

NOV MOCKS FEEDBACK SCHEME

Total Mark:

Grade:

Focus areas for revision:

- 1.
- 2.
- 3.

SECTION	Mark achieved	What I want to get in Feb Mocks
A		
B		
C		
D		
E		

Answer **all** questions in this section.

- 1 (a) Identify the type of personality associated with high levels of obedience.

- A authoritarian
- B disciplinarian
- C totalitarian
- D utilitarian

Need more help?

Check out pages 105-109 of your textbook

Your answer

A

[1]

- (b) Identify the dispositional factor that can affect crowd behaviour.

- A lack of control
- B lateralisation of control
- C localisation of control
- D locus of control

Your answer

D

[1]

- (c) According to neuropsychology, identify which of the following would explain why people with high self-esteem are unlikely to conform.

- A activity in the hypothalamus
- B activity in the hippocampus
- C volume of the hippocampus
- D volume of the hypothalamus

Your answer

C

[1]

2 Evaluate the effect of dispositional factors on behaviour.

Need more help?

Check out page 109 of your textbook

- 1 mark for an understanding of what dispositional factors are.
1 mark for an evaluation of the effect of those factors on behaviour.

- People's disposition is relatively fixed (1) but evidence shows behaviours can change with the situation (1).
- Personality is a more subjective concept than situation (1) making it more difficult to make generalisations (1).

Marker's Comments – Qu. 2

Do not credit descriptive statements alone but do back-credit where they are used to illustrate a criticism, e.g. 'the theory suggests there will be a range of behaviours in any one situation, depending on the individuals involved (1) but a lot of social psychological research shows clear patterns in terms of crowd behaviour, obedience and conformity (1)'. [2]

Do not credit criticisms that focus on specific dispositional factors, e.g. 'high self-esteem may lead to higher levels of conformity (1) if a person is secure in themselves, they may not experience failure or embarrassment as a result of conforming (1)'. [1]

3 Bickman (1974) carried out a study into obedience.

Need more help?

Check out pages 102-105 of your textbook

- (a) Name the method used in this study.

1 mark for 'experiment' or 'field experiment'.

- (b) Give **one** control used in this study.

1 mark for any control evident in the study e.g. limiting use of confederates, similar characteristics of confederate (e.g. sex, age, physique), same setting, limited range of tasks, same command issued to participants, same guard uniform used, always on a weekday, etc.

Marker's Comments – Qu. 3(b)

Response must include a term that implies control e.g. same, similar, limited. [1]

A psychologist carried out a study into obedience. She arranged for her assistant to pose as a warden in her local park. When the assistant saw any members of the public dropping litter, he would approach them and tell them to put it in the bin. 82% of the people observed followed the assistant's instructions.

- (c) Explain how the researcher could improve the sample in their study.

1 mark for identifying a way in which the researcher could make the sample more generalisable.
1 mark for explaining how it could increase the generalisability of the sample.

- The researcher could carry out the study in more than one country or city, instead of her local park (1), this would increase the population validity of the study (1).
- The follow-up could be carried out in different areas of town instead of just her local park (1), this would ensure that results could be applied to a wider population (1).

Marker's Comments – Qu. 3(c) & (d)

Application must be relevant to the scenario. [2]

- (d) Describe how the researcher could make their study more ethical.

1 mark for identifying a way in which the researcher could make the study more ethical.
1 mark for explaining how it could make the study more ethical.

- Tell participants after they have taken part in the study that they have participated in obedience research (1) and then give them the opportunity to withdraw their results (1).
- Debrief participants after the study (1) this would make them aware they had been involved in a study and ensure they are restored to their original psychological state (1).
- Get permission from participants to use their results after the study (1), this would ensure that informed consent has been gained (1).

4 Explain how conformity and obedience are different.

Need more help?

Check out pages 92-93 of your textbook

Conformity is doing as others do; doing something to fit in (1),
Conformity happens in groups (1) OR
Conformity tends to be a less conscious process (1)

Obedience is doing as told, doing something to avoid punishment (1),
Obedience can occur between just two people (1) OR
Obedience tends to be a more conscious process (1)

Marker's Comments – Qu. 4

1 mark for understanding of the concept of conformity, and 1 mark for an analysis or logical point of distinction. [2]

1 mark for understanding of the concept of obedience, and 1 mark for an analysis or logical point of distinction. [2]

The distinction between the concepts can be stated explicitly or implicitly. [3]

Need more help?

Remember that showing your working means that the marker needs to know HOW you got to your answer.

When you are asked to calculate the **percentage difference** you are being asked to find out the % at which conformity increases when moving from a group of 3 to a group of 6 people.

You must always focus on the **FIRST** number here as this is where the % comes from.

