Geoff to understand Nick
- D** wrong because information about patients should be kept private

(e) Geoff is an accredited psychoanalyst. Which of these statements would be true of his training?

(1)

- A** He would need to qualify as a doctor first
- B** He could train just by using distance learning
- C** He would need either training or supervision
- D** He would need to undergo psychoanalysis himself

(Total for Question 19 = 5 marks)

20 Which of these statements describes a case study?

An investigation that:

- A** compares one person's response in two different conditions
- B** studies lots of aspects of one person, using different methods
- C** only produces quantitative data
- D** studies lots of people to find an average

(Total for Question 20 = 1 mark)

21 Freud conducted studies of his patients. He had a small number of patients.

This would make his findings less:

- A** ethical
- B** confidential
- C** subjective
- D** generalisable

(Total for Question 21 = 1 mark)

22 One way to explore dreaming is to use recordings of brain activity.

Scientific methods like this are very:

- A** objective
- B** subjective
- C** qualitative
- D** dangerous

(Total for Question 22 = 1 mark)

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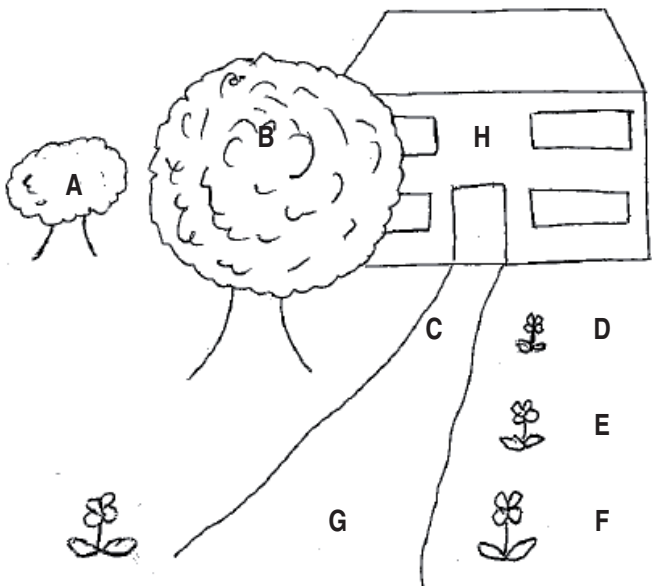
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Sample Mark Scheme

Unit 1: Perception and Dreaming

Topic A: How do we see our world?

| Question Number | Answer | Mark |
|-----------------|---|----------------------------------|
| 1(a)(i) |  <p>One from the following. Letters can be in both orders.</p> <ul style="list-style-type: none"> • A and B • G and C • D and E • F and E • F and A • D and F | <p>AO1 = 1</p> <p>(1)</p> |

| Question Number | Answer | Mark |
|-----------------|---|----------------------------------|
| 1(a)(ii) | <p>1 mark for a brief explanation – must mention an object and distance.</p> <ul style="list-style-type: none"> • eg Each flower gets smaller as it gets nearer the house/ further away OWTTE OR • eg The smaller tree is seen as further away/ the larger tree appears closer OWTTE OR • eg The path becomes narrower(smaller) the further away it is OWTTE | <p>AO1 = 1</p> <p>(1)</p> |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 2(c) | 1 mark for correct answer. B | AO3 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 3 | 1 mark for correct answer. A | AO3 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 4(a) | <ul style="list-style-type: none"> • 1 mark for mentioning that the pictures have changed • 2 marks for mentioning whether the pictures drawn represented the labels given in the list that was read out | AO3 = 2 (2) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 4(b) | 1 mark for one condition eg <ul style="list-style-type: none"> • house word list • shapes word list | AO3 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 4(c) | 1 mark for one from: <ul style="list-style-type: none"> • how long they had to read the word list • the length of the word list • the 2 pictures they saw • using 10 participants in each group • testing one week later <p>Notes</p> <ul style="list-style-type: none"> • do not accept the way that the DV was measured <p>Look for other reasonable answers.</p> | AO3 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 6 | 1 mark for correct answer. C | AO1 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 7(a) | 1 mark for correct answer. D | AO2 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 7(b) | 1 mark for correct answer. C | AO1 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 7(c) | 1 mark for correct answer. A | AO1 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 8 | 1 mark for correct answer. D | AO3 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 9 | 1 mark for correct answer. A | AO1 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 10 | 1 mark for correct answer. B | AO1 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 11(a) | 1 mark for correct answer. B | AO1 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 11(b) | 1 mark for correct answer. B | AO2 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 12 | 1 mark for correct answer. D | AO1 = 1 (1) |

Topic B: Are dreams meaningful?

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 13 | 1 mark for correct answer. C | AO1 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 14 | 1 mark for correct answer. B | AO1 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 15(a) | 1 mark for each point of description/ elaboration from: <ul style="list-style-type: none">• dreams are meaningless (1)• make sense of (story) random brain activity (1)• triggering memories is activation (1)• combining memories into a story is the process of synthesis (1)• pons and cortex are involved (1)• during dreaming the person has to be immobile (1)• otherwise they would act out the dream (1) | AO1 = 4 (4) |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 15(b) | <p>3 marks are available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE. Answer must refer to Pablo's experiences/ memories/ dream to gain credit.</p> <p>1 mark- partial explanation which refers to activation or synthesis – may not mention the terms explicitly</p> <ul style="list-style-type: none"> eg Pablo's dream would take information from the day and use it. <p>2 marks- Partial explanation of both activation and synthesis</p> <ul style="list-style-type: none"> eg When dreaming, the brain is still active so uses thoughts from the day like watching football to make sense of that activity. <p>3 marks must explain the dream referring to activation and/ or synthesis and must relate both to Pablo.</p> <ul style="list-style-type: none"> eg The brain is active during dreaming though the body cannot move. This brain activity is interpreted into something that makes sense, which is synthesis. The activity involves the thoughts of the day like Pablo's memories of the DVD. eg Memories are set off which is activation like of the film Pablo watched and old memories of baseball games. Then these are combined by synthesis making the dream about dragons playing baseball. <p>Look for other reasonable answers.</p> | <p>AO2 = 3</p> <p>(3)</p> |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 16(a) | <p>1 mark for correct answer.</p> <p>A</p> | <p>AO1 = 1</p> <p>(1)</p> |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 16(b) | <p>1 mark for correct answer.</p> <p>A</p> | <p>AO2 = 1</p> <p>(1)</p> |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 16(c) | <p>1 mark for correct answer.</p> <p>C</p> | <p>AO2 = 1</p> <p>(1)</p> |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 19(b) | 1 mark for correct answer. C | AO2 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 19(c) | 1 mark for correct answer. B | AO2 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 19(d) | 1 mark for correct answer. D | AO3 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 19(e) | 1 mark for correct answer. D | AO2 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 20 | 1 mark for correct answer. B | AO3 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 21 | 1 mark for correct answer. D | AO3 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 22 | 1 mark for correct answer. A | AO3 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 23 | <p>4 marks are available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE. Answer does not have to refer to Sally to gain credit but may do so.</p> <p>1 mark for each correct point made that is relevant to treatment of sleep disorder eg:</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • they can diagnose sleep disorders; • which may be REM sleep disorder; • by looking at brain waves; • by investigating the faulty neurotransmitter (acetylcholine) • and can help by explaining why the problem happened; • tell someone how to look after herself; • they prescribe drugs (eg Clonazepam/ Klonopin); • suggest psychoanalysis/ counselling <hr/> <p>1 mark - brief mention which is relevant to treatment of sleep disorder</p> <ul style="list-style-type: none"> • eg They would explain to Sally what was wrong with her • eg They would study her sleep patterns and ask her questions <p>2 marks - partial explanation of treatment of sleep disorders (may include some relevant terminology)</p> <ul style="list-style-type: none"> • eg They might look at Sally's brain waves and see she has REM sleep disorder • eg They may treat her over a short period where she attended the clinic and was given advice and guidance <p>3 marks –good explanation should include at least one aspect of sleep disorder treatment (likely to use some appropriate terminology)</p> <ul style="list-style-type: none"> • eg Sally would be examined when she was asleep to see her brain wave patterns. This would help them to tell whether she had a sleep disorder. If she did they might give her counselling or drugs <p>4 marks must provide a detailed explanation of how sleep disorder clinics help people (eg diagnosis and treatment) and use some appropriate terminology</p> <p>eg Sleep disorder clinics use many techniques including brain scans and observations. This means they can tell which sleep disorder a person has. Then they can give the person various treatments such as drugs or advice and counselling to help stop the disorder and to help them cope with the problem and improve their sleeping pattern</p> | <p>AO1 = 4</p> <p>(4)</p> |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Psychology

Unit 2: Social and Biological Psychological Debates

Sample Assessment Material

Time: 1 hour 45 minutes

Paper Reference

5PS02/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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3/2



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Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

TOPIC C: Do TV and video games affect young people's behaviour?

Answer ALL questions. You are advised to spend approximately 35 minutes on Topic C.

1 (a) John is a six year old boy who learns by watching the role models in his family.
From the statements below, select **one** situation that John is most likely to copy. (1)

- A** His mother doing the washing up
- B** His older brother cleaning his teeth
- C** His younger sister being naughty

(b) The image below shows John wearing his superman costume.



John likes to pretend to be his favourite superhero from the television and save the world.

Describe why this is an example of vicarious reinforcement. (2)

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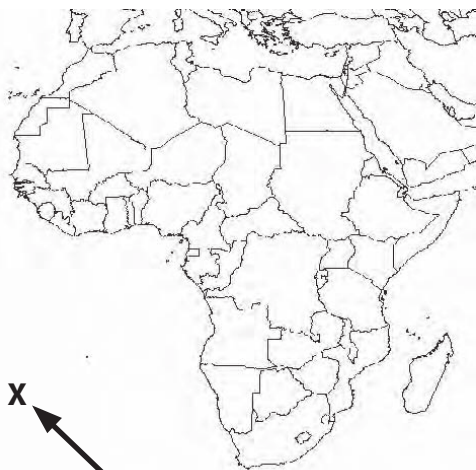
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(Total for Question 1 = 3 marks)

2 The maps below show the locations of two famous psychological studies.



St Helena – Site of Charlton et al (2000)



British Columbia, Canada – Site of Williams (1981)

(a) When satellite television was introduced to St Helena Island, what was the effect on the children's behaviour? (1)

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(b) When the effects of television on behaviour were studied in three regions of British Columbia in Canada, how did television affect the children's behaviour in the different regions? (2)

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(c) Give **two** reasons why the effects of television on children's aggression were different in St Helena and British Columbia. (2)

1

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2

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(Total for Question 2 = 5 marks)

3 Which **two** of the following are biological causes for aggression? (Mark **only two** boxes.)

- A** Hormones
- B** Limbic system
- C** Axons
- D** Muscle system

(Total for Question 3 = 2 marks)

4 Which **one** of the following substances is most likely to increase aggression?

- A** Progesterone
- B** Oestrogen
- C** Testosterone

(Total for Question 4 = 1 mark)

- 5 Jean wanted to see if aggression was present in children's television cartoons. Using a tally chart, she recorded the number of times a cartoon character hit another character. She recorded male and female characters separately.

Jean's tally chart

| | |
|--|--------|
| Number of times a female hit another character | ### |
| Number of times a male hit another character | ### ## |

- (a) Which gender displayed more aggression? (1)

- (b) State **one** problem with Jean's investigation. Give a reason for your answer. (2)

Problem

Reason

(Total for Question 5 = 3 marks)

- 6 Anderson and Dill (2000) conducted a study asking teenagers to play a violent or non violent video game. Later the teenagers believed they could punish an opponent with a blast of noise. They timed how long teenagers punished opponents with the noise.



(a) What research method was used in this study? (1)

(b) What were the **two** conditions of this study? (2)

1

2

(c) Students believed they were able to punish an opponent with a blast of noise. State **one** ethical issue with this procedure. Give a reason for your answer. (2)

Issue

Reason

(d) Using your knowledge of how psychology works, evaluate the way that Anderson and Dill carried out their study.