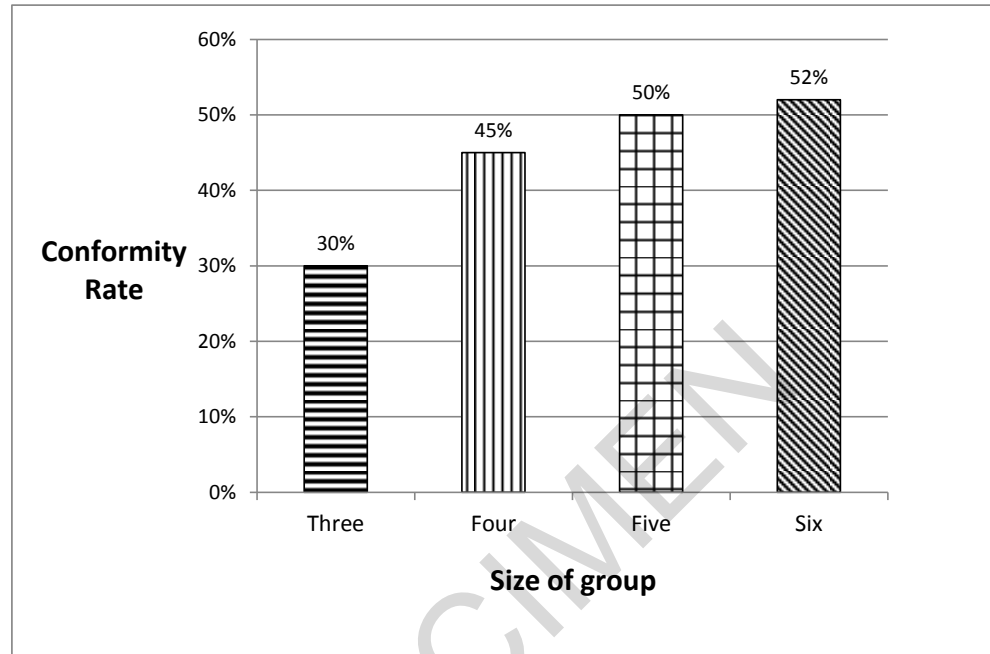
So...you take the **SECOND** number (52) away from the **FIRST** number (30) to find the numerical difference.
 $52 - 30 = 22$

Then you find the percentage difference (how much did 30 increase by to get to 52)
 $22/30 = 0.73$ (one decimal place)

And convert this to a percentage
 $0.73 \times 100 = 73\%$

The following chart shows the percentage of participants who conformed in a task depending on the number of people they were grouped with.

A bar chart showing conformity rates depending on group size.



Calculate the percentage increase in conformity rates between a group of three and a group of six people. Show your working.

1 mark for answer: 73% (rounded to 0 decimal places)

1 mark for workings: $((52-30)/30)*100$

**Marker's Comments –
Question 12**

Working must be present.

Percentage increase = [2]

6

Part of the Crowd

Felix was at a music festival watching his favourite band. He was surrounded by lots of other fans which made him feel as if he was part of a crowd. This may explain why he behaved 'out of character' by chanting abuse at the security staff. However, when one of the staff suddenly fell over, he was quick to rush to help along with others.

Using the source:

Need more help?
Check out pages 96-97 of your textbook

(a) Identify the phrase that refers to deindividuation.

1 mark for '(made him feel as though he was) part of the crowd'.

(b) Give the example of pro-social behaviour.

1 mark for 'he was quick to rush to help (along with others)'.

Marker's Comments – Question 6
Wording in [1] brackets not required for 1 mark [1]

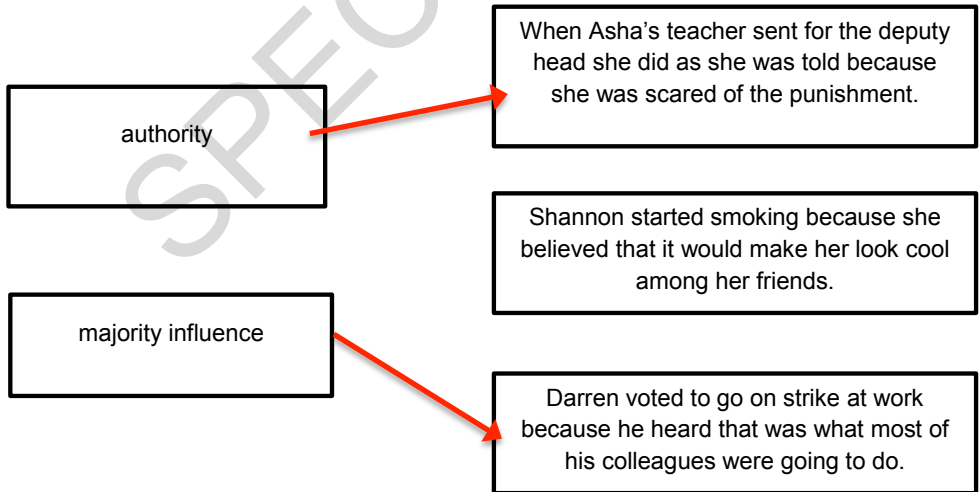
7 Psychologists have identified a number of situational factors associated with social influence.