(4)

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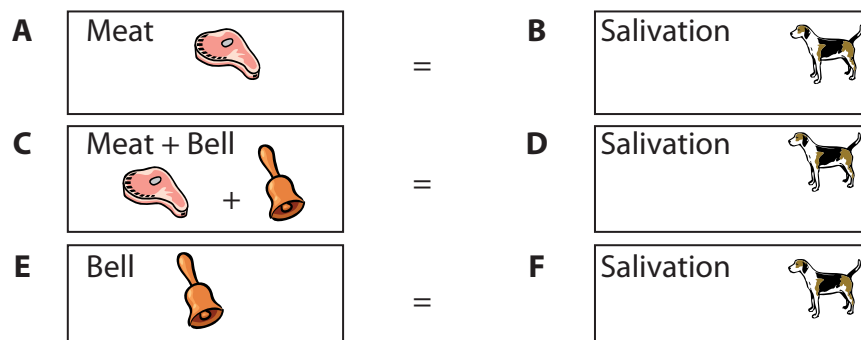
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(Total for Question 6 = 9 marks)

TOPIC D: Why do we have phobias?

Answer ALL questions. You are advised to spend approximately 35 minutes on Topic D.

- 8 Ivan Pavlov developed the theory of Classical Conditioning from his laboratory work with dogs. He found that if meat and a bell were presented together, dogs could be conditioned to produce saliva at the sound of a bell alone.



(a) What is the Unconditioned Stimulus (UCS)?

(1)

- | | |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> A | <input type="checkbox"/> D |
| <input type="checkbox"/> B | <input type="checkbox"/> E |
| <input type="checkbox"/> C | <input type="checkbox"/> F |

(b) What is the Conditioned Response (CR)?

(1)

- | | |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> A | <input type="checkbox"/> D |
| <input type="checkbox"/> B | <input type="checkbox"/> E |
| <input type="checkbox"/> C | <input type="checkbox"/> F |

(Total for Question 8 = 2 marks)

9 Which **one** of the following situations is best explained by Classical Conditioning?

- A Emily is afraid of spiders because she saw her older sister being frightened whenever a spider was near
- B Janek avoids snakes because he knows some snakes are poisonous
- C Kazim finds it difficult to eat lemons as they were given to him to eat when he was ill

(Total for Question 9 = 1 mark)

10 According to the theory of preparedness, which **two** of the following are most likely to be the cause of a phobia? (Mark **only two** boxes.)

- A Aeroplane
- B Television
- C Spider
- D Hamster
- E School
- F Snake

(Total for Question 10 = 2 marks)

11 Bennett-Levy and Marteau (1984) used a questionnaire to study evolutionary preparedness as an explanation of animal phobias/fears.

Imagine you have been asked to design a questionnaire for this study.

Design an open ended question **and** a ranked scale question (e.g. Likert style) to find out from participants their fear of animals.

(a) In the box below, give an example of an open ended question that you could use. (1)

(b) In the box below, give an example of a ranked scale question (e.g. Likert style) that you could use. (1)

(c) Which of the following statements best describes the **aim** of Bennett-Levy and Marteau's (1984) study? (1)

- A** To investigate if speed of an animal was linked to how slimy it was
- B** To investigate if fear of an animal was linked to its features
- C** To investigate if fear of an animal was linked to its size

(d) Describe **one** weakness of Bennett-Levy and Marteau's study. (2)

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(Total for Question 11 = 5 marks)

12 Which **two** of the statements below give possible explanations for a phobia of rats?
(Mark **only two** boxes.)

- A** Social learning theory says the phobia comes from a learned association
- B** Classical conditioning theory says the phobia comes from a learned association
- C** Classical conditioning theory says the phobia comes from reward and punishment
- D** Classical conditioning theory says the phobia comes from watching others

(Total for Question 12 = 2 marks)

13 Philip had a fear of oranges. He decided to seek help from a therapist. The therapist used flooding as a treatment to help him overcome his fear of oranges.

(a) Describe flooding as a treatment for phobias.

(3)

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*(b) Philip spoke of his treatment as being a distressing experience.

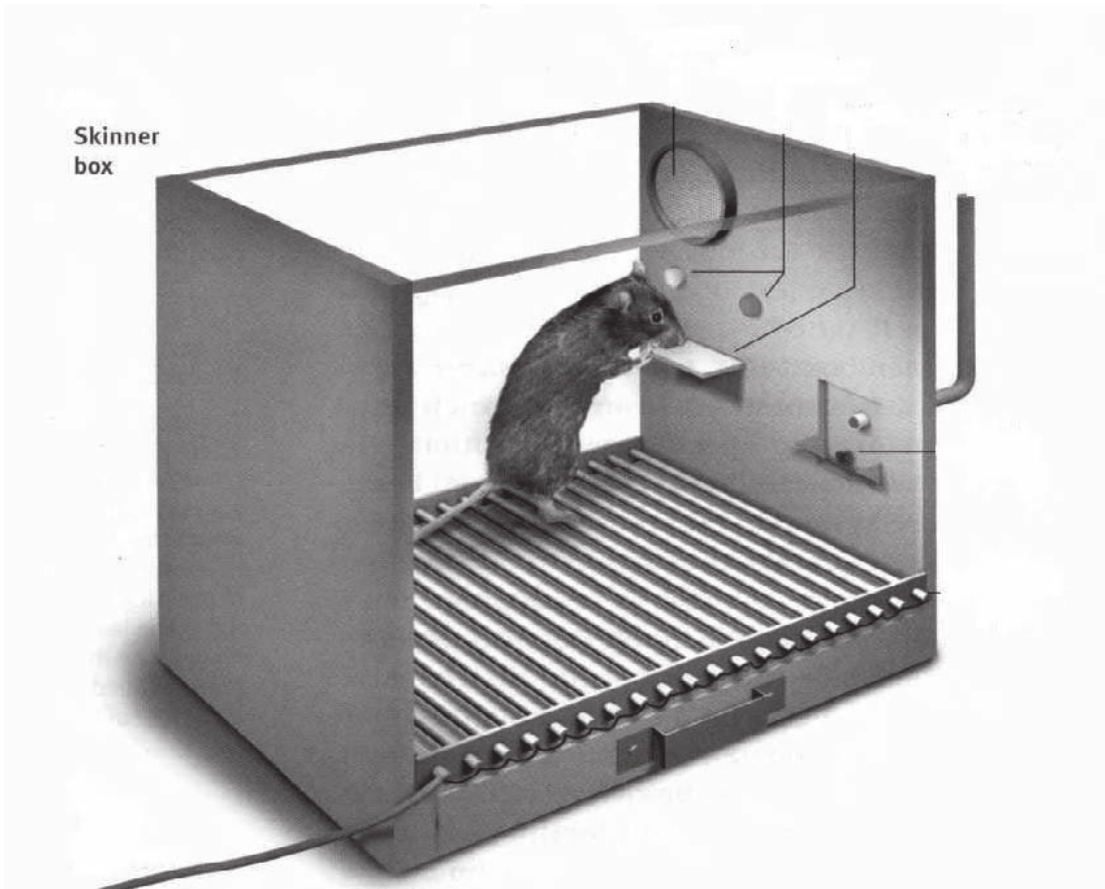
Explain why Philip might have had a distressing experience. You should refer to ethical issues in your answer.