Draw a line to match each situational factor with its correct example.

[2]

situational factor

example



8

Minority Influence

Matej and Joanne are concerned about the growing sexism amongst some males at their school. They have heard peers using derogatory words when talking about females. As a result, their teacher suggests that they give a talk to the year group at the next assembly and launch an awareness campaign.

Explain how Matej and Joanne could change attitudes towards sexism at their school.

Need more help?

Check out our notes on the applications of research into social influence in your textbook on pages 114-116.

Examples of a 4 mark answer:

- Matej and Joanna need to use clear and consistent messages (1) as part of their campaign they should help the majority of students to understand the issue concerned (1) or that it has life changing impacts on those they abuse (1) and that those students who hold views that women are 'inferior' to men might be part of the problem but also can be a key part of the solution (1)
- Because they are the minority, Matej and Joanna must be flexible and avoid 'finger wagging' (1) so that people do not feel lectured about their negative attitudes and inappropriate language used towards females (1) . If the minority can make the effort to understand the thought processes that lead the majority of their year group to make sexist remarks (1) then they can use this insight to make convincing arguments to challenge these negative attitudes and beliefs (1) . Other appropriate responses to be credited.

Marker's Comments – Question 4

Up to 2 marks for knowledge and understanding of the concept of minority influence and how it works , e.g. • Behavioural style – consistent, clear messages with the audience of peers in mind
 • Style of thinking – understand the majority audience (peers); or sub-groups at school that they want to influence [4]
 • Commitment – strongly supporting the minority view
 • Flexibility – not being too radical in one's views • Use of identification – peer -to -peer delivery of messages .

Up to 2 marks for applying this knowledge and understanding to changing attitudes to sexism at their school.
 For full marks, the response needs to be accurate, detailed and coherent. For 3+ marks the answer must be contextualised and reference must be made to the source.

Section B
Sleep and Dreaming

Answer **all** questions in this section.

9 (a) Identify an example of an exogenous zeitgeber.

A an endogenous pacemaker

B light

C pineal gland

D sleep

Your answer

B

[1]

(b) Identify a stage of sleep.

A Rapid Eye Motion

B Rapid Eye Movement

C Real Eye Motion

D Real Eye Movement

Your answer

B

[1]

(c) Identify a neurochemical associated with the regulation of sleep.

A dopamine

B melatonin

C oestrogen

D testosterone

Your answer

B

[1]

**Need
more
help?**

Check out
pages
150-151
of your
textbook

- 10 Using ten participants, researchers measured the amount of time (in minutes) spent in Stage 1 of the sleep cycle.

The following data was collected.

10.0 9.5 8.2 10.7 10.3 9.6 7.5 10.2 9.9 10.1

Calculate the range for this set of data. Show your working.

Need more help?
Check out page 194 of your textbook

1 mark for workings: 10.7 – 7.5 (+1) (✓)

1 mark for answer: 3.2 (✓)

Marker's Comments - Question 2
Must have working to get 2 marks.

Range = [2]

- 11 Alastair was recently involved in a car accident. During the crash he hit his head hard on the steering wheel. Following the incident, he has been unable to sleep properly.

Need more help?
Check out page 150 of your textbook

Alastair may find it difficult sleep because of brain damage to the hypothalamus (1) this part of the brain regulates sleeping and wakefulness and if it is damaged it would explain why Alastair finds it hard to sleep (1)

Alastair may find it difficult sleep because of brain damage to the hypothalamus (1) this part of the brain regulates sleeping and wakefulness and if it is damaged it would explain why Alastair finds it hard to sleep (1)

Marker's Comments - Question 11
1 mark for knowledge of an area of the brain which is involved in the function of sleep (SCN/hypothalamus, pineal gland).
1 mark for applying the knowledge to the case of Alastair

12

Need more help?
Check out pages 156-157 of your textbook

- (a) Identify a strength of Freud's (1918) dream analysis study of the Wolfman

detailed information was gained (1); in depth data was obtained (1); an insight was provided into a unique case (1); allows the opportunity to conduct research which would otherwise be impractical

- (b) Freudian theory gives one explanation of dreams. Outline the role of repression in dreaming.

Marker's Comments - Question 12 (a)
The response must refer to a strength related to the method/research design [1]

Need more help?
Check out pages 153 of your textbook

- To push things into the unconscious (1) to resolve any immediate emotional conflicts (1).
- To put things out of conscious awareness (1) to protect the person from psychological harm (1).

Marker's Comments - Question 12 (b)
Must define repression using other words & explain its role [1]

(c) Explain why subjectivity can be considered a problem with Freud's theory.

Need more help?

Check out pages 156-157 of your textbook

1 mark for analysing the problem of subjectivity, e.g.

- open to bias/interpretation (1)
- more opinion than fact (1) etc.

1 mark for making a judgement on the problem of subjectivity by relating this to the Freudian theory of dreams, e.g.

- because a lot of the theory makes reference to the unconscious which cannot be observed (1)
- this means that many ideas are open to interpretation (1)
- it is not a very objective theory (1)
- because dreams can be interpreted in a number of different ways depending on how you decide to approach them (1)

13 Describe the Activation Synthesis theory of dreaming.

Need more help?

Check out pages 158-159 of your textbook

The Activation Synthesis Theory suggests that dreams occur when the mind tries to make sense (**synthesis**) of the **brain activity** happening during sleep (**activation**). (1)

They believe that dreams have **no real meaning**.(1)

Signals come from **pons** in the **brainstem** and from the **neurons** that move the eyes, this activates the **limbic system** and travels to the **occipital lobe**. (1)

These spikes send a surge of stimulation through the brain that activates the **cerebral cortex** & the higher brain tries to **give meaning to what is happening**.(1)

The effort to give these sudden signals meaning is what leads us to dream. The brain draws upon its memories to provide **synthesis** (a meaning that makes sense). (1)

For example, the spikes might be similar to those produced whilst running – when sleeping a person might synthesise those signals and dream of running.(1)

Marker's Comments – Question 13

Level 3 (5–6 marks):

There is a thorough description of two or more concepts. This should be done with accuracy and clarity. There should be evidence of coherency throughout the description, which either links concepts or ideas within a concept.

Level 2 (3–4 marks):

There is a good description of one or more concepts. This should be done with some accuracy. There should be some evidence of coherency within the description, which either links concepts or ideas within a concept.

Level 1 (1–2 marks):

There is a basic reference to one or more concepts. Description may be more common sense than technical.

0 marks: No credit worthy response.

[6]

[6]

Sleepless Nights

Caitlin is a teenager who finds it difficult to sleep at night and thinks she may be suffering from insomnia. Her father recently read an article on sleep and believes that changing her environment and her routines could help her to get a good night's sleep.

Using your knowledge of treating sleep disorders, explain what advice you would give to Caitlin to help her to increase her chances of getting a good night's sleep.

Need more help?

Check out pages 163-164 of your textbook

Credit understanding and application of one or more ideas used to improve sleep/reduce insomnia, such as, relaxation techniques, changes to physical environment (taking out electronic equipment, temperature, light), improved diet/exercise, etc.

For example:

Firstly, Caitlin could 'clean up' her sleep environment (where she sleeps) by making sure that her room is dark, quiet and at a comfortable temperature. (1) Her bedding should be comfortable and she should ensure that any smart phones, computers etc. are off.(1) She should also refrain from using these at least an hour before she plans to sleep (1) as well as avoiding eating large meals just before bedtime and reducing her intake of caffeine. (1)

Caitlin could also use relaxation techniques where she clears her mind (she could write down her worries or imagine them flying away) (1) and engages in deep breathing exercises where she inhales through her nose for 4 seconds, holds for 7 seconds and exhales for 8 seconds. (1)

Marker's Comments - Question 14**Level 3 (5–6 marks):**

There is a thorough explanation of at least one idea. This should be done with accuracy and clarity and clearly apply to the source. There should be evidence of coherency throughout the explanation.

Level 2 (3–4 marks):

There is a good description of at least one idea relevant to the source. This should be done with some accuracy. There should be some evidence of coherency within the description. [6]

Level 1 (1–2 marks):

There is a basic description of at least one idea. Description may be more common sense than technical.

(0 marks):

No credit worthy response.

Section C
Memory

Answer **all** questions in this section.

**Need
more
help?**

Read
pages
137-140
and
complete
the
activities
on page
140.

- 15 (a) Identify which of the following shows why Braun et al.'s (2002) study of autobiographical memories may show age bias.

- A only cartoon characters were investigated
- B only childhood memories were investigated
- C only paper advertisements were investigated
- D only university students were investigated

Your answer **D**

[1]

- (b) Identify how Braun et al.'s study lacked ecological validity.

- A participants were made to give adverts more direct attention than normal
- B participants' imagination inflation was measured using numerical scales
- C the character of Ariel did not exist when the participants were younger
- D the character of Mickey Mouse did not look realistic on the poster

Your answer **A**

[1]

- (c) Identify a weakness of using an independent measures design in Braun et al.'s study

- A differences in the ratings of the pleasantness of the advert may be due to demand characteristics
- B differences in the ratings of the pleasantness of the advert may be due to participant variables
- C differences in recall of shaking hands with a character may be due to demand characteristics
- D differences in recall of shaking hands with a character may be due to participant variables

Your answer **D**

[1]

16

Why do we forget?

Arfan forgets what he came downstairs for until he goes back upstairs again.

Carmen forgets some of the names of the people she has just been introduced to because there were too many of them.

Darcy forgets the poem she is trying to learn because she has not practised it enough times.