(5)

A series of horizontal dotted lines for writing an answer.

(Total for Question 13 = 8 marks)

14 Below is a picture of a rat in a Skinner box.



(a) There are guidelines that protect the welfare of animals in experiments.

Describe **two** of these guidelines that protect the welfare of animals in laboratory research, such as the rat in the Skinner box above.

(4)

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(b) Some would argue that as animal research is more practical than using humans, it should be carried out. Others would disagree.

Explain **two** practical reasons for using animals in research.

(6)

Practical reason 1

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Practical reason 2

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(Total for Question 14 = 10 marks)

TOTAL FOR TOPIC D = 30 MARKS

TOPIC E: Are criminals born or made?

Answer ALL questions. You are advised to spend approximately 35 minutes on Topic E.

15 In the table below there are three causes for why a person might become a criminal.

For each cause, place **one** cross in the correct theory. The first theory has been completed for you.

Complete (a) and (b) with a cross for each.

| Cause of criminal behaviour | Theory which explains the cause | | | | |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Genes | Social learning | Schema | Child rearing strategies | Self-fulfilling prophecy |
| <i>eg Chromosome abnormality (XXY)</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (a) The watching of violent videos | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Labelling of antisocial behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(Total for Question 15 = 2 marks)

16 Rose is found guilty of shoplifting. Rose's neighbours weren't surprised because her father had often been caught stealing.

(a) Describe how genetics can explain Rose's behaviour.

(2)

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(b) Explain Rose's behaviour in terms of a self-fulfilling prophecy.

(2)

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(Total for Question 16 = 4 marks)

17 Theilgaard (1984) studied the chromosome defects XXY and XYY in males. He found a difference in behaviour between XYY and XXY males.

(a) Give **one** reason for Theilgaard carrying out this study. (1)

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(b) Outline the procedure Theilgaard used. (2)

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(c) Explain why it might be difficult to prove a link between genes and criminality. (3)

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(Total for Question 17 = 6 marks)

18 Juries decide whether a defendant is guilty or not based on evidence in court. They might also be influenced by other factors, such as defendant characteristics.

(a) State **two** defendant characteristics that might influence a jury. (2)

1

2

(b) Explain how defendant characteristics might affect jury decision-making. (4)

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(Total for Question 18 = 6 marks)

19 John Duffy, the Railway murderer, was arrested, convicted and sentenced to life imprisonment for his crimes. David Canter helped the police profile John Duffy.

(a) Define the term **offender profiling**. (2)

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* (b) How might a Forensic Psychologist help in convicting and treating criminals?

(10)

A series of horizontal dotted lines for writing the answer to the question.

(Total for Question 19 = 12 marks)

**TOTAL FOR TOPIC E = 30 MARKS
TOTAL FOR PAPER = 90 MARKS**

Sample Mark Scheme

Unit 2: Social and Biological Psychological Debates

Topic C: Do TV and video games affect young people's behaviour?

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 1(a) | 1 mark for correct answer. B | AO1 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 1(b) | <p>2 marks are available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p>1 mark –partial explanation of John's behaviour using vicarious or reinforcement –may not mention these terms explicitly</p> <ul style="list-style-type: none">• eg John seeing someone else (superhero) receive the reinforcement for a behaviour• eg John notices reward/ consequence of behaviour/ positive reaction <p>2 marks –complete explanation of John's behaviour in terms of vicarious reinforcement or a full definition of it.</p> <ul style="list-style-type: none">• eg John's behaviour is an example of vicarious reinforcement because he watches someone (superhero) being rewarded for his or her behaviour so he copies it/ learns• eg vicarious reinforcement is defined as learning through observing the consequences of a given behaviour when acted out by someone else | AO2 = 2 (2) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 2(a) | 1 mark for an answer reflecting either of the findings below. <ul style="list-style-type: none">• eg the study found that there was no difference in the total amount of aggression shown before and after the introduction of TV• eg there were individual differences in the amount of aggression shown by different children | AO1 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|---|
| 2(b) | <p>2 marks are available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p>1 mark for a basic description of the effects on children involved in the study</p> <ul style="list-style-type: none"> eg Children became increasingly aggressive following the introduction of television. <p>2 marks for a more detailed description</p> <ul style="list-style-type: none"> eg Children from Notel (without TV initially) showed increased aggression over the two year period eg Multitel and Unitel children did not increase aggression over two years but Notel children were similar to these children after the two year period of watching TV eg Notel children were twice as aggressive towards each other after the introduction of TV eg The introduction of TV led to increased awareness of sex differences between boys and girls eg Children of Notel were seen to have a drop in cognitive skills/ IQ/ creativity/ leisure activities/ reading abilities in poorer households | <p>AO1 = 2</p> <p>(2)</p> |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 2(c) | <p>2 marks are available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p>Any two of the reasons below = 1 mark for each</p> <ul style="list-style-type: none"> Culture/ cultural differences Upbringing/ differences in upbringing Closer society in St Helena More parental supervision in St Helena Expectations of behaviour in St Helena were of non-violent behaviour Children in St Helena knew they would get caught <p>Look for other relevant answers.</p> | <p>AO2 = 2</p> <p>(2)</p> |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 3 | <p>1 mark for each correct answer. Maximum 2 marks.</p> <p>A</p> <p>B</p> | <p>AO1 = 2</p> <p>(2)</p> |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 4 | 1 mark for correct answer. C | AO1 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 5(a) | 1 mark for correct answer. • Male | AO3 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|---|--|
| 5(b) | 2 marks are available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE. 1 mark for stating an appropriate problem from the list below and 1 mark for explaining why it is a problem <ul style="list-style-type: none"> • Sample of cartoons biased (time of day, media taken from, type of cartoon, target audience) • Hitting is not a good measure of aggression (verbal aggression may be evident, what behaviours count as hitting, what about other physical aggression) • Based upon opinion of researcher (she may want to make one of the genders appear more aggressive, she might mis-categorise the girls thinking they didn't mean it aggressively) • Another person may see hitting differently (they may count putting your hand on someone as hitting) | AO3 = 2 (2) |