Need more help?

Check out pages 128-129 of your textbook.

Using the source:

(a) Name the person who has experienced decay.

Darcy.....[1]

(b) Name the person who has experienced displacement.

Carmen.....[1]

17 A group of people with amnesia were tested for recall. When they were given 30 images to memorise, they remembered a median of 5 images.

Calculate the median expressed as a fraction in its lowest form of the total number of images. Show your workings.

1 mark for workings: 5/30 (✓)

To simplify 5 to 1, which means that you would need to divide it by 5. So you also need to divide 30 by 5.

1 mark for answer Median= 1/6 (✓)

Need more help?

Read pages 194-195 and complete the activities on page 197.

Median = [2]

Marker's Comments – Qu. 17

1 mark only if not expressed in its lowest form.

18

Need more help?
Read pages 122-123.

The neuropsychologist
A neuropsychologist has been assigned two new patients. Patient A is unable to recall any memories from before she suffered her brain injury, while Patient B is unable to form any new memories since his brain trauma.

For both patients, identify the type of amnesia and the area of the brain associated with this type of memory loss.

Patient A:

Type of Amnesia

Type of Amnesia - Retrograde amnesia

Associated Brain Area

Brain Area - Frontal lobe (pre-frontal cortex)

Patient B:

Type of Amnesia

Type of Amnesia - Anterograde amnesia

Associated Brain Area

Brain Area – Hippocampus [4]

- 19* Use your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint.

"Laboratory experiments are so artificial that we cannot reasonably apply them to real life. The only useful studies in psychology are those conducted outside of a laboratory."

In your answer you should refer to at least **two** different areas of psychology you have studied.

AO1 marks

Description of features of laboratory studies such as Braun, Ellis and Loftus (2002) and Cooper and Mackie (1986).

Description of features of studies conducted outside of a laboratory, for example field experiments such as Bickman (1974), natural experiments such as Piaget (1952), self-report studies such as Williams et al. (1992), case studies such as Freud (1918), and correlational studies such as Blackwell et al. (2007).

AO3 marks

For valid critical evaluation points in terms of being able to apply different types of studies to real life, which relate to:

ecological validity generalisability demand characteristics social desirability bias reliability/replicability control of variables standardisation

bias samples extraneous variables usefulness data ethics.

Other relevant methodological issues should be credited.

Marker's Comments – Qu. 17

AO3 marks can only be awarded where more than one area of study has been considered.

Credit any other relevant response from any other topic area studied:

- The Brain and neuropsychology
- Development
- Memory
- Psychological Problems
- Social Influence
- Criminal Psychology
- Sleep and Dreaming

Marker's Comments – Qu. 19

AO1 – OUTLINE & DESCRIBE (understanding of theories/studies/key terms)

Level 3 (5–6 marks):

There is a thorough description of features at least two types of studies in psychology (including laboratory experiments), with examples from different areas of psychology. This is done with accuracy and clarity. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.

Level 2 (3-4 marks):

There is a good description of one or more types of studies in psychology (including laboratory studies). This is done with accuracy, with examples from different areas of psychology. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Level 1 (1-2 marks):

There is a basic description of one or more types of studies in psychology and may include examples. This may include some inaccuracy. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.

0 marks: No credit worthy response.

AO3 - EVALUATION- LIMITATIONS

Level 3 (5-7 marks):

There is a thorough evaluation which offers breadth and/or depth covering at least 2 different areas of psychology studied. Points are coherent and relevant and the response is developed in order to reach a substantiated judgement in response to the question.

Level 2 (3-4 marks):

There is a good evaluation which offers breadth and/or depth covering at least 2 different areas of psychology studied. Points may be brief but should still be relevant and used to reach a supported judgement in response to the question.

Level 1 (1-2 marks):

There may be some basic attempt at evaluation but it will be weak and consideration of more than one area of psychology may be inaccurate. Judgements will be either unclear or absent.

0 marks: No credit worthy response.

Section D
Research Methods

Answer **all** questions in this section.

A psychologist investigated the relationship between how patient people were when queuing for a theme park ride and how they rated their experience of it.

She posed as a member of staff so that she could observe people without them knowing. Every 30 minutes, the psychologist selected a person from the queue. She observed that person and measured how patient they appeared to be using a scale of 1 to 10 with 1 being 'very impatient' and 10 being 'very patient'.

Once that person had been on the ride, she explained the aim of her research. If they agreed to be part of the study, she then asked them to rate their experience of the ride on a scale of 1 to 10 with 1 being 'not exciting at all' and 10 being 'very exciting'.

Need more help?

Check out pages 131, 137, 163, 184, 189 & 192-193 of your textbook.

20 Explain whether the data collected would be quantitative or qualitative data. Justify your answer.

1 mark for understanding the data is quantitative.

1 mark for a justification of this answer in context of the study, e.g. patience is measured on a numerical scale.

Marker's Comments – Qu. 20

If qualitative data is selected then it is still possible to earn the second mark if the explanation is actually of quantitative data. [2]

Need more help?

Check out pages 184-185 & 215 of your textbook.

21 Outline **one** strength of using a rating scale to measure people's experience of the ride.

• Examples of a 2 mark answer:

- It is more objective (1) to score someone's excitement rather than asking them to describe it
- Easier to look for patterns (1) in this case between levels of excitement and patience.

Marker's Comments - Qu.21

1 mark for evaluation of a strength of using a rating scale
1 mark for applying this strength to the study. [2]
Also credit strengths related to self report.

22 Evaluate the use of the observation method in this study.

Need more help?

Check out pages 187-188 of your textbook.

Credit evaluation points that refer to the observational method in psychology, or specific types used in this study (naturalistic, covert, non-participant). Points can be positive (e.g. high ecological validity, no observer effect) or negative (e.g. observer bias, lack of control of variables, no consent). The points should apply to the study described whether explicitly or implicitly.

Marker's Comments – Qu. 22

Level 3 (4-5 marks):

There is a thorough evaluation of the observational method. This should be done with accuracy and clarity and clearly apply to the source. There should be evidence of coherency throughout the evaluation.

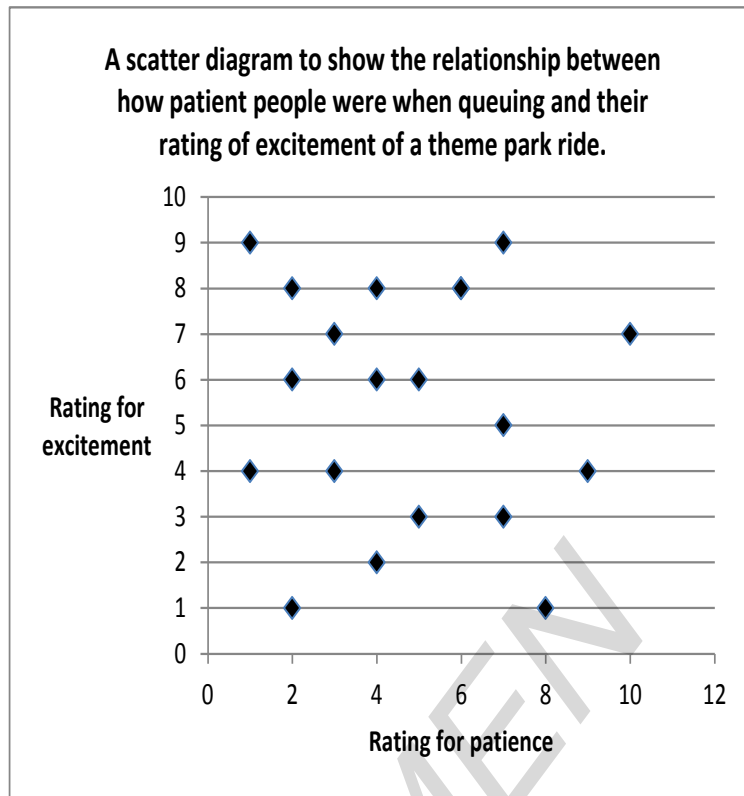
Level 2 (2-3 marks):

There is a good evaluation of the observational method. This should be done with some accuracy. Application to the source should be implicit if not explicit. There should be some evidence of coherency within the evaluation.

Level 1 (1 marks):

There is a basic attempt to evaluate the observational method. Evaluation may be more common sense than technical. Points may only apply to the source in an implicit way. [5]

23 The psychologist presented her findings using a scatter diagram, as shown below.



Need more help?
Check out pages 190-191 of your textbook.

Explain what the psychologist would conclude from this scatter diagram.

..... 1. mark for identifying the scatter diagram shows no/zero correlation.

1 mark for a statement that recognises there is no relationship between how exciting people found the ride and how patient they were when queuing. [2]

24 Explain **two** weaknesses of **this** correlational study.

Need more help?
Check out pages 189-191 of your textbook.

Examples of 1 mark:

- You cannot establish cause and effect between patience and excitement (1).
- It only shows a relationship between patience and excitement (1).
- There are too many uncontrolled variables e.g. other people, the quality of the ride. (1).

Example of a 2-mark answer:

- **Researchers cannot establish cause and effect e.g. being patient causes more excitement (1) because variables are not manipulated**

Marker's Comments - Qu. 24

1 mark for each weakness identified (maximum of 2).
1 mark for context (maximum of 2). Limit of 2 marks available if not contextualized.
Candidates might refer (but are not limited) to the following concepts when contextualising their answers:

- Reliability
- Demand characteristics
- Observer effect
- Gender bias
- Cultural bias
- Age bias
- Experimenter bias
- Observer bias
- Social desirability
- Ethical issues

..... [4]

25 Outline **one** way in which this study could show gender bias.

**Need
more
help?**

Check out
pages
104, 109,
163, 204
of your
textbook.