| Question Number | Answer | Mark |
|-----------------|---|--|
| 6(a) | 1 mark for correct answer. • Experiment = 1 mark Notes Different types of experiment also acceptable eg field, lab. | AO3 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|---|--|
| 6(b) | Two conditions (IV) were: <ul style="list-style-type: none"> • Violent video game • Non-violent video game | AO3 = 2 (2) |

| Question Number | Answer | Mark |
|-----------------|--|---|
| 6(c) | <p>2 marks are available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p>1 mark for stating one of the issues below, 1 mark for explanation of why it is a problem (if 2 reasons given mark all and credit the best).</p> <ul style="list-style-type: none"> • Harm – against BPS guidelines, the real participants should not be psychologically harmed by believing they were giving an opponent a loud noise blast • Distress – setting a level of noise to punish an opponent may have distressed the participants • Deception – participants were not aware that their opponent was not real <p>Look for other relevant ethical issues.</p> | <p>AO3 = 2</p> <p>(2)</p> |

| Question Number | Answer | Mark |
|-----------------|--|----------------------|
| 6(d) | <p>4 marks are available – The examples are indicative and not exhaustive. Credit other suggestions OWTTE.</p> <p>1 mark- one evaluation point clearly made or more than one very briefly outlined without development. No use of appropriate terminology</p> <ul style="list-style-type: none"> • eg the procedure was detailed • eg the sample were all undergraduates <p>2 marks – evaluation point clearly made or more than one evaluation point briefly outlined. No/ brief use of appropriate terminology, more than brief use of terminology moves the answer up to the next level</p> <ul style="list-style-type: none"> • eg the procedure is clear and could be done again exactly • eg the participants were all undergraduates from similar backgrounds so the results might not be applied to others <p>3 marks – effective evaluation points made using some relevant terminology. There might be a balance of depth and breadth (more evaluation points not very clearly made or fewer points but given in depth)</p> <ul style="list-style-type: none"> • eg the participants were all similar undergraduates which limits the generalisability of the findings to other populations • eg the procedure was detailed and clear, allowing replication of the study to be achieved <p>4 marks - effective evaluation using appropriate terminology and points clearly made. There can be effective breadth or effective depth or both. Full marks must be given for a suitably well expressed answer that evaluates the procedure even if there are points that are not complete or other points that could be made</p> | <p>AO3= 4</p> |

| | | |
|--|---|------------|
| | <ul style="list-style-type: none"> • eg because game playing outside of the study was not controlled, some participants may have been more or less aggressive because of this and not the games played during the study • eg there was no control over levels of natural aggression so the researchers could have been measuring this and not aggression due to game playing • eg it was a laboratory experiment which lacks ecological validity as it was not conducted in a natural environment for the participants | (4) |
|--|---|------------|

| Question Number | Indicative content |
|--------------------------------------|--|
| <p>7 QWC i-iii</p> | <p>Appropriate answers may include the following points, but these are indicative not exhaustive points.</p> <ul style="list-style-type: none"> • assessing Mitesh’s learning and emotional needs by working directly with him and consulting with others who are close to him • developing and supporting therapeutic and behaviour management programmes for Mitesh • designing and developing courses on topics such as bullying for parents, teachers and others involved with the education of Mitesh • writing reports to make formal recommendations on action to be taken for Mitesh, including formal statements, be they a record of needs in Scotland or a statement of special educational needs in the rest of the UK • advising, negotiating, persuading and supporting teachers, parents and other education professionals involved in Mitesh’s education • attending case-conferences involving multidisciplinary teams on how best to meet the social, emotional, behavioural and learning needs of Mitesh • liaising with and facilitating meetings, discussions and courses with other professionals involved in Mitesh’s education • developing and reviewing policies at the school Mitesh attends • conducting active research that may impact on how Mitesh is supported in the education system <p>+ eg the objectives of Anger Management programmes</p> <ul style="list-style-type: none"> • help Mitesh identify what causes his anger • teach Mitesh what triggers his anger • teach Mitesh techniques to help control his anger and impulsiveness • use role play with Mitesh to help practice his anger management techniques <p>Accept any other suitable content (see levels overleaf)</p> <p style="text-align: right;">(AO2 = 7)</p> |

| Level | Mark | Descriptor |
|-----------------------------|------|---|
| 0 | 0 | No rewardable material |
| Level 1 QWCI-iii | 1-3 | Limited outline of some of the functions carried out by an Educational Psychologist AND no reference or irrelevant reference to Mitesh. Writing communicates ideas using everyday language but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy. |
| Level 2 QWCI-iii | 4-5 | Reasonable description of the role of an Educational Psychologist with some relevant examples of their work AND at least one relevant reference to Mitesh. Writing communicates ideas using psychological terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. |
| Level 3 QWCI-iii | 6-7 | Accurate and detailed description of the role of an Educational Psychologist AND more than one relevant reference to Mitesh. Writing communicates ideas effectively, using a range of precisely selected psychological terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy. |

Topic D: Why do we have phobias?

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 8(a) | 1 mark for correct answer. A | AO2 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 8(b) | 1 mark for correct answer. F | AO2 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 9 | 1 mark for correct answer. Only accept the correct crossed box. If more than one box is crossed (including the correct answer) give zero mark. C | AO2 = 1 (1) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 10 | 1 mark for each correct answer. Only accept the two correct crossed boxes. If more than two boxes are crossed (including the correct answers) give zero mark. C F | AO1 = 2 (2) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 11(a) | 1 mark is available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE. The mark is available for an open ended question that clearly asks about a fear of animals. No credit for a closed ended question/ Likert style question. <ul style="list-style-type: none"> • eg What animals do you fear? • eg How fearful are you of animals? • eg What animal phobias do you have? | AO3 = 1 (1) |

| Question Number | Answer | Mark | | | | | | | | | | | | | | | | | | | | | |
|-----------------|--|---------------------------|----------|-------------------|--|--|--|----------------|-------|---------------------------|----------|-------------------|--|--|--|--|--|--|--|--|--|--|--|
| 11(b) | <p>1 mark is available. The examples are indicative and not exhaustive. Credit other suggestions OWTTE.</p> <p>The mark is available for a rank style question that clearly asks about a fear of animals. No credit for a yes/ no type question, and no credit for an open ended question.</p> <p>Ratings (1,2,3, etc should be clear) eg</p> <ul style="list-style-type: none"> How scared are you of eg cats? <table border="1" style="margin-left: 40px;"> <tr> <td>Very scared</td> <td>Neutral</td> <td>Not scared</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> Cats are scary. <table border="1" style="margin-left: 40px;"> <tr> <td>Strongly agree</td> <td>Agree</td> <td>Neither agree or disagree</td> <td>disagree</td> <td>Strongly disagree</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | Very scared | Neutral | Not scared | | | | Strongly agree | Agree | Neither agree or disagree | disagree | Strongly disagree | | | | | | | | | | | <p>AO3 = 1</p> <p style="text-align: right;">(1)</p> |
| Very scared | Neutral | Not scared | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly agree | Agree | Neither agree or disagree | disagree | Strongly disagree | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
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| Question Number | Answer | Mark |
|-----------------|---|--|
| 11(c) | <p>1 mark for correct answer. Only accept the correct crossed box. If more than one box is crossed (including the correct answer) give zero mark.</p> <p>C</p> | <p>AO1 = 1</p> <p style="text-align: right;">(1)</p> |

| Question Number | Answer | Mark |
|-----------------|---|--|
| 11(d) | <p>2 marks are available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p>Two marks are available for ONE weakness of the study. If more than one weakness, mark all and credit best.</p> <p>1 mark for a basic response</p> <ul style="list-style-type: none"> eg Participants may have lied eg The participants fears were not directly observed <p>2 marks for a detailed response</p> <ul style="list-style-type: none"> eg The study was a correlation, so we cannot be sure the animal feature led to the fear eg The participants may have responded as they were expected to, showing fearful objects as more speedy/ slimy | <p>AO2 = 2</p> <p style="text-align: right;">(2)</p> |

| Question Number | Answer | Mark |
|-----------------|---|----------------------------------|
| 12 | 1 mark for each correct answer. Only accept the correct crossed box. If more than one box is crossed (including the correct answer) give zero mark. B D | AO1 = 2 (2) |

| Question Number | Answer | Mark |
|-----------------|--|----------------------------------|
| 13(a) | 3 marks are available. The examples are indicative and not exhaustive. Credit other suggestions OWTTE. 1 mark for each point or other relevant comments. <ul style="list-style-type: none"> • Flooding is based on the idea of extinction • Client is placed in extremely fear provoking situation with the feared object • Client is “flooded” with fear and anxiety • Fear starts to subside if the client stays long enough • Teaches patient that there is no objective basis to fears • Reciprocal inhibition occurs • The patient becomes relaxed naturally after consistent exposure • The patient associates relaxation with the phobic object/ situation <p>Marks can be awarded for a relevant example of how flooding would be carried out and for linking to Philip’s fear of oranges.</p> | AO1 = 3 (3) |

| Question Number | Indicative content |
|----------------------------------|---|
| 13(b) QWC i-iii | Appropriate answers may include the following points, but these are indicative not exhaustive points. <ul style="list-style-type: none"> • Philip would have to face his fear • Philip would be distressed at experiencing his phobia face to face • Philip would experience consistent anxiety • Philip would want to escape his fear • Philip may need to be exposed to his fear for several hours before treatment is complete • Philip would not be able to withdraw from the treatment • If Philip withdrew his phobia may be worsened • Philip may not be completely aware of what he consented to • Philip has no control over the course/ direction of the treatment • Look for other appropriate marking points. <p>Refer to levels</p> AO2 = 5 |

| Level | Mark | Descriptor |
|-----------------------------|------|---|
| 0 | 0 | No rewardable material. |
| Level 1 QWCI-iii | 1-3 | <p>Some basic recognition of an ethical problem(s) associated with flooding with regards to harm or stress. This answer may be brief, superficial or partial and without explanation. At the lower end there is some recognition of an ethical problem associated with flooding with regards to harm or stress. This answer may be brief, superficial or partial.</p> <p>The top end there is clear understanding of distress caused by flooding and reasons for distress being caused.</p> <p>Writing communicates ideas using everyday language but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> |
| Level 2 QWCI-iii | 4-5 | <p>There is clear recognition of more than one ethical issue and clear explanation of why it is an issue with regard to the procedure. At the lower end there is clear recognition of distress caused and reasons why, and understanding that the patient is confined without being able to escape.</p> <p>At the top end there is complete understanding of two of the following: distress, lack of withdraw, control of therapist, with firm reasoning/ explanation.</p> <p>Writing communicates ideas using psychological terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p> |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 14(a) | <p>One point per marking point or for elaboration. Points are for definitions and/ or examples. One mark for identification of an appropriate guideline and one mark for elaboration/ example. Identification can be implicit.</p> <p>The following points are indicative, not comprehensive, and other points should be credited if relevant. If more than two ethical guidelines, mark all and credit best two.</p> <p>Reject ethical guidelines for human research.</p> <p>Any two of the following ethical guidelines (in bold) + elaboration (bullets) eg</p> <p>Choice of species</p> <ul style="list-style-type: none"> • Species should be chosen on the basis that they are suited to purpose • There should be species knowledge to avoid suffering <p>Number of animals</p> <ul style="list-style-type: none"> • Researchers should use the smallest number of animals possible • The least number of animals should be used to accomplish the research goals with confidence of findings • Alternative designs, careful recording, and reliable measures of behaviour should be considered when deciding numbers <p>Isolation and crowding</p> <ul style="list-style-type: none"> • Caging should take account of the social behaviour of the species • Isolation should take account of the species as distress can be caused <p>Look for other suitable ethical issues, elaboration and/ or examples.</p> | <p>AO3 = 4</p> <p>(4)</p> |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 14(b) | <p>1 mark for each identification of issue within the context of explanation.</p> <p>2 marks for each identification of issue + brief elaboration.</p> <p>3 marks for each identification of issue +detailed elaboration (this may include examples).</p> <p>If more than two practical reasons for animal use, mark all and credit best. Ignore answers relating to ethical issues/ reasons (giving credit to issues that are actually practical but are written as an ethical issue).</p> <p>Indicative content</p> <p>Lifespan differences (ID).</p> <ul style="list-style-type: none"> • The study of development/ ageing is not practical to conduct on humans due to extended periods of time necessary • The lifespans of small mammals are lower, making it more time effective to use them for research <p>Study of early experience (isolation/ control) (ID)</p> <ul style="list-style-type: none"> • To examine the effects of early experience, it is more practical to use animals that can be confined • As a researcher may not have the opportunity to study collect early life data and compare it to adult development • Harlow and Harlow collected useful data on the effects of early attachment over a few years <p>Study of generations (ID)</p> <ul style="list-style-type: none"> • The study of effects over generations is not practical to conduct using humans due to limited generativity and greater periods of gestation • Animals breed quickly and mature earlier, ensuring many generations to study • Rats can deliver young after only a few months, making genetic effects easier to study <p>Generalisability (ID)</p> | <p>AO3 = 6</p> <p>(6)</p> |