Examples of a 2 mark answer:

• The research may be gender bias if the sample has much more of one sex than another (1). For example, if the ride appeals more to females (1). • The researcher's own biases may affect her ratings (1) as she may perceive males as being more impatient when they're not (1). [3]

END OF QUESTION PAPER

Examples of a 3 mark answer

• • The research may be gender bias if the sample has much more of one sex than another (1). For example, if the ride appeals more to females (1) then they will be over-represented in the data (1).
• • Males and females may want to present a different image when rating the ride (1) as males may want to come across as being more macho and rate the ride as less exciting (1) so their ratings are less valid than females (1).

Section E

Criminal Psychology

Answer **all** questions in this section.

**Need
more
help?**

Check out
pages 9-
13 of your
textbook

26. (a) Identify the control condition in Cooper and Mackie's (1986) study into the effects of video games on aggression in children.

- A maze-solving
- B problem-solving
- C puzzle-solving
- D question-solving

Your answer

[1]

- (b) Identify a way the sample used in Cooper and Mackie's (1986) study was unrepresentative.

- A only included boys
- B only included children from America
- C only included children from Australia
- D only included girls

Your answer

[1]

- (c) Identify a strength of the procedure used in Cooper and Mackie's (1986) study.

- A consent was gained from the children's class teachers.
- B consent was gained from the children's doctors.
- C consent was gained from the children's head teachers.
- D consent was gained from the children's parents.

Your answer

[1]

27. Eysenck devised a Criminal Personality Theory.

(a) State what is meant by extroversion in relation to criminal behaviour.

Need more help?

Check out pages 13-16 of your textbook

Example of a 2 mark answer:

Extroversion is characterised by sociability/talkativeness/assertiveness/excitability: (1) People who score highly on extrovert measures are more likely to act anti-socially in situations where the opportunity presents itself. (1)

Other appropriate statements should be credited.

Marker's comments - Qu. 27 (a)

1 mark for any acceptable statement as a definition of extroversion.

1 mark for linking definition of criminal behaviour.

For full marks there needs to be a clear link made to criminal behaviour. [1]

(b) A psychologist wanted to investigate the neuropsychology involved in extraversion.

Outline one way she could carry out her investigation.

Examples of a 2 mark answer:

- She could look at the reticular activating system of extroverts (1) to see if it is different from introverts (1)
- She could use a brain scan (1) to investigate the dopamine activity of extroverts (1)

Marker's comments - Qu. 27(b)

1 mark for showing an understanding of the neuropsychology involved in extraversion

1 mark for how this could be investigated through reference to any part of a procedure.

For full marks there needs to be a clear link made between neuropsychology and extraversion. [2]

(c) Outline one criticism of Eysenck's theory.

Examples of a 2-mark answer:

- The theory suggests that personality traits are stable and consistent across situations, yet people can show very different personality characteristics in relation to different types of crime (1). For example, a person who commits fraud will show very different scores on the neurotic, extroversion and psychoticism scales from a person who commits murder (1).
- The theory merely identifies certain characteristics that may link to criminality; it does not inform us why individuals commit criminal acts (1). The theory tells us that rapists and child abusers are extroverted, neurotic and psychotic but it does not explain why they rape or abuse children (1).
- The theory relies on the use of rating scales to measure personality factors therefore open to response bias leading to problems with validity, particularly when measuring the personalities of criminals.

Need more help?

Check out page 16 of your textbook

28. Participants in Heaven's (1996) study into personality and delinquency completed questionnaires which included rating scales.

(a) Explain one strength of questionnaires as used in this study.

Examples of a 2 mark answer:

- A strength of questionnaires is that they make it easy to keep responses anonymous (1). None of the names of the participants/students were published (1).
- A strength of questionnaires is that they can be used to access a large number of respondents at the same time (1). They allowed the study to have a large sample making findings generalisable (1).
- A strength of questionnaires is that all participants are asked the same questions (1). It was therefore easy to make comparisons between people/students (1).

Need more help?

Check out pages 17-19 of your textbook

Marker's comments - Qu. 28 (a)

1 mark for identifying an appropriate strength of questionnaires.

1 mark explaining the strength of questionnaires as used in Heaven's study. [2]

Maximum 1 mark only if no link to Heaven's (1996) study is made.

(b) Explain one way that the procedure of Heaven's study could be improved.

Examples of a 2 mark answer:

- a limit of the study is that it had a biased sample (1) to improve, they could carry out the investigation in more than one country (1)
- a limit of the study is that it had a biased sample (1) to improve that could use state schools as well as independent schools (1)
- the study had limited choices on closed questions (1) to improve, the research could widen the rating scale (1)

Other appropriate explanations should be credited.

Need more help?