Topic E: Are criminals born or made?

| Question Number | Answer | Mark | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|-----------------------------|---------------------------------|--------------------------|--------------------------|--|--|-------|-----------------|--------|--------------------------|--------------------------|---------------------------------------|-----|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|------------|
| 15 | 2 marks are available. 1 mark for each correct answer. | AO1 = 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th rowspan="2">Cause of criminal behaviour</th> <th colspan="5">Theory which explains the cause</th> </tr> <tr> <th>Genes</th> <th>Social learning</th> <th>Schema</th> <th>Child rearing strategies</th> <th>Self fulfilling prophecy</th> </tr> </thead> <tbody> <tr> <td><i>eg Chromosome abnormality(XXY)</i></td> <td>(x)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>(a) The watching of violent videos</td> <td><input type="checkbox"/></td> <td>x</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>(b) Labelling of antisocial behaviour</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>x</td> </tr> </tbody> </table> | Cause of criminal behaviour | Theory which explains the cause | | | | | Genes | Social learning | Schema | Child rearing strategies | Self fulfilling prophecy | <i>eg Chromosome abnormality(XXY)</i> | (x) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (a) The watching of violent videos | <input type="checkbox"/> | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | (b) Labelling of antisocial behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | x | (2) |
| Cause of criminal behaviour | Theory which explains the cause | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Genes | Social learning | Schema | Child rearing strategies | Self fulfilling prophecy | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>eg Chromosome abnormality(XXY)</i> | (x) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (a) The watching of violent videos | <input type="checkbox"/> | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (b) Labelling of antisocial behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question Number | Answer | Mark |
|-----------------|---|----------------|
| 16(a) | <p>2 marks are available. The suggestions are indicative and not exhaustive. Credit other relevant suggestions OWTTE. Examples (not Rose) can gain one mark credit.</p> <p>1 mark for a basic response</p> <ul style="list-style-type: none"> eg She could have inherited an anti-social gene from her father eg Rose could have inherited an anti-social gene <p>2 marks for a detailed response</p> <ul style="list-style-type: none"> eg A gene has been linked to anti-social behaviour such as shoplifting and Rose could have inherited this from her father | AO2 = 2 |
| | | (2) |

| Question Number | Answer | Mark |
|-----------------|--|---|
| 16(b) | <p>2 marks are available. The suggestions are indicative and not exhaustive. Credit other relevant suggestions OWTTE. Examples (not Rose) can gain one mark credit.</p> <p>1 mark for a basic response</p> <ul style="list-style-type: none"> • eg expectations led to her behaviour • eg people called her a thief so she became one <p>2 marks for a detailed response</p> <ul style="list-style-type: none"> • eg She would be expected by others to steal and eventually she would have acted in accordance with her label • eg Rose's father was a thief and she could have been labelled as one too, Rose conformed to expectation | <p>AO2 = 2</p> <p>(2)</p> |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 17(a) | <p>1 mark is available. The suggestions are indicative not exhaustive. Credit other suggestions that are relevant. Consider OWTTE. Only credit study aim and no credit for method description.</p> <ul style="list-style-type: none"> • To find a link between genetics and criminality • To see if criminality was genetic • To see if there was a difference in aggression between the two genetic types | <p>AO2 = 1</p> <p>(1)</p> |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 17(b) | <p>2 marks are available. The suggestions are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p>1 mark for each procedural point.</p> <ul style="list-style-type: none"> • The tallest (15%) were given blood tests and smears • The smears were tested for the XY chromatin • The blood was screened for chromosome defects • 12 XYY and 16 XXY males were identified • A social worker that did not know the men's genotypes interviewed the participants about their life circumstances • The men were given cognitive tests for intelligence, memory, concentration, (there were others) • The participants were given personality tests to identify aggressive themes • The men were given a psychological interview to gather information about childhood, relationships and criminal activity <p>2 marks for a detailed response</p> <ul style="list-style-type: none"> • eg they found out whether they were XXY or XYY using blood tests and used interviews and questionnaires to see if they were aggressive due to their genes or relationships or upbringing | <p>AO1 = 2</p> <p>(2)</p> |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 17(c) | <p>3 marks are available. The suggestions are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • The link made is only a correlation • Genetic defects associated with criminal behaviour are only found in a small number of cases making an unrepresentative sample • There are many criminals who do not have the genetic defects found in some criminals • There are many non-criminals who may have the genetic defect/ pattern • There may be many other factors that contribute to criminal behaviour other than genetics • Upbringing, social conditions, self-fulfilling prophesy are all alternative explanations that could explain criminality <p>1 mark for a basic identification of the issue(s)</p> <ul style="list-style-type: none"> • eg the link made is only a correlation • eg not all criminals have defective chromosome abnormalities • eg there are reasons for criminality other than genetics <p>2 marks for identification of the issues and partial explanation(s)</p> <ul style="list-style-type: none"> • eg the link made is only a correlation so cause and effect can not be established between genetics and criminality • eg because only a small sample of chromosomally defective males were used the results are of limited use • eg other reasons for criminality include self-fulfilling prophesy, upbringing and social conditions, not genetics <p>3 marks for an identification of the issue(s) and detailed explanation(s)</p> <ul style="list-style-type: none"> • eg the link made is only a correlation so cause and effect can not be established between genetics and criminality so other factors such as upbringing may be involved • eg because only a small sample of chromosomally defective males were used the results are of limited use so generalisations to all XYY defective males may be inappropriate • eg genetics may not be the cause for aggression, other explanations such as self fulfilling prophesy could explain criminality as those who are labelled as criminal for a single act may identify with the label and begin a criminal career <p>Look for other appropriate answers.</p> | <p>AO3 = 3</p> <p>(3)</p> |

| Question Number | Answer | Mark |
|-----------------|---|---|
| 18(a) | <p>Two marks are available. Accept any sensible suggestion of a characteristic that might influence jury decision-making eg</p> <ul style="list-style-type: none"> • Attractiveness • Accent • Race • Appearance/ clothing • Age • Gender | <p>AO1 = 2</p> <p>(2)</p> |

| Question Number | Answer | Mark |
|-----------------|---|-----------------------|
| 18(b) | <p>4 marks are available. The suggestions are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Attractiveness can influence jury decision making • An unattractive defendant is more likely to be convicted by a jury • Attractive defendants who used their looks to commit an offence may be more likely to be convicted • Unattractive defendants are seen as less trustworthy and more likely to be involved in criminal activity • Accent can influence jury decision-making • A defendant with a non-standard accent may be judged as guilty • Non-standard accents are associated with blue collar crimes and criminal activity • Black defendants are treated more harshly than white defendants • White defendants have been found to be treated more harshly by black jurors <p>1 mark- brief mention which is relevant to how defendant characteristics might affect jury decision-making.</p> <ul style="list-style-type: none"> • eg the way a person looks, such as attractiveness, can affect whether a juror finds them guilty or innocent of a crime <p>2 marks- partial explanation of how defendant characteristics might affect jury decision-making. (may include some relevant terminology)</p> <ul style="list-style-type: none"> • eg an attractive person would be viewed as innocent and an unattractive person as guilty of a crime because we see attractive people as honest and trustworthy <p>3 marks – good explanation should include at least one aspect of how defendant characteristics might affect jury decision-making (likely to use some appropriate terminology).</p> <ul style="list-style-type: none"> • eg an attractive person would be viewed as innocent and an unattractive person as guilty of a crime because we see attractive people as honest and trustworthy, but this depends upon the type of crime committed as attractiveness can be used to commit a crime | <p>AO1 = 4</p> |

| | | |
|--|--|------------|
| | <p>4 marks must provide a detailed explanation of how defendant characteristics might affect jury decision-making and use some appropriate terminology</p> <ul style="list-style-type: none"> eg Attractive people are seen as innocent because they are viewed as trustworthy unless they have used their attractiveness to commit the crime AND racism exists as jurors find same race defendants innocent OR people with non-standard accents are found more guilty of blue collar crimes because they are stereotypically defined as less honest | (4) |
|--|--|------------|

| Question Number | Answer | Mark |
|-----------------|---|----------------------------------|
| 19(a) | <p>2 marks for a clear and complete definition similar to example. 1 mark for a partially correct definition. 1 mark for a partially correct definition and relevant example. 1 mark for a relevant example without correct definition</p> <p>Offender Profiling is defined as:</p> <ul style="list-style-type: none"> eg providing a description of the offender based upon the analysis of the crime scene, the victim and any other available evidence. | AO1 = 2 (2) |

| Question Number | Indicative content |
|--|--|
| <p>19(b) QWC i-iii</p> | <p>Answers may include the following, but this list is indicative and not exhaustive. Students are asked to comment on the role of a forensic psychologist in convicting and treating offenders. There are other creditable marks available beyond this remit (see indicative content). Convicting and treating do not have to be separated in the response.</p> <p>eg</p> <p>Expert Witness</p> <ul style="list-style-type: none"> • They may help the jury and judge understand the state of mind of a defendant • They would help judge a defendant's fitness to stand trial • They would help in the legal understanding and judgement of insanity as a defence • They may be used to assess witness credibility • They can be used to suggest treatment and offer risk assessment of danger and re-offending <p>Treatment</p> <ul style="list-style-type: none"> • Modifying offender behaviour through treatment programmes • Advising and supervising the use of token economy programmes in prison • Implementing anger management programmes <p>Other creditable points</p> <ul style="list-style-type: none"> • Stress reduction for prisoners and prison officers • Researching crime statistics, rehabilitation and re-offending rates • Working with probation officers • Assessing probation drop out rates • Hostage negotiation • Advise the police of techniques to help interrogate suspects • Develop police interviewing techniques • Advise police on credibility of witness statements <p>Look for other reasonable marking points.</p> <p style="text-align: right;">AO2 = 10</p> |

| Level | Mark | Descriptor |
|-----------------------------|------|--|
| 0 | 0 | No rewardable material. |
| Level 1 QWCI-iii | 1-2 | <p>Students offer a very limited answer that can be linked to the role of a Forensic Psychologist, but the answer is not clearly focused on the requirements of the question and is not explained clearly.</p> <p>Writing communicates ideas using everyday language but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> |
| Level 2 QWCI-iii | 3-4 | <p>A brief or limited description of the role of a Forensic Psychologist. Students refer to at least one of the roles of a Forensic Psychologist with regards to convicting or rehabilitating offenders.</p> <p>Writing communicates ideas using a limited range of psychological terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> |
| Level 3 QWCI-iii | 5-6 | <p>Students express reasonable knowledge of the role of a Forensic Psychologist and clearly understands the work they discuss. The answer may have limited but clear explanation of one or more areas of work regarding the conviction and rehabilitation of offenders.</p> <p>Writing communicates ideas using psychological terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p> |
| Level 4 QWCI-iii | 7-8 | <p>Students have described clearly how a Forensic Psychologist works with criminals with at least two different parts of their work clearly explained.</p> <p>Writing communicates ideas using psychological terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, with few spelling errors.</p> |
| Level 5 QWCI-iii | 9-10 | <p>Students offer an answer that is focused on the requirements of the question and clearly identifies and explains at least two areas of work of a Forensic Psychologist with depth and understanding. Full marks may be awarded even if areas of work are omitted provided the answer is clear and focussed. Students may offer other creditable points. There is evidence of good judgement and is sensitive and realistic when describing the multiple roles of a Forensic Psychologist.</p> <p>Writing communicates ideas effectively, using a range of precisely selected psychological terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy.</p> |