Check out pages 17-19 of your textbook

Marker's Comments - Qu. 28(b)

1 mark for identifying an appropriate limitation of the study

1 mark for a suggested improve [2]

Maximum 1 mark only if no link to Heaven's (1996) study is made.

29. Outline the process of synaptic transmission.

Need more help?

Check out pages 14-15 of your textbook

Examples of a 2 mark answer:

- Neurotransmitters are released by the pre-synaptic neuron (1) and bind to the receptors of a post-synaptic neuron (1)
- Synaptic transmission allows the communication between neurons (1) through the release of neurotransmitters which bind to receptors (1).
- Neurons release neurotransmitters (1) which bind to and activate the post-synaptic neuron (1). Other appropriate descriptions should be credited.

Marker's comments- Qu. 29

1 mark for a basic description of the process of synaptic transmission.

2 marks for a more detailed description, with effective use of terminology

30. The table below shows crime figures for town X.

Table showing the total number of crimes reported in town X

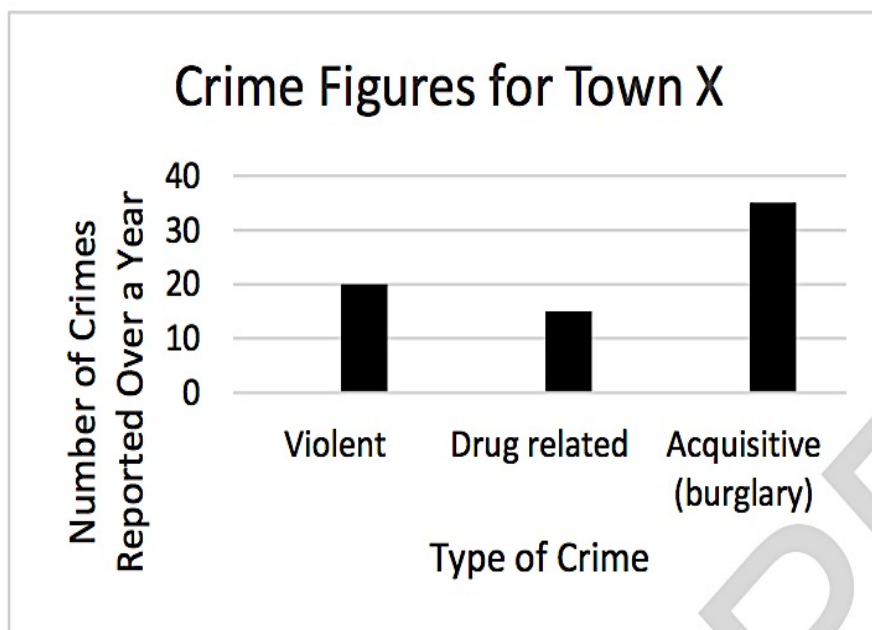
	Crime type		
	Violent	Drug related	Acquisitive
Number of crimes reported over a year	20	15	35

Using the table above:

(a) Sketch a bar chart to represent the crime figures for town X.

Need more help?

Check out pages 14, 198-199 of your textbook



Marker's comments - Qu. 30(a)

1 mark for correctly titled graph.

1 mark for Y axes being correctly labelled.

1 mark for X axes being correctly labelled.

1 mark for correct plotting of data. [4]

(b) Identify which type of crime would give the modal class.

1 mark for identifying 'acquisitive'.

[1]

(c) Name **one** other type of crime that may not have been reported in town X.

1 mark for the appropriate type of crime not represented in the given table.

Most likely answers will be:

- anti-social
- sexual.

Marker's comments- Qu. 30 (c) [1]

Mark is awarded for type of crime only. Do not accept examples of crime, e.g. murder.

31. Describe how restorative justice can help to reduce acquisitive reoffending.

Need more help?

Check out pages 20-22 of your textbook

The aim is to encourage offenders to take responsibility for the harm they have caused and to agree on ways to repair the harm and damage caused. If an offender can be made aware of the impact of their crime e.g. burglary/robbery, on the victim(s), they may be less likely to re-offend.

Examples of a 2 mark answer:

- An offender acknowledges the impact his/her crime has caused, so they don't rob/burgle in the future (1) and to make amends by agreeing to behaviours suggested by the victim (1).
- Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for what they have done (1)

Examples of a 3 mark answer:

- An offender acknowledges the impact his/her crime as caused, so they don't steal in the future (1) and to make amends by agreeing to behaviours suggested by the victim (1). If an offender can be made aware of the impact of taking items from the victim(s), they may be less likely to re-offend (1).
- Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for taking other peoples' possessions (1). If they can find a way to make amends, they may be less likely to rob/steal/burgle in the future (1).

Marker's comments – Qu. 31

1 mark for outlining..... restorative justice. 1 mark for making a link between the method of..... [3]

rehabilitation and acquisitive offending. 1 mark for a fully developed description of how restorative justice may reduce the likelihood of continued acquisitive offending.

1 mark only if not linked to acquisitive reoffending.